

19

Facilitate learning and development activities to meet individual needs and preferences (HSC 3004)



Assessment of this unit

This unit introduces you to the knowledge and skills that are needed to support individuals to plan, take part in and evaluate learning and development activities. It focuses on the benefits of learning and development activities to individuals, the importance of identifying individual needs and the role of the practitioner in planning, preparing, facilitating and reviewing learning and development activities. You will need to:

1. Understand the role of learning and development activities in meeting individual needs.
2. Be able to identify learning and development activities to meet individual needs and preferences.
3. Be able to plan learning and development activities with individuals.
4. Be able to prepare for learning and development activities.
5. Be able to facilitate learning and development activities with individuals.
6. Be able to evaluate and review learning and development activities.

The assessment of this unit is partly knowledge-based (things you need to know about) and partly competence-based (things you need to do in the real work environment). To complete this unit successfully, you will need to produce evidence of both your knowledge and your competence. The charts below and opposite outline what you need to know and do to meet each of the assessment criteria for the unit.

Your tutor or assessor will help you to prepare for your assessment and the tasks suggested in the chapter that follows will help you to create the evidence that you need.

AC What you need to know

- | | |
|-----|--|
| 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 |

AC What you need to do

- | | |
|-----|--|
| 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 |
| 2.4 | Work with the individual and others to agree learning or development activities that will suit the individual |
| 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 |
| 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 the risks and maximise their participation |
| 4.4 | Prepare the environment so that the activity can be carried out safely and effectively |
| 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 |
| 5.4 | Make adjustments in response to feedback |
| 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 criteria 2.1 – 6.5 inclusive must be assessed in a real work environment.

This unit also links to the following units:

- | | |
|-----------------|---|
| HSC 3013 | Support individuals to access and use facilities and services |
| SHC 33 | Promote equality and inclusion in health and social care |
| HSC 036 | Promote person-centred approaches in health and social care |

Some of your learning will be repeated in these units and will give you the chance to review your knowledge and understanding.

Understand the role of learning and development activities in meeting individual needs



Your assessment criteria:

- 1.1 Describe the benefits to individuals of engaging in learning or development activities.

Benefits to individuals of engaging in learning and development activities

What does being 'active' in learning and development mean?

Do you think of yourself as an active or curious person? You may like to play a particular sport regularly or go walking, cycling or running, for example. If you don't do these kinds of things, you may have other interests that you enjoy such as a hobby or education or training courses (like this one!) or interests such as reading, socialising with friends or visiting new places. If you think about the things you do, you will realise that you are 'active' in many different ways. But do you think of the things that you do as **learning** or **development** activities? Sometimes it can be difficult to decide or identify what counts as learning and development activity.

Learning activities

The activities that a person takes part in to increase their knowledge or understanding are learning activities. For example, a person may engage in learning activities by enrolling on a course and attending classes or workshops or by choosing to read a book or watch a television programme with the specific purpose of improving their knowledge. Learning is finding out about or discovering new things.

Key terms

Learning: an increase in knowledge or understanding

Development: an improvement in a person's capability

Development activities

In contrast, development activities tend to focus on improving an individual's skills or ability to do something. Often this will be a new skill or will extend the individual's existing skills, such as their ability to cook, paint or manage their own personal care, for example.

Types of learning and development activities

It is also the case that 'learning' and 'development' are similar processes that are difficult to separate. They both require an individual to be active, involved or engaged in some kind of purposeful activity. There are too many possibilities to give a definitive list of learning and development activities. However, different categories of activity can help you to think about how to provide learning and development activities in a care setting (see Figure 19.1). Another useful way of thinking about the types of activity service users might access for their learning or development is to consider the benefits to individuals of particular activities.

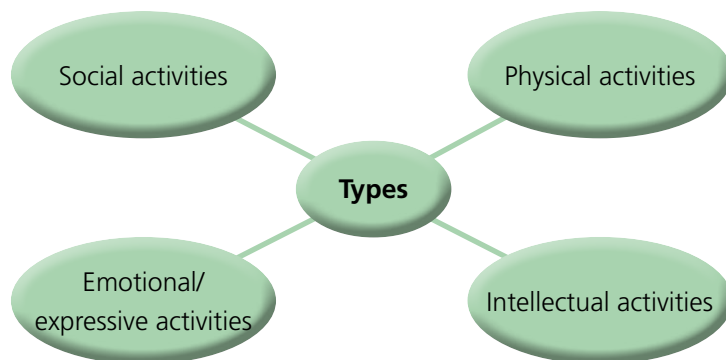


Figure 19.1 Categories of activity

Identify individual needs

If you ask someone why they take part in a particular activity or pastime they are likely to tell you it is because they enjoy it. If you ask further questions about why *this* activity and the benefits of taking part, they may give you a few more reasons and describe how it meets their particular needs. For example, an activity such as reading might satisfy a person's intellectual needs because it gives them a chance to obtain new knowledge or because it stimulates their imagination. Alternatively, a service user may see going to the gym, or on a long walk or doing some gardening as a way of meeting some of their particular physical needs. Therefore, you could also categorise activities in terms of an individual's physical, intellectual, emotional and social needs. Health and social care practitioners analyse the benefits of an activity to identify whether, and how, it might meet an individual's needs.



