

420

PROMOTE LEISURE OPPORTUNITIES AND ACTIVITIES FOR INDIVIDUALS

Unit overview

Elements of competence

- 420a Raise awareness of the value of leisure opportunities and activities for individuals
420b Negotiate and agree leisure opportunities and activities for individuals

About this unit

For this unit you will need to promote opportunities for individuals to participate in leisure activities.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Awareness raising audiences: sports and recreation associations; employers' associations; local government planners; community self-help groups; governors; trustees; shareholders; the general public.

Communicate using: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Leisure activities related to: hobbies; interests; sports (as a spectator or participant); entertainment (eg access to the theatre or visiting theatre groups), socialising (eg eating out, talking to others about the old days). They may take place within or outside the care environment.

People and organisations who are suitable and able to provide leisure opportunities and activities include: those who organise or provide recreation and leisure activities in the care setting (eg care workers, entertainers); those who provide leisure activities for the general public (eg theatres, swimming pools, sports centres); those who provide leisure activities for specific groups within the community (eg Women's Institute, youth workers).

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work; your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service; the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently; the need to be able to solve problems and resolve conflicts; the need to be able to evaluate, assess situations and act appropriately; systems and processes within your own and across other organisations and the need for you to be able to work in collaboration with individuals¹, key people and others within and outside your organisation.

¹If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

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Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement², the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit 44. If you are working with adults they can be found in unit 45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit 44 or unit 45 in your practice and through your knowledge.

²The key purpose identified for those working in health and social care settings is “to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care”

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Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way.

Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.

Awareness raising audiences	The people and organisations who need to be made aware of the needs of and the benefits to individuals of accessing leisure opportunities
Individuals	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Reasonable adjustments	Adjustments that could reasonably be expected to be made to accommodate the needs of individuals involved in leisure activities
Rights	The rights that individuals have to: <ul style="list-style-type: none">• be respected• be treated equally and not be discriminated against• be treated as an individual• be treated in a dignified way• privacy• be protected from danger and harm• be cared for in a way they choose• access information about themselves• communicate using their preferred methods of communication and language

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420a

Raise awareness of the value of leisure opportunities and activities for individuals

Performance criteria

You need to show that:

- 1 You identify, contact, meet and communicate appropriately with people and organisations to establish their interest in the value of leisure activities for **individuals**
- 2 You present clear, accurate and relevant information to **awareness raising audiences** about:
 - the relationship between and benefits that appropriate leisure activities can bring to individuals
 - the impact of discrimination, oppression and social exclusion on individuals
 - ways of offering leisure opportunities and activities to individuals
- 3 You give people the opportunity to ask questions and confirm their understanding of the information provided
- 4 You seek further support and advice in areas that are outside your expertise to deal with
- 5 You refer people and organisations who need information and advice that is outside your expertise to provide, to other appropriate sources
- 6 You challenge constructively attitudes and behaviour which are ill informed, misguided, abusive or discriminatory
- 7 You identify and encourage people and organisations to become champions in the provision of leisure opportunities and activities for individuals and support them to raise the awareness of other people and organisations

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420b

Negotiate and agree leisure opportunities and activities for individuals

Performance criteria

You need to show that:

- 1 You encourage people and organisations to consider their capacity and make any **reasonable adjustments** that they could enable them to offer leisure opportunities and activities to individuals
- 2 You evaluate the willingness and ability of people and organisations to provide leisure opportunities and activities for individuals
- 3 You identify people and organisations who are suitable and able to provide leisure opportunities and activities
- 4 You examine with people and organisations who are suitable and able to provide leisure opportunities and activities:
 - the potential challenges and rewards
 - any resources which will be required
- 5 You clearly explain your role and responsibilities to people and organisations who can provide leisure opportunities and activities
- 6 You discuss and agree with people and organisations that have agreed to offer leisure opportunities and activities:
 - the number of individuals they are able to cater for
 - the type of leisure opportunities and activities they are able to offer
 - any reasonable restrictions on those to whom the opportunities would be made available
 - any reasonable adjustments (beyond those that are legally required) they will need to make and who will resource and make the adjustments
- 7 You confirm agreements in writing and take appropriate actions to enable the leisure opportunities and activities to be accessed
- 8 You record and report processes and outcomes within confidentiality agreements and according to legal and organisational requirements

