

Model Assignment

Issued September 2010

OCR Level 3 Preparing to Work with Children and Young People (QCF)

Unit 5: Understanding the essential role of play in children and young people's personal development

Please note:

This OCR model assignment may be used to provide evidence for the unit identified above. Alternatively, centres may 'tailor' the assignment within permitted parameters (see 'Notes for Teachers'). It is the centre's responsibility to ensure that any adaptations made to this assignment allow learners to meet all the assessment criteria and provide sufficient opportunity for learners to demonstrate achievement across the full range of marks.

The Ofqual accreditation numbers associated with this unit are:

- Unit accreditation number R/601/3283
- Qualification accreditation number (QAN) 501/0706/9

This OCR model assignment remains live for the life of this qualification.

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Model Assignment: Learner Information

OCR Level 3 Preparing to Work with Children and Young People (QCF)

Unit 5: Understanding the essential role of play in children and young people's personal development

Model Assignment brief for the learner:

The essential role of play

As play is integral to the development of the child, it is important to consider how play influences development, and the benefits of play activities for each area of development. There are a number of categories of play, and children move through different stages of play as they mature and grow; the early years worker will need to be aware of these and use them in the day to day planning for the individual child.

From: A Fisher et al Applied A2 Health & Social Care for OCR. Pg 106 Folens

Brief

As a Level 3 learner interested in working in the children and young people's sector you are being given the opportunity to gain a deeper understanding of the role of play in children and young people's personal development.

Your work for this assignment is to focus on a placement in a children's or young people's setting of particular interest to you. You will compile a placement portfolio to inform your personal and professional development in preparation for your future role in the children's and young people's workforce.

Based on your own research and your placement experience you will find out about how children possess an innate ability for, and a biological drive to play; how play provides a natural route for the child to develop. You will explore how, through play, children can discover, develop and become adept in a whole range of social, intellectual, emotional, creative and motor skills. You will also develop understanding of how people support children and young people's play.

Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.

Tasks

Task 1: Different views of play

Assessment criteria 1.1, 1.2, 1.3 and 1.4

Your task is to:

Before investigating play first hand in a children or young people's setting you need to carry out background research to develop your understanding of differing views of play.

You will need to:

Produce information for your placement portfolio that:

- describes two different theoretical and value based approaches to play
- evaluates the view that play should be freely chosen and fun
- evaluates the view that children have an innate drive to play
- analyses how views of children and young people in society affect attitudes to play

Your evidence must include:

Information for your placement portfolio about differing views of play

Task 2: Investigate play and development

Assessment criteria 2.1 and 2.2

Your task is to:

Use time at your chosen placement to investigate the role of play in supporting children and young people's development. Find out about the impact of current lifestyles on children's play.

You will need to:

- Carry out an investigation into, and subsequently explain, the role of different types of play in supporting development. This may involve, for example, observations of children playing, interviews with children and practitioners; as well as textbook or internet research.
- Using questionnaires and/or interviews with parents, children and practitioners, explore the ways current lifestyles have impacted on children's play.
- Write up your findings for your placement portfolio.

Your evidence must include:

Written evidence for your placement portfolio to show completion of the above tasks.

Task 3: Researching play provision

Assessment criteria 3.1, 3.2 and 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7

Your task is to:

Develop understanding of the key policies which impact on play provision for children and young people; understand the range of play types and provision and recognise the key features of successful play settings.

You will need to:

Gather information from your placement and from other research that will enable you to:-

- explain the rights of the child to play as defined by the UN Convention on the Rights of the Child
- evaluate the impact of two public policies on play provision at your placement
- identify play provision within different settings, services and communities
- explain the main types of play using examples from your placement
- explain the equipment and materials that support each of the main play types
- analyse the key features of successful play spaces, including outdoor and natural play spaces, using examples from your placement (where relevant)
- using examples from your placement, evaluate the importance of involving children and young people in planning and managing their own play
- focussing on your experience at your placement explain how accessible and inclusive play is implemented, and its importance

Your evidence must include:

Written evidence for your placement portfolio to show completion of the above tasks.

