

Unit Title:	Facilitate learning and development activities to meet individual needs and preferences
Unit sector reference:	HSC 3004
Level:	3
Credit value:	5
Guided learning hours:	35
Unit accreditation number:	L/601/8644

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 plan, take part in and evaluate learning or development activities.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand the role of learning and development activities in meeting individual needs	1.1 Describe the benefits to individuals of engaging in learning or development activities 1.2 Analyse the purpose of a range of learning or development activities in which individuals may participate 1.3 Explain how individual needs and preferences may influence how learning and development activities are accessed or delivered	Learning and development activities 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 An individual is someone requiring care or support
2 Be able to identify learning and development activities to meet individual needs and preferences	2.1 Support the individual to communicate their goals, needs and preferences about learning or development activities 2.2 Provide the individual and others with information on possible learning or development activities 2.3 Assess whether a tailor made activity may be more beneficial to an individual than other learning or development opportunities	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

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	2.4 Work with the individual and others to agree learning or development activities that will suit the individual	
3 Be able to plan learning and development activities with individuals	3.1 Describe factors that may affect the way a programme of learning or development activities is implemented and supported 3.2 Establish with the individual and others a plan for implementing the programme of activities 3.3 Assess risks in line with agreed ways of working	A plan for a learning or development activity may include: <ul style="list-style-type: none"> • The purpose of the activity • How the activity will be implemented • Timescales for implementation • The roles and responsibilities of those involved • The level and type of support required • Resources or equipment needed • Ways to minimise risks Agreed ways of working will include policies and procedures where these exist
4 Be able to prepare for learning and development activities	4.1 Obtain or prepare resources or equipment needed for the activity 4.2 Describe how resources or equipment might be adapted to meet the needs of an individual 4.3 Support the individual to prepare for an activity so as to minimise risks and maximise their participation 4.4 Prepare the environment so that the activity can be carried out safely and effectively	
5 Be able to facilitate learning and development activities with individuals	5.1 Carry out agreed role in facilitating the activity 5.2 Support the individual to engage with the activity in a way that promotes active participation 5.3 Encourage the individual to give feedback about how the activity is implemented and the support provided	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

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	5.4 Make adjustments in response to feedback	
6 Be able to evaluate and review learning and development activities	6.1 Agree with the individual and others the process and criteria for evaluation of the activity and the support provided 6.2 Collate and present information for evaluation as agreed 6.3 Use agreed criteria to evaluate the activity with the individual and others 6.4 Make recommendations for any changes in the activity, its implementation or the support provided 6.5 Explain the importance of recognising progress achieved through a learning or development activity	

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, 5 and 6 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:

HSC351

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.