

Live Assessment Material

Model Assignment 1

OCR Level 1/2 Cambridge National Award in Health and Social Care

OCR Level 1/2 Cambridge National Certificate in Health and Social Care

OCR Level 1/2 Cambridge National Diploma in Health and Social Care

Unit R026: Planning for employment in health, social care and children and young people's workforce

Please note:

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

INSTRUCTIONS TO TEACHERS

The OCR administrative codes associated with this unit are:

- Unit entry code R026
- Certification code Award J801/Certificate J811/Diploma J821

The accreditation numbers associated with this unit are:

- Unit reference number F/503/6239
- Qualification reference J801 - 600/4777/X, J811 - 600/4780/X, J821 - 600/4771/9

Duration: Approximately 10 hours

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Model Assignment: Information for Learners

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Unit R026: Planning for employment in health, social care and children and young people's workforce

Scenario for the assignment

Setting the scene – Providing careers information and guidance

Your school/college is planning to have a careers information evening. Your health and social care group have been asked to contribute to the careers evening by providing information about employment opportunities in health, social care or the children and young people's workforce.

Your information must cover the topics below:

- career pathways
- the nature of working in health, social care or the children and young people's workforce
- career planning.

The information you provide should be based on knowledge and understanding of the care sector and job roles of particular interest to yourself.

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

Your tasks

Task 1: Career pathways

This task covers all of Learning Outcome 1: Know about careers in health, social care or the children and young people's workforce

To help you make informed choices about your future career path you need to find out about the employment opportunities available in the sector you are interested in working in. Choose one sector from:

- health
- social care
- children and young people's workforce.

You must outline:

- career opportunities available in a variety of different service providers within the sector you have chosen

and describe:

- sources of information about career opportunities
- entry points
- qualifications needed.

This information will be used at the careers evening to help other students make choices about their future careers.

Task 2: Skills and attributes; rewards and challenges

This task covers part of Learning Outcome 2: Understand the nature of working in health, social care or the children and young people's workforce

You have been asked to provide a guide to working in the sector you have chosen for task one.

The first section of your guide must start with information on the skills and attributes needed to work in your chosen sector and the rewards and challenges of this type of work.

You must show your understanding of:

- skills and personal attributes needed for the chosen area of work
- rewards and challenges of work in your chosen area

Task 3: Health and safety

This task covers part of Learning Outcome 2: Understand the nature of working in health, social care or the children and young people's workforce

The second section of your guide needs to include information about the health and safety issues involved when working in your chosen sector.

You must explain the issues around:

- hazards and risks
- risk of workplace violence
- stress
- mental health
- physical requirements
- accident prevention
- health and safety executive (HSE) guidance.

Your guide should be relevant to your chosen sector.

Task 4: A personal career plan

This task covers Learning Outcome 3: Be able to plan for careers in health, social care or the children and young people's workforce

You now need to produce a career plan for a specific job role within the sector you have chosen. The career plan should be based on research you have carried out into a sector/job role of particular interest to yourself.

You must:

- identify career opportunities
- produce a career plan
- set development goals to improve behaviours, skills and attributes.

The career plan will be used at the careers evening to help other students make choices about their future careers.

Information for Teachers

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General guidance on using this assignment

1 General guidance

- 1.1 OCR assignments are available to download free of charge from our website:
www.ocr.org.uk
- 1.2 OCR assignments are intended to be used for summative assessment of learners. The OCR specification for this qualification gives more information on the arrangements for assessing internally assessed units.
- 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 this assignment

- 2.1 Learners should be provided with a copy of the *Information for Learners* section of this assignment.
- 2.2 Learners will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating resources to use in the assessment.
- 2.3 We have estimated that it will take approximately ten hours to complete all tasks. Learners would need approximately 2 – 2.5 hours to complete task 1, 2.5 hours to complete task 2, 2 hours to complete task 3 and 3.5 hours to complete task 4. These timings are for guidance only but should be used by the teacher to give learners an indication of how long to spend on each task. Centres can decide how the time can be allocated between each part of the task. Centres are also permitted to spread the tasks across several sessions and therefore it is permissible for evidence to be produced over several sessions.