Task 4: Overcoming barriers to play

Assessment criteria 5.1, 5.2 and 5.3

Your task is to:

As a potential member of the children and young people's workforce you need to be aware of barriers to accessing play settings and also ways that children and young people with disabilities or additional needs can participate fully in play.

You will need to:

Gather information from your placement and from other research that will enable you to:-

- Explain barriers to access to play settings and services in rural, urban and mixed environments; evaluate how barriers can be overcome
- Explain ways that children or young people with disabilities or additional needs are enabled to participate in play.

Your evidence must include:

Written evidence for your placement portfolio to show completion of the above tasks.

Task 5: Playing safely

Assessment criteria 6.1, 6.2, 6.3, 6.4 and 6.5

Your task is to:

Assessing risk is an important aspect of working within children and young person's settings. You need to demonstrate that you understand the importance of assessing risks and that you have knowledge of legislation and guidelines for safety in play settings.

You will need to:

Using information gathered on your placement and other research if necessary:

- identify the key features of the legal framework and current national guidelines for safety in early years settings
- explain how the setting balances risk against benefit
- explain the importance for a play setting of developing and maintaining a risk and benefit assessment pro forma

In addition, based on your placement experience:

- explain, by providing a range of examples, why children need to be able to take risks in play
- analyse the role of play in enabling children to learn to manage risk for themselves and others

Your evidence must include:

Written evidence for your placement portfolio to show completion of the above tasks.

Task 6: Finding out how to support play opportunities

Assessment criteria 7.1, 7.2, 7.3, 7.4 and 7.5

Your task is to:

During your time at the placement you will carry out various observations that you will use to find out how to support play opportunities.

You will need to:

- explain how play settings are planned to meet the play opportunity needs of children and young people
- explain the importance of maintaining the accuracy and confidentiality of records and observations
- explain how to carry out an observation and record how children use the play setting
- analyse the role of the adult in the play setting
- evaluate how the design of the play setting contributes to the range of play opportunities available

- write up your findings for your placement portfolio

Your evidence must include:

- Planning and observation records
- Written evidence for your placement portfolio to show completion of the above tasks.

Model Assignment: Teacher Information

OCR Level 3 Preparing to Work with Children and Young People (QCF)

Unit 5: Understanding the essential role of play in children and young people's personal development

General guidance on using this model assignment

1 General

THIS UNIT IS PASS/FAIL

- 1.1 OCR model assignments are available to download free of charge from our website: www.ocr.org.uk
- 1.2 OCR model assignments are intended to be used for formal summative assessment of learners and assessment must be conducted under controlled conditions. The OCR centre handbook for this qualification gives full information on controlled assessment. There is also guidance on what controlled assessment means in the context of this model assignment in the next section 'Notes for teachers'.
- 1.3 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

2 Before carrying out the assignment

- 2.1 Learners should be provided with a copy of the *Learner Information* section of this assignment or the centre adapted model assignment.
- 2.2 It is not anticipated that learners will need to carry out any preparations **prior** to undertaking the assessment tasks, such as collating resources to use in the assessment, but if you do ask your learners to do so you please be aware that there is no time limit for this.

3 Producing evidence

- 3.1 Each learner must produce individual and authentic evidence for each task within the assignment.
- 3.2 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them. It is not acceptable for teachers to provide model answers or to work through answers in detail. For advice on giving feedback to learners on the work they have produced for assessment centres should refer to JCQ document *Instructions for conducting controlled assessment*.
- 3.3 Learners may use information from any relevant source to help them with producing evidence for the tasks.
- 3.4 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.
- 3.5 Under each task we have specified what evidence the learner is expected to produce, but it is important to note that if it is possible to generate the evidence in a variety of formats (such as then the learner is free to use the format that is most appropriate for them. The section 'Evidence Summary' at the back of the model assignment will guide you on evidence and formats for evidence.

4 Presentation of work

- 4.1 Centres wishing to submit digital evidence in the form of an e-portfolio should refer to the appendix in the OCR Level 3 Preparing to Work with Children and Young People (QCF) on guidance for the production of electronic assessment.
- 4.2 Centres should discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, eg spiral bound, stapled booklet, treasury tag.