Investigate

Investigate the basic biology behind physical exercise. Find out how the human body copes with, and is improved by, regular episodes of exercise or exertion. Your research should help you understand the scientific reasons for using physical activities in care settings.



Your assessment criteria:

1.1 Describe the benefits to individuals of engaging in learning or development activities.

Key terms

Mobility: the ability to move or be moved freely and easily

The benefits of learning or development activities

People benefit in different ways from different types of learning and development activity such as physical, intellectual, emotional and social activity.

Physical activity to promote fitness or mobility

Physical activity generally benefits the body, as shown in Figure 19.2. Playing sport, taking part in gentle stretching exercise classes and doing yoga all contribute in differing ways to a person's level of fitness and the maintenance of their physical skills and abilities. Different physical activities can be identified and chosen to provide particular physical benefits. Activities such as short walks and gentle stretching can help to maintain physical skills such as **mobility**, whilst other activities such as using weights and exercise bikes or swimming can be used to develop strength and stamina.

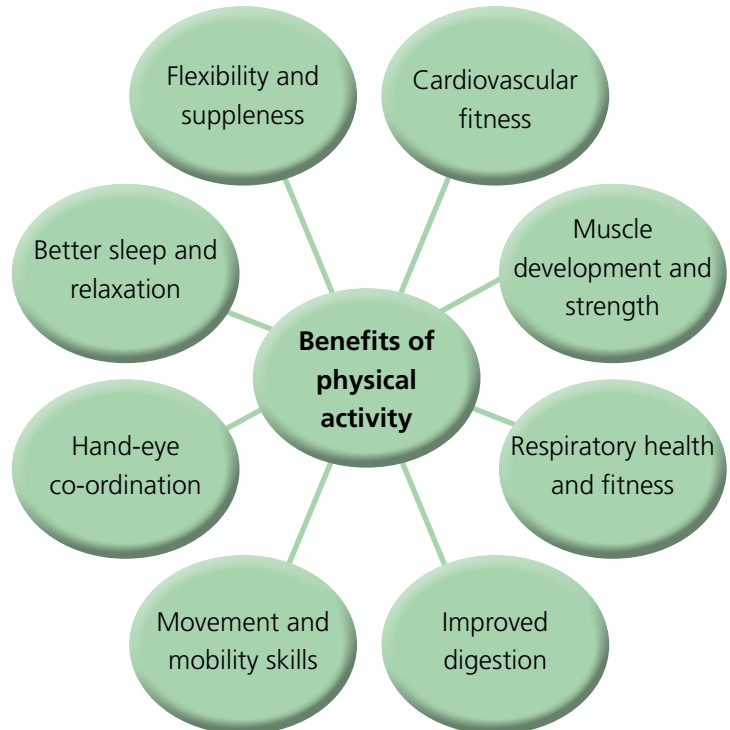


Figure 19.2 Benefits of physical activity

Intellectual activity to keep the mind and memory active

Intellectual activity generally benefits thinking, concentration and memory. Completing puzzles, reading books and studying educational courses usually require very little physical effort. However, they do require mental effort and help to promote the development of a person's mental skills and abilities. Also, being able to complete mentally stimulating and challenging activities can help to boost and maintain a person's mood and their self-esteem.

Emotional activity to promote well-being

Emotional activity provides people with opportunities to express their feelings and experience the feelings of other people. Activities that are relaxing (such as yoga or Tai Chi) and activities that are emotionally expressive (such as art and craft, drama and music) all provide people with an emotional outlet. Activities that have a strong emotional aspect to them can relieve stress, help people to experience different feelings safely, and also provide a lot of happiness and pleasure.

Social activity to promote participation and interaction

Social activity involves the use of communication, interaction and relationship skills, as shown in Figure 19.3. Activities such as going out with or meeting friends, taking part in group pastimes such as playing card games or watching television with a group of other people all have a strong social element to them. Social activities strengthen relationships and give people opportunities to develop and use their social skills.