3 When completing the assignment and 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 and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made. It is not acceptable for teachers/deliverers to provide answers or to work through answers in detail.
- 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. It is acknowledged that learners in their responses may refer to situations in the scenario we have provided but as the scenario is fictitious this does not break any rules of confidentiality.
- 3.5 We have specified what evidence the learner is expected to produce. Usually, the type of evidence provided may be modified, with the exception of certain types of evidence listed below under '*Permitted changes*'. Format must not be confused with the content or the type of evidence to be produced and it is important to note that it is possible to generate the evidence in a variety of formats. Centres must advise learners as to the most appropriate format of evidence. The assessment is structured so that learners are required to provide evidence of using appropriate Health and Social Care techniques to meet specified purposes. It is unlikely that evidence of the techniques used will, on their own, provide sufficient evidence to judge the extent to which they have been used appropriately. Annotations may help to provide this additional context. The section *Evidence Summary* at the back of this document will guide you on the type of evidence and formats for evidence.

4 Presentation of work for marking and moderation

- 4.1 Centres wishing to produce digital evidence in the form of an e-portfolio should refer to the appendix in the specification on guidance for the production of electronic assessment.
- 4.2 Centres may wish to 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, e.g. spiral bound, stapled booklet, treasury tag.

5 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 learning outcomes and allowing access to the full range of marks.

You **must not** change the following:

- the learning outcomes
- the marking criteria
- the requirements for supervision and authentication as described in the specification (section *The internally assessed units*)
- the requirement to produce a career plan.

Permitted changes:

The model assignment can be modified in terms of the areas described below at the permission of OCR but centres must be sure that learners still have the opportunity to cover all of the learning outcomes and to access the full range of marks:

- The learner's assignment may be contextualised or amended to suit local needs. For example, instead of learners creating a guide, they could provide a report to recommend improvements to careers education.
- Who the individual is and what their needs are.
- Each specific task may be appropriately contextualised to match with any permitted changes you have made to the scenario.
- The type of evidence required and the format it takes.

OCR has ensured that in the language used and the tasks and scenario 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, whether to just the scenario or to both the scenario and individual tasks, it is up to the centre to ensure that all learning outcomes can be met and that learners can access the full range of marks.

Specific guidance on the tasks

Introduction to the tasks

These guidance notes should be used in conjunction with the specification.

The tasks have been designed to enable learners to demonstrate their knowledge and understanding of careers within health, social care or the children and young people's workforce. Learners will have the opportunity to research employment opportunities within a chosen workforce. They will extract information relevant to specific job roles that interest them and produce a personal career plan.

Specific guidance on Tasks 1 and 3

In Task 1 learners should carry out extensive research into the sector and job roles that are available. This research should be accurately referenced.

As a focus for Task 3 learners need to select a specific career within the sector which most interests them.

Learners need to select a career/job role within the sector which most interests them as a focus for this task. They should carry out extensive research of the sector and job roles that are available. This research should be evidenced by referencing in the text of the work where necessary and by the production of a bibliography.

Specific guidance on Task 4: A personal career plan

This task covers part of Learning Outcome 3: Be able to plan for careers in health, social care or the children and young people's workforce.

The production of a personal career plan, taking into account the criteria for LO3, should be appropriately supported by tutors to ensure a structured approach to the organisation of the plan. Learners should initially undertake an evaluation of their knowledge, skills, attributes and career aspirations. Any identified areas for personal development can be included as targets or goals for their action plan. The plan could also include any relevant competence development such as first aid or food safety qualifications or training such as manual handling or safeguarding.

If learners have had the opportunity for a period of work experience, reflection on that experience could identify areas for personal development related to their skills, behaviours or attributes and these could be then be included as targets within their action plan.

Evidence summary

When completing this assignment it may be possible to generate evidence for completing a task in a variety of formats. This list provides examples of the format that can be used, it is not exhaustive. In some cases the task or assignment will require a specific format for the outcome and this will be clearly marked with an asterisk in the table.

Task number	What learners need to produce (evidence)	Format of evidence (this list is not exhaustive)
Task 1	<ul style="list-style-type: none"> • Career opportunities • Sources of information • Entry points • Qualifications 	<ul style="list-style-type: none"> • Posters • Wall chart • Leaflet • Presentation slides • List of information sources
Task 2	<ul style="list-style-type: none"> • Skills and personal attributes needed • Rewards and challenges of the work 	<ul style="list-style-type: none"> • Guide documents • Leaflet • Presentation • Poster
Task 3	<ul style="list-style-type: none"> • The issues around health and safety 	<ul style="list-style-type: none"> • Guide documents • Leaflet • Presentation • Poster
Task 4	<ul style="list-style-type: none"> • Personal career plan 	Plan: <ul style="list-style-type: none"> • Hand written notes or Word document • Checklist of skills • Targets/goals Evidence of research: <ul style="list-style-type: none"> • Bibliography; references