For more guidance on production and presentation of work please refer to the section on Internal Assessment in the OCR Level 3 Preparing to Work with Children and Young People (QCF).

Instructions on conducting assessment for this model assignment

Introduction to the Tasks

Centres should refer to the section on internal assessment in the OCR Level 3 Preparing to Work with Children and Young People (QCF) for more information on task setting, taking and marking.

These guidance notes should be used in conjunction with the unit specification and OCR Level 3 Preparing to Work with Children and Young People (QCF).

Task Setting

Centres can use this model assignment without adaptation or it can be adapted in line with the scope of permitted model assignment modification section in this document (see section below).

Alternatively, centres may develop their own assessment tasks and this OCR model assignment acts as an exemplar therefore helping to establish the standard expected of a controlled assessment activity. **All centre designed assignments must be quality assured before being used for assessment**, centres must ensure that model assignments they design are appropriate for their intended use and match the requirements of the unit(s).

There is further information on task setting in the OCR Level 3 Preparing to Work with Children and Young People (QCF).

Task Taking

Supervision

Learners will complete the majority of work for assessment under direct teacher supervision but it is acceptable for some aspects of exploration to be outside the direct supervision of the teacher (the teacher must be able to authenticate all work carried out by the learner). It is also acceptable for assessment to take place outside the classroom but presenters must exercise continuing supervision to ensure essential compliance with health and safety requirements as well as being able to authenticate the learner's work. For this model assignment the following aspects could be undertaken outside of the direct supervision of the teacher:

- Taking part in an early years placement
- Interviewing early years practitioners
- Carrying out research eg library, internet etc.

Time

Centres can decide how the time can be allocated between each part or individual task in the assessment.

For this model assignment we recommend that the overall assessment time is allocated as follows:

- 1 to 2 hours – Task 1 – Different views of play
- 1½ to 2 hours – Task 2 – Play and development
- 1 to 2 hours – Task 3 – Play provision
- 1 to 2 hours – Task 4 – Overcoming barriers to play
- 1½ to 2½ hours – Task 5 – Playing safely
- 1½ to 2½ hours – Task 6 – Supporting play opportunities

Resource

Centres can determine which physical resources and information sources are appropriate for the assessment, for example interviewing individuals, practitioners, internet and textbook research. Learners will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria.

Collaboration

Learners are permitted to work in a team for the assessment, for example to carry out research into types of support available. At all times the teacher must be sure each learner can produce evidence of their own contribution to each assessment criteria but centres can determine at which point in an assessment task learners can work together. When learners are working in teams, teachers should consider:

- that all team members have equal opportunity to evidence their skills, knowledge and understanding
- team composition, for example based on learners' preferred learning/reviewing styles
- the number of team members. This is less important than the management and structure of the team. Small groups of 3 to 6 learners could comprise a team
- monitoring the team as work progresses
- exemplifying structures for effective presentations and verbal communication
- providing opportunity for practice/rehearsal and giving structured feedback

If witness statements are used to support learners' evidence, these should be completed individually for each learner.

Scope of permitted Model Assignment modification

The model assignment is very self-contained in its present form. The set of tasks form a coherent whole addressing all the assessment criteria.

No changes can be made to the assessment criteria.

The model assignment can be changed in terms of:

- the learner's brief, which can be contextualised or amended to suit local needs. However, the scenario must still be set within a children and young people's workforce context
- who the end user/client is and what their requirements are
- each specific task may be appropriately contextualised (ensuring that learners have the opportunity to cover all assessment criteria through the tasks)
- links to other unit assignments
- the type of evidence required and the format it takes (providing the assessment criteria do not demand specific evidence or format)
- Timings given for each assessment task are only approximations and it is permissible to vary them depending on the approach taken to each task and the overall context of the assignment.

OCR has ensured that, in the language used and tasks and scenarios provided, we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners

If centres wish to adapt the model assignment we strongly advise that staff responsible for modifying the model assignment and quality assuring it refer to the publication *Fair access by design*.

If modifications are made to the model assignment it is up to the centre to ensure that all assessment criteria and marking criteria are adequately covered.