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Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit. When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

Values

- 1 The ways in which stereotyping, discrimination and stigmatisation might affect risk assessment and how to guard against this
- 2 How to apply the principles of equality, diversity and anti-discriminatory practice to your work

Legislation and organisational policy and procedures

- 3 The specific legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken and the impact of this on the work
- 4 The effect that health and safety legislation may have on the leisure opportunities and activities promoted
- 5 The boundaries and limits of your role in terms of promoting leisure opportunities and activities, particularly in respect of the level of risk involved
- 6 The role of the agency and its services and how they relate to other agencies and services in the sector
- 7 The agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties and the specific circumstances under which disclosure may be made
- 8 Any particular factors relating to the agency's policies and practices which affect the work undertaken
- 9 Your own role and responsibilities and from whom assistance and advice should be sought if you are unsure

Theory and practice

- 10 The role which recreation and leisure plays in the health and well-being of individuals
- 11 The effects of the therapeutic value or stimulation provided by leisure activities
- 12 Evidence based practice in promoting leisure opportunities and activities to meet individual needs and how to apply this evidence to your own work
- 13 Methods of presenting information and encouraging interest in and about the role of leisure in meeting individuals' needs and promoting well-being
- 14 The particular difficulties that individuals may face in seeking leisure opportunities and activities
- 15 National and local schemes and agencies (statutory, private and voluntary) which are involved in providing, promoting or creating leisure opportunities and activities, for whom they are designed and how to access them
- 16 The range of local leisure opportunities and activities, the forms these take, who they are aimed at and how to access them
- 17 The potential concerns which people and organisations may have about providing leisure opportunities and activities for individuals, why it is important to acknowledge their concerns and how to offer information to help them make informed decisions

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Knowledge specification for the whole of this unit (continued)

- 18 How to gauge the level of interest and ability of people and organisations who may offer leisure opportunities and activities to individuals
- 19 How to alter communication when working with different individuals and representatives of different agencies
- 20 The options for promoting leisure opportunities and activities and which are the most appropriate options for the people and organisations concerned
- 21 Methods for assessing and managing risk
- 22 Methods of evaluating your own competence, determining when further support and expertise are needed and the measures to take to improve your own competence in this area of work

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Evidence requirements for this unit

- Direct observation by assessor and/or an expert witness is required for some of the performance criteria for every element in this unit.
- Prior to commencing the unit you should agree a plan with your assessor regarding the types of evidence to be used.
- You must provide your assessor with evidence for ALL the performance criteria and ALL the knowledge requirements and the relevant parts of the SCOPE as applicable to your workplace.
- The evidence must, at all times, reflect the policies and procedures of the workplaces as linked to current legislation and valued and principles for best practice within the Health and Social Care Sector. This will include the National Service Standards for your area of work or client group.
- All evidence should relate to real work activities for ALL elements of this unit.
- Simulation is NOT permitted for this Unit.

Competences can be demonstrated using a variety of types of evidence from the following:

- **Work products:** these can be any record that you would normally use within your normal role eg communication records, reports and records; minutes of meetings. Policies and procedures, etc.
- **Assignment/project:** you may have already completed a project or assignment (for example from HNC, NC, VRQ, BTec courses, D32, 33, 34, A1 and V1). You could also use evidence of previous in-house training course/programmes you have completed showing professional development.
- **Reflective accounts:** you describe your actions in a particular situation(s) and reflect on the reason(s) for you practicing in that way, in relation to people and organisations.
- **Questioning:** you and your assessor may agree on questions to demonstrate your knowledge, to supplement the knowledge demonstrated through observations, products and reflective accounts. These can be oral or written but evidence of this must be recorded

NB Confidential records do not require to be included in your portfolio of evidence. These can remain where they are normally stored and checked by your assessor and internal verifier. If they are included, they must be anonymised.