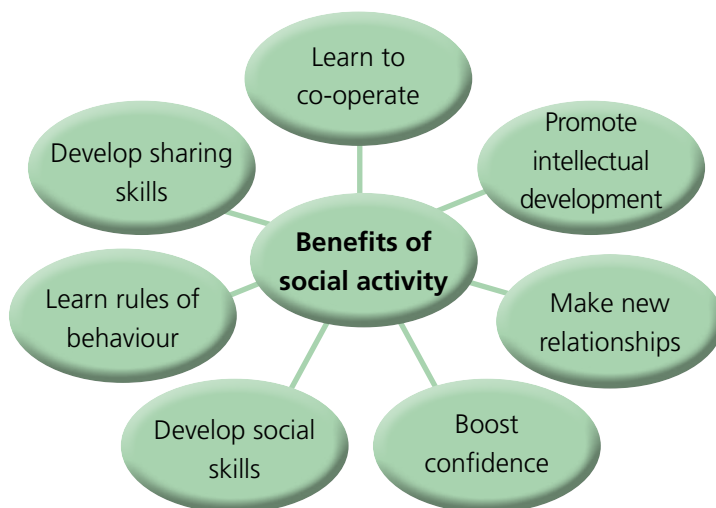


Figure 19.3 Benefits of social activity

Reflect

Identify an example of an intellectual activity that you would choose to participate in if you were an in-patient in hospital or a resident in a care home. Why would you choose this? What might the benefits be?



Your assessment criteria:

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 can take many forms

The purpose of a range of learning or development activities

It is helpful to think about the connection between activities and the different kinds of human needs that your service users have. However, you have probably noticed already that activities can meet more than one type of need at the same time. For example, going to the cinema or playing cards with a group of friends could be socially and intellectually stimulating. This is not a problem, but it does suggest that you should think carefully about service users' needs and interests when you are supporting them to participate in any activity, as outlined in Figure 19.4.

Figure 19.4 Human needs met by learning and development activities

Type of activity	Needs that could be met	Example
Physical	Physical need for activity, exercise and the use of the body to develop physical skills.	Gardening Walking/sports Tai Chi/yoga
Intellectual	Mental need for stimulation and learning.	Crosswords/puzzles Reading/studying Watching TV/films
Emotional	Emotional need to express and develop feelings.	Art and craft activities Talking with friends Drama/dance/singing
Social	Social need for relationships and contact with other people.	Parties/meeting friends Theatre/cinema/concerts

Taking account of individual needs and preferences

A variety of factors can influence and affect an individual's preference for particular types of learning and development activity. These can include an individual's:

- ▶ physical and psychological health
- ▶ religion and beliefs
- ▶ access to social support
- ▶ financial situation
- ▶ physical, learning or sensory disability
- ▶ social network and support.

Considerations for access and delivery

The activities that a person takes part in should never be a risk to their physical or psychological health. An individual may need a health assessment before embarking on strenuous activity or a level of physical exertion that they are not used to. People who experience mental health problems may also need to consider the demands and circumstances of an activity to ensure that they feel safe, supported and able to participate fully. An individual's needs and preferences may also be influenced by the cost of activities, if equipment has to be purchased, travel paid for or if there are fees involved in joining a club or taking part in an activity. Similarly, people with mobility problems may need to take into account environmental barriers that may prevent them from gaining access to a location where their preferred type of activity takes place.

Reflect

Think about the types of activities that you regularly participate in. What kind of activities do you do? How do you benefit from them? Are there any activities or benefits that you would like to experience to improve your health and wellbeing?

Reflect

Can you think of any activities that you have chosen not to take part in because of access, resource or risk issues? Think about how these issues could have been overcome.

Knowledge Assessment Task

1.1

1.2

1.3

Health and social care practitioners should understand the role that learning and development activity can play in meeting individual health and wellbeing needs. Write a short report on how learning and development activities could play a role in the care and support of an individual you work with. Your report should:

1. describe the benefits to the individual of engaging in learning or development activities
2. analyse the purpose of a range of learning or development activities in which the person may participate
3. explain how the individual's needs and preferences may influence how learning and development activities are accessed or delivered.

You should obtain the permission of the person you focus on and protect their confidentiality in the way that you write your report. Keep a copy of any written work that you produce for this activity as evidence towards your assessment. Your assessor may also want to ask you questions about the role that learning and development activities can play in meeting individual needs.

Be able to identify learning and development activities to meet individual needs and preferences



It is important to take time to find out about each individual's needs and preferences during activities

Your assessment criteria:

- 2.1** Support the individual to communicate their goals, needs and preferences about learning and development activities.

