

Cambridge TECHNICALS LEVEL 2

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HEALTH AND SOCIAL CARE

Unit 8

Working with children in a childcare
environment

Model assignment

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Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how practitioners can encourage children and young people to be creative, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

Resources to complete the tasks

There are resource requirements for this assignment. Every learner will need access to the following resources:

Time

You should plan for learners to have 16-32 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

We don't have specific requirements for the format of evidence in this assignment. We've said what format the evidence could take for each task. For example, if we say 'You could include a report on ...', the evidence doesn't have to follow any specific reporting conventions. You can modify the format of the evidence, but you must make sure the format doesn't prevent the learner from accessing the grading criteria.

It's possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together evidence to meet several grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment hasn't been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you'll need to complete an individual statement for each learner.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you're using this model assignment and delivering the Foundation Diploma or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

General information for learners

Q *What do I need to do to pass this assignment?*

A You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q *What do I need to do if I want to get a merit or distinction for this assignment?*

A For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q *What help will I get?*

A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q *What if I don't understand something?*

A It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *I've been told I must not plagiarise. What does this mean?*

A Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q *What is referencing and where can I find out more information about it?*

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in *The OCR Guide to Referencing* available on our website: <http://www.ocr.org.uk/Images/168840-the-ocr-guide-to-referencing>

Q *Can I work in a group?*

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q *Does my work for each task need to be in a particular format?*

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we say use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q *Can I ask my tutor for feedback on my work?*

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q *When I have finished, what do I need to do?*

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q *How will my work be assessed?*

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Assignment for learners

Unit 8: Working with children in a childcare environment

Scenario

The Childcare Workforce Trust

The Childcare Workforce Trust is a national charity working to promote recruitment to the childcare sector. It works closely with childcare providers in offering 'taster' courses and other opportunities for individuals who are interested in a career in childcare. One of its current projects is the planning of a touring 'road show' to demonstrate the day-to-day tasks, roles and responsibilities of practitioners in the childcare sector.

The Trust has approached your school/college with a request for help in preparing for this 'roadshow'. They need the support of Health and Social Care students who have an understanding of the professional skills and practical tasks required of those working in the childcare sector.

Task 1: Who uses and who works together in childcare

(This task should take between 1-2 hours.)

Learning Outcome 1: Understand who uses and works within childcare.

A local festival celebrating children has given the Childcare Workforce Trust an opportunity to promote their 'roadshow'.

You have met up with the team working for the Trust. They want the festival goers to be inspired to sign up to attend the 'roadshow' and so have asked for your help in preparing a leaflet identifying children who may require support in childcare and explaining how different people work together in the sector.

Your task is to:

Produce a leaflet for the team to hand out to individuals attending the local festival; it should highlight at least two groups of children with different needs who are supported within the childcare sector and explain how different individuals work together and in partnership.

Pass	Merit	Distinction
P1: Identify children who may require support in childcare		
P2: Explain how different individuals work together and in partnership in childcare		
Evidence		
<p>Your leaflet must:</p> <ul style="list-style-type: none"> Identify at least two different groups of children requiring support in the childcare sector Explain how at least two different individuals work together and in partnership in childcare. 		

Task 2: Children's needs and how they are assessed

(This task should take between 2-4 hours.)

Learning Outcome 2: Understand children's needs and how they are assessed and how personalised care and support plans are developed in childcare.

There has been a great response from people visiting the local festival celebrating children – many have signed up for the Childcare Workforce Trust's 'roadshow'.

It is now requested that you produce a handbook that all attendees of the 'roadshow' will be able to take home with them. This handbook should describe the different needs of children and explain how these needs are assessed in childcare environments.

Your task is to:

Produce a handbook for attendees of a 'roadshow' for individuals interested in working in the childcare sector. It should describe the different needs children have and explain how the needs of children are assessed.

Pass	Merit	Distinction
P3: Describe the needs of children		
P4: Explain how the needs of children are assessed		
Evidence		
Your handbook must :		
<ul style="list-style-type: none">• Describe the needs of children. Referring to Maslow may support this.• Explain how the needs of children are assessed.		

Task 3: Practice and principles in managing medication for children in childcare

(This task should take between 2-4 hours.)

Learning Outcome 3: Be able to support children in childcare with the management and recording of medication.

It is essential that individuals considering a career in childcare understand the responsibilities childcare practitioners have regarding the medication needs of children they support. As childcare practitioners they will need to know when and how to administer medication as well as how to act if there are concerns about a child's condition.

The team from the Childcare Workforce Trust who are responsible for the 'roadshow' have asked you to do a demonstration to the 'roadshow' audience. This should show the skills needed and principles to be applied by practitioners when giving medication to children in registered childcare.

In addition to your practical demonstration, the team ask that you produce a guidance sheet explaining the actions to be taken if a childcare practitioner becomes aware of changes in a child's condition or has concerns about it.

