

Unit Title:	Provide support for leisure activities
Unit sector reference:	HSC 2010
Level:	Two
Credit value:	3
Guided learning hours:	20
Unit accreditation number:	F/601/8026

Unit purpose and aim

This unit is aimed at those working in a wide range of settings. This unit provides the learner with the knowledge and skills required to support and encourage individuals to access, participate in and review their leisure activities.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand the role that leisure activities play in well being	1.1 Identify different activities that may be regarded as leisure activities 1.2 Explain how participation in leisure activities aids the well being of individuals 1.3 Describe the potential benefits of trying out new leisure activities from time to time	An individual is someone requiring care or support.
2 Be able to support individuals to identify and plan for leisure activities	2.1 Identify with the individual their recreational needs, preferences and interests 2.2 Agree which new or existing leisure activities are likely to suit the individual's needs, preferences and interests 2.3 Agree with the individual the level and type of support needed for participation in a leisure activity 2.4 Work with the individual and others to develop a plan to support participation in a leisure activity	The plan will include ways to address and minimise risks and overcome difficulties relating to <ul style="list-style-type: none"> • Health and well-being • The environment • Equipment and materials used • Abilities of individual and others • Others involved

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
3 Be able to encourage and support individuals to participate in leisure activities	3.1 Support the individual in line with the plan and in a way that promotes active participation 3.2 Provide encouragement and positive reinforcement for the activity 3.3 Adjust support in response to any changes or difficulties encountered 3.4 Describe how and when to access additional information or support about participation in a leisure activity	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
4 Be able to contribute to the review and revision of support for leisure activities	4.1 Identify with the individual the process for reviewing their leisure activities 4.2 Seek feedback from the individual on the leisure activity and the support provided 4.3 Carry out agreed role in contributing to the review 4.4 Implement agreed changes to the plan	

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 and 4 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:

HSC210

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.