Additional guidance on managing the assessment

Additional guidance:

- This assignment would ideally benefit from an early years or young people's placement. This would enable learners to experience real events and work alongside professionals in an early years context. Learners should be encouraged to use as much of the resources available from a workplace setting to support their evidence for this unit.
- It is not essential that the same play setting is used for all tasks; more than one may be used.
- Alternatively the use of case studies, simulations and discussions within class may be useful for learners to explore theories and play based learning.
- Information could be collected on the roles of relevant practitioners through visits, interviews, books, websites and TV clips etc to ensure learners understand early years practitioner's role in relation to supporting children's learning and development through play.
- For Task 1, interviews could be carried out with parents and early years practitioners to obtain a range of viewpoints.
- For task 2, learners will need to be prepared for carrying out observations. Consideration needs to be given to planning the observation methods that can be used, as well as obtaining permission, confidentiality and objectivity. This should also prepare learners for observations required in task 6.
- Task 3 requires knowledge of the local provision this can be researched using the internet or polling knowledge of the learners themselves. Information about the impact of public policy on play provision could be obtained from the placement setting.
- Task 4 would ideally be carried out with reference to a specific placement. However case studies could be provided which demonstrate barriers and the group of learners could discuss strategies for overcoming them. A visit to a special school would provide valuable information about ways of enabling children or young people with additional needs to fully participate in play.
- For task 5, experience in a placement or interviews with practitioners will enable learners to gather information about risk assessment procedures and legislation that direct and inform professional practice. Alternatively a health and safety officer or early years professional could be invited in to the centre to provide information for the learners.
- THIS UNIT IS PASS/FAIL. Please refer to the Glossary (section 12 of the OCR Preparing to Work with Children and Young People handbook) for guidance on vocabulary used in assessment criteria.

Evidence Summary

This is a summary of the evidence the learner will be expected to produce in relation to this model assignment.

It is important to note that when completing this model assignment it may be possible to generate the evidence in a variety of formats and there is guidance on the options below. In some cases the task or model assignment will require a specific format for the outcome and this will be clearly marked in the table.

Task title	Evidence prescribed for activity	Format of evidence could include (this list is not exhaustive)	AC coverage
Task 1 Different views of play	<ul style="list-style-type: none"> Information for the placement portfolio about differing views of play 	<ul style="list-style-type: none"> notes diagrams records of interviews bibliography 	<ul style="list-style-type: none"> AC1.1 AC1.2 AC1.3 AC1.4
Task 2 Play and development	<ul style="list-style-type: none"> Written evidence for the placement portfolio to show completion of the tasks. 	<ul style="list-style-type: none"> written explanations questionnaires interview records 	<ul style="list-style-type: none"> AC2.1 AC2.2
Task 3 Researching play provision	<ul style="list-style-type: none"> Written evidence for the placement portfolio to show completion of the tasks. 	<ul style="list-style-type: none"> map of local play provision accompanying notes placement records written explanations and analysis 	<ul style="list-style-type: none"> AC3.1 AC3.2 AC4.1 AC4.2 AC4.3 AC4.4 AC4.5 AC4.6 AC4.7
Task 4 Overcoming barriers to play	<ul style="list-style-type: none"> Written evidence for the placement portfolio to show completion of the tasks. 	<ul style="list-style-type: none"> Placement records Written analysis 	<ul style="list-style-type: none"> AC5.1 AC5.2 AC5.3
Task 5 Playing safely	<ul style="list-style-type: none"> Written evidence for the placement portfolio to show completion of the above tasks. 	<ul style="list-style-type: none"> health and safety information from placement risk and benefit pro forma 	<ul style="list-style-type: none"> AC6.1 AC6.2 AC6.3 AC6.4 AC6.5

Task title	Evidence prescribed for activity	Format of evidence could include (this list is not exhaustive)	AC coverage
<p>Task 6</p> <p>Finding out how to support play opportunities</p>	<ul style="list-style-type: none"> • Planning and observation records • Written evidence for the placement portfolio to show completion of the tasks. 	<ul style="list-style-type: none"> • observation plans • observation records • written explanation and evaluation 	<ul style="list-style-type: none"> • AC7.1 • AC7.2 • AC7.3 • AC7.4 • AC7.5