Your task is to:

Hold a practical or simulated demonstration of at least two skills needed and principles to be applied by practitioners in the management and recording of medication when supporting children in registered childcare. You should provide evidence of your demonstration in the form of a witness statement by a work placement supervisor or a tutor from your school/college.

Produce a guidance sheet suitable for trainee childcare practitioners explaining the actions to be taken if a childcare practitioner becomes aware of changes in a child's condition or has concerns about it.

Pass	Merit	Distinction
P5: Demonstrate skills and key principles of the management of medication when supporting children in childcare	M1: Explain the actions to take in the event of changes in or concerns about a child's condition	
Evidence		
<p>Your practical/simulated demonstration must:</p> <ul style="list-style-type: none"> • Reflect at least two skills required and key principles in the management and recording of medication when supporting children in childcare • Be evidenced by a witness statement by a work placement supervisor or a tutor from your school/college. <p>Your guidance sheet must:</p> <ul style="list-style-type: none"> • Explain the actions to be taken in the event of changes in or concerns about a child's condition when working in a childcare environment. 		

Task 4: Using equipment, aids and assistive technology to meet children's needs

(This task should take between 2-4 hours.)

Learning Outcome 4: Be able to recognise how the needs of children in childcare could be met through equipment, aids and assistive technology, and be able to support their use.

Following from the success of the 'roadshow', it has been decided to offer a series of workshops to people who would like to take their interest in working with children in childcare environments further. A list of possible topics for the workshop are considered, including how various aids including equipment and assistive technology are used to support children in childcare settings.

You have been asked to prepare a presentation identifying examples of assistive technology, equipment or aids and demonstrating your actual use of one or more of these in supporting a child.

Pass	Merit	Distinction
P6: Identify assistive technology, equipment or aids that could be used to support a child within childcare		
P7: Support a child to use assistive technology, equipment or aids following instructions and/or agreed ways of working		
Evidence		
<p>Your presentation and role play must:</p> <ul style="list-style-type: none"> Identify at least two different types of assistive technology, equipment or aids that could be used to support a child within childcare Show you supporting a child to use assistive technology, equipment or aids following instructions and/or agreed ways of working Be evidenced by a witness testimony from a tutor or work place supervisor who has observed your presentation and role play. 		

Task 5: Using written and verbal communication skills in childcare

(This task should take between 3-6 hours.)

Learning Outcome 5: Be able to communicate effectively with children, parents/guardians, carers and other professionals in childcare.

Learning Outcome 6: Be able to maintain confidentiality and records in childcare.

A number of people who attended the 'roadshow' have approached the Childcare Workforce Trust. They would like to learn about communication in childcare environments and feel that if they could see some demonstrations of communication with children and others in childcare that this would help them to build their own skills and gain confidence in preparation for when they begin to work in a childcare setting.

The Childcare Workforce Trust has requested that you attend a workshop class and work one-to-one with members of the class. They want you to produce examples of written communication between workers in a childcare setting and children, parents/guardians or other professionals working in childcare. A demonstration of your own use of verbal skills when communicating with children, parents/guardians or other professionals working in childcare is also required. The Trust emphasises the importance of confidentiality in all communications in childcare environments and so wants you to observe confidentiality in relation to your examples of both written and verbal skills and explain how it is maintained when communicating in childcare.

Your task is to:

Demonstrate effective and appropriate examples of written skills when communicating with children and others in childcare. These examples could be based on work experience placements or be simulated. When you show these examples in the class you should explain how such written records are kept in a manner that ensures that confidentiality is protected.

Demonstrate your use of verbal communication skills in the context of a childcare environment. You could do a role play or offer examples based on your work experience.

You should maintain confidentiality in your provision of these examples.

Produce a written statement explaining how to maintain confidentiality when communicating and keeping records in childcare and keeping records in childcare.

Pass	Merit	Distinction
P8: Demonstrate effective and appropriate written and verbal skills when communicating with children and others in childcare	M2: Explain how to maintain confidentiality when communicating and keeping records in childcare	
Evidence		
<p>Your demonstration will be based on examples from your work experience placements or on examples you have simulated (using case studies or role play for example) to reflect effective and appropriate communication in a childcare environment.</p> <p>Your demonstration must include:</p> <ul style="list-style-type: none"> • Examples of your own written skills when communicating with children and examples of your use of verbal skills when communicating with children and others in childcare • Evidence of your use of verbal skills in the form of a witness testimony from a tutor or work place supervisor who has observed your use of these skills • A written statement explaining how to maintain confidentiality when communicating and keeping records in childcare environments. 		

Task 6: Keeping it confidential – records in childcare

(This task should take between 3-6 hours.)

Learning Outcome 6: Be able to maintain confidentiality and records in childcare.

The Childcare Workforce Trust would like further help from you in their preparations for the workshop class on communication skills. They would like attendees to gain an appreciation of the range and importance of different types of records kept in childcare environments as well as an understanding of how to complete such records.

