

Live Assessment Material

Set Assignment 2

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 set 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 codes Certificate J811/Diploma J821

The qualification numbers associated with this unit are:

- unit reference number F/503/6239
- qualification number(s) J811 - 600/4780/X, J821 - 600/4771/9

Duration: Approximately 10 hours

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Version 2 April 2019 - Change of title to set assignment, no other changes.

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Set Assignment: Information for Learners

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

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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

You are one of a group of students who are considering careers in health, social care or children and young people’s workforce. You have all agreed to research different aspects of the careers available and put together an information pack to share your findings with each other.

Choose **one** of the following areas in which you would like to work:

- Health
- Social Care
- Children and young people’s workforce

You will need to include details of careers in **your** chosen area and the personal skills and attributes required. You will then draw up a plan for a career path you hope to follow.

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: Careers

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

For your contribution to the pack you will include information about your chosen area of work, i.e. health OR social care OR children and young people's workforce.

You must:

- outline the employment opportunities available within different sectors and organisations
- describe the internal and external sources of information about career opportunities
- describe the entry points into employment and the qualifications needed.

Task 2: Skills and attributes; rewards and challenges

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

You must provide information to show your understanding of the:

- skills and personal attributes needed for the chosen area of work
- rewards and challenges of work in your chosen area
- health and safety issues which you are likely to encounter.

Task 3: A personal career plan

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

You need to produce a career plan within the employment area you have chosen. It should be based on research you have carried out into a career of particular interest.

You must:

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

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 three tasks. Learners will need approximately 3 – 3.5 hours to complete each of the tasks. 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, eg spiral bound, stapled booklet, treasury tag.

5 Scope of permitted set assignment modification

The set 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 that includes development goals

Permitted changes:

The set 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 inform 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 set assignment we strongly advise that staff responsible for modifying the set assignment and quality assuring it refer to the publication *Fair access by design*.

If modifications are made to the set 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 Task 1: Career

Learners should carry out extensive research into the sector and job roles that are available. This research should be accurately referenced.

Specific guidance on Task 3: A personal career plan

As a focus for this task, learners need to select a specific career within the sector which most interests them.

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 should 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 already 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"> • Employment opportunities • Sources of information • Qualifications • Entry points 	<ul style="list-style-type: none"> • Information pack • Diagrams and illustrations • Accurately referenced information sources
Task 2	<ul style="list-style-type: none"> • Skills and personal attributes needed • Rewards and challenges of the work • Health and safety information 	<ul style="list-style-type: none"> • Information pack • Diagrams and illustrations • Accurately referenced information sources
Task 3	<ul style="list-style-type: none"> • Career opportunities • Personal career plan • Development goals 	Plan: <ul style="list-style-type: none"> • Hand written notes or Word document • Checklist of skills • Action plan • Targets/goals • Accurately referenced information sources