Unit 4222-215 Support participation in learning and development activities (HSC 2006)

Level: **2**
Credit value: **3**
UAN: **Y/601/8632**

Unit 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

There are **five** learning outcomes to this unit. The learner will:

1. Understand the factors to take into account when supporting individuals to take part in activities for learning and development
2. Be able to support individuals to prepare for taking part in learning and development activities
3. Be able to contribute to preparing the environment and resources for learning and development activities
4. Be able to support individuals to take part in learning and development activities
5. Be able to contribute to the evaluation of learning or development activities

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 211.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

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Assessment Criteria

Outcome 1 Understand the factors to take into account when supporting individuals to take part in activities for learning and development

The learner can:

1. identify different reasons why **individuals** may take part in activities for learning or development
2. describe the benefits of different activities for learning or development in which individuals may take part
3. describe possible barriers to individuals engaging in learning or development activities
4. explain why **active participation** is important when supporting individuals in learning or development activities
5. explain how aspects of an environment may affect individuals' ability to engage in a learning or development activity.

Outcome 2 Be able to support individuals to prepare for taking part in learning and development activities

The learner can:

1. support an individual to make informed decisions about their participation in a learning or development activity
2. work with the individual and **others** to agree roles and responsibilities for supporting a learning or development activity
3. support the individual before a learning or development activity to minimise any barriers to their participation.

Outcome 3 Be able to contribute to preparing the environment and resources for learning and development activities

The learner can:

1. identify risks or difficulties that may be associated with the environment, equipment or materials used in a learning or development activity
2. contribute to preparing the environment, equipment and materials to minimise any risks and maximise the individual's engagement with the activity.

Outcome 4 Be able to support individuals to take part in learning and development activities

The learner can:

1. describe different ways of supporting the individual to take part in learning or development activities
2. provide the agreed type and level of support to enable the individual to engage with an activity
3. adapt support to reflect changing needs, wishes, achievements or levels of participation
4. explain what action to take if the individual becomes distressed or feels unable to continue
5. provide encouragement, reassurance and constructive feedback to the individual to support participation in the activity
6. complete required records about the learning or development activity.

Outcome 5 Be able to contribute to the evaluation of learning or development activities

The learner can:

1. describe what factors should be considered when evaluating whether a learning or development activity has been successful for the individual
2. support the individual to provide feedback on the activity and the support provided
3. work with the individual and others to evaluate the learning or development activity
4. work with the individual and others to agree and make changes to a learning or development activity or the support provided.

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Additional guidance

- An **individual** is someone requiring care or support
- **Activities for learning and development** may include
  - 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.
- **Others** may include:
  - Family members
  - Advocates
  - Line manager
  - Specialists
  - Others