They have asked you to produce a resource booklet outlining different types of records used in childcare and explain the possible consequences when confidentiality is breached and when there is poor record keeping.

To help prepare the attendees for their eventual roles in childcare environments the team working on the workshop class have also asked that you choose examples of different types of records.

Your task is to:

Produce a resource booklet outlining at least two different types of records that are used in childcare settings. This booklet should include an explanation of the potential consequences of breaching confidentiality and of poor record keeping.

Choose at least two examples of different types of records and show how these should be completed – these could be blank copies of registration forms, developmental record or medical record forms, for example, and would be derived from your work placement setting or simulated sources.

Pass	Merit	Distinction
P9: Outline the different types of records used in childcare		D1: Explain the potential consequences of breaching confidentiality and poor record keeping
P10: Complete records used in childcare accurately		
Evidence		
<p>Your research booklet must:</p> <ul style="list-style-type: none"> Outline at least two different types of records used in childcare environments Explain the potential consequences of breaching confidentiality and poor record keeping in childcare environments. <p>For your choice of at least two different types of records used in childcare environments you must:</p> <ul style="list-style-type: none"> Show how these could be completed Evidence your completion of these forms by a witness testimony from a tutor or work place supervisor who has observed you completing or showing others eg a parent how to complete them. 		

Task 7: Practical skills in childcare – showing, reviewing, improving

(This task should take between 3-6 hours.)

Learning Outcome 7: Be able to support children in childcare with practical tasks.

As the Trust’s project which begun with a ‘roadshow’ for people interested in a career in childcare draws to a close, it has been decided that a final show should be held on the last day of the local children-themed festival. This final show will celebrate the practical skills required in the day to day work of childcare practitioners.

The Trust has approached you for help in putting together this final show. They would like you to prepare a demonstration of the skills you have used to support people – children, parents and other practitioners – in carrying out practical tasks in a childcare environment. As well as showing the skills involved, this demonstration should highlight how you observed the individual rights of the people you supported.

The team working on the final show intend to provide a written programme for the audience. As a participant in the show, they would like you to contribute to the programme – to write a review of the effectiveness of the skills you used in supporting individuals in childcare with practical tasks; this review should recommend ways you could improve these skills.

Your task is to:

Demonstrate skills in supporting individuals with practical tasks in childcare. This demonstration could be based on tasks you have completed during work experience placements or be simulated. This demonstration should show your observing of individual rights in childcare while carrying out these practical tasks.

Provide a written statement reviewing the effectiveness of your skills in supporting individuals in childcare with practical tasks.

Provide a written statement recommending ways of improving your skills in supporting children in childcare with practical tasks.

Pass	Merit	Distinction
P11: Demonstrate skills in supporting individuals with practical tasks whilst observing their individual rights in childcare	M3: Review the effectiveness of your skills in supporting individuals in childcare with practical tasks	D2: Recommend ways of improving your skills in supporting children in childcare with practical tasks
<p>Evidence</p> <p>Your demonstration must:</p> <ul style="list-style-type: none"> • Demonstrate at least two skills in supporting individuals with practical tasks in childcare • Observe individual rights in childcare while carrying out these practical tasks • Be evidenced by a witness testimony from a tutor or work place supervisor who has observed you demonstrating skills in supporting individuals with practical tasks in childcare. <p>Your written statement must:</p> <ul style="list-style-type: none"> • Review the effectiveness of your skills in supporting individuals in childcare with practical tasks • Recommend at least two ways of improving your skills in supporting children in childcare with practical tasks. 		

Evidence Checklist

OCR Level 2 Cambridge Technicals in Health and Social Care

Unit 8: Working with children in a childcare environment

LEARNER NAME:

For Pass have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
P1: Identified children who may require support in childcare?	
P2: Explained how different individuals work together and in partnership in childcare?	
P3: Described the needs of children?	
P4: Explained how the needs of children are assessed?	
P5: Demonstrated skills and key principles of the management of medication when supporting children in childcare?	
P6: Identified assistive technology, equipment and aids that could be used to support a child within childcare?	
P7: Supported a child to use assistive technology, equipment or aids following instructions and/or agreed ways of working?	
P8: Demonstrated effective and appropriate written and verbal skills when communicating with children and others in childcare?	
P9: Outlined the different types of records used in childcare?	
P10: Completed records used in childcare accurately?	
P11: Demonstrated skills in supporting individuals with practical tasks whilst observing their individual rights in childcare?	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
M1: Explained the actions to take in the event of changes in or concerns about a child's condition?	
M2: Explained how to maintain confidentiality when communicating and keeping records in childcare?	
M3: Reviewed the effectiveness of your skills in supporting individuals in childcare with practical tasks?	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
D1: Explained the potential consequences of breaching confidentiality and poor record keeping?	
D2: Recommended ways of improving your skills in supporting children in child care with practical tasks?	

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Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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