

Unit Title:	Support participation in learning and development activities
Unit sector reference:	HSC 2006
Level:	Two
Credit value:	3
Guided learning hours:	23
Unit accreditation number:	Y/601/8632

Unit purpose and aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to take part in a range of learning or development activities.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand the factors to take into account when supporting individuals to take part in activities for learning and development	1.1 Identify different reasons why individuals may take part in activities for learning or development 1.2 Describe the benefits of different activities for learning or development in which individuals may take part 1.3 Describe possible barriers to individuals engaging in learning or development activities 1.4 Explain why active participation is important when supporting individuals in learning or development activities 1.5 Explain how aspects of an environment may affect individuals' ability to engage in a learning or development activity	An individual is someone requiring care or support Activities for learning and development may include <ul style="list-style-type: none"> • Intellectual pursuits • Activities to promote fitness or mobility • Activities relating to skills development • Activities to promote participation and interaction Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient
2 Be able to support individuals to prepare for taking part in learning and development activities	2.1 Support an individual to make informed decisions about their participation in a	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	learning or development activity 2.2 Work with the individual and others to agree roles and responsibilities for supporting a learning or development activity 2.3 Support the individual before a learning or development activity to minimise any barriers to their participation	Others may include: <ul style="list-style-type: none"> • Family members • Advocates • Line manager • Specialists • Others who are important to the individual's well-being
3 Be able to contribute to preparing the environment and resources for learning and development activities	3.1 Identify risks or difficulties that may be associated with the environment, equipment or materials used in a learning or development activity 3.2 Contribute to preparing the environment, equipment and materials to minimise any risks and maximise the individual's engagement with the activity	
4 Be able to support individuals to take part in learning and development activities	4.1 Describe different ways of supporting the individual to take part in learning or development activities 4.2 Provide the agreed type and level of support to enable the individual to engage with an activity 4.3 Adapt support to reflect changing needs, wishes, achievements or levels of participation 4.4 Explain what action to take if the individual becomes distressed or feels unable to continue 4.5 Provide encouragement, reassurance and constructive feedback to the individual to support participation in the activity 4.6 Complete required records about the learning or development activity	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
5 Be able to contribute to the evaluation of learning or development activities	5.1 Describe what factors should be considered when evaluating whether a learning or development activity has been successful for the individual 5.2 Support the individual to provide feedback on the activity and the support provided 5.3 Work with the individual and others to evaluate the learning or development activity 5.4 Work with the individual and others to agree and make changes to a learning or development activity or the support provided	

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

National occupational standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

HSC211

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.