Supporting communication about learning and development activities

Individual **goals**, needs and **preferences**

The individuals with whom you work with are likely to have varied backgrounds and interests. Despite their health, development or social problems they will bring with them a range of previous experiences of learning, leisure and recreational activity and possibly some ambitions to maintain, extend or develop their interests further.

Recreational and learning activity could play a large part or a relatively small part in a service user's life. Some people may normally organise their time and social life around a particular hobby or activity, such as playing bridge or bowls or a learning activity such as studying for a degree. For other people, participation in learning and development activities may have been very much secondary to work, travelling or family life, for example.

Ways of finding out about individuals' needs and preferences

It is important to find out about each service user's previous learning, development and recreational interests and the extent to which they played a part in the person's life. This information will help you to promote and use learning and development activities appropriately and should enable you to avoid making inappropriate assumptions.

Key terms

Goals: the objectives or desired results of an activity

Preference: a greater liking for one alternative over another

If you are required to ask an individual about their learning or development interests you will need to ensure that you:

- ▶ communicate effectively
- ▶ listen carefully
- ▶ provide any communication support that the person requires (see unit SHC 31, chapter 1).

Formal approaches

In many care settings, practitioners use a formal, direct approach to assessing service users' learning and development needs. This may involve asking an individual directly about their leisure, recreational and learning interests as part of a general assessment or review of their care needs. The assessment procedure in your care setting may or may not follow this format.

Informal approaches

Service users may also tell you about their learning and development interests, needs and preferences in more informal conversations at meal times or while socialising.

Supporting communication about activities

If the service user's physical, mental or **developmental condition** prevents them from communicating effectively about their goals, needs and preferences for learning and development activities, you will need to find ways to overcome the communication difficulties. Some individuals, such as those who have severe learning disabilities, **degenerative** physical conditions or enduring mental health problems, may not be able to provide information during an initial assessment or after their admission.

Using additional sources of support

You may have to make use of additional sources of support such as advocates, translators or specialist care staff to maximise communication. Alternatively, there may be situations where you will need to use other sources to obtain information. Possible alternative ways of obtaining information about service users' leisure, recreational and learning interests include:

- ▶ using self-assessment checklists that allow individuals who cannot give information verbally to indicate their interests and preferences (see Figure 19.5)
- ▶ asking key people who are normally involved in the service user's care to tell you about the person's past leisure, recreational and learning interests and preferred activities
- ▶ observing the service user's behaviour and activity in the care setting to identify the kind of activities that they are drawn to or seek to take part in.

Reflect

How could you bring a person's learning and development needs, wishes and preferences into an informal conversation? Think about meal times, watching television or other conversational opportunities.

Key terms

Developmental condition: a physical or psychological condition that occurs at some point in a person's development which restricts their ability in some way

Degenerative: something that deteriorates or gets worse over time



A variety of communication strategies may be needed to enable individuals to communicate their goals, needs or preferences

Figure 19.5 An example of an activity checklist

Activity	What has been your level of interest?						Do you currently participate in this activity?		Would you like to pursue this in the future?	
	In the past 10 years			In the last year						
	Strong	Some	None	Strong	Some	None	Yes	No	Yes	No
Gardening										
Sewing / needlework										
Playing cards										
Foreign languages										
Church activities										
Radio										
Television										
Walking										
Art and Craft										
Golf										
Listening to music										

Using self-reports and interest checklists

Self-reports and interest checklists are a good way of obtaining information directly from the service user. You may be able to produce a checklist of your own so that it is more appropriate for the type of care setting and the service users with whom you work than the example in Figure 19.5. If you do this remember to avoid making too many assumptions about the individual's likely needs or interests. You should also find out whether your own observations of a service user's activity interests and any information that you receive from a person's relatives, friends or previous carers are accurate by checking this with the service user. This is a good way of finding out whether the person's interests remain the same as when they were observed or reported or have changed.

Using informal conversations

If there is no formal assessment of service users' recreational needs in your care setting and you do not feel that a checklist approach is appropriate, you could use a more informal approach to identify a service user's existing learning and development needs, interests and preferences. A service user's previous and current interests and hobbies, as well as their ambitions and aspirations for the future, could be the focus of informal conversations. These will also help you to establish a rapport and develop your relationship with the service user and provide a focus of conversation that is not about the service user's health or social problems and which they may well feel knowledgeable and confident about.

Your assessment criteria:

- 2.1** Support the individual to communicate their goals, needs and preferences about learning and development activities.





Your assessment criteria:

- 2.2** Provide the individual and others with information on possible learning and development activities.

Providing information on possible learning and development activities

You can find out about the local availability of learning and development activities from a variety of sources. These could include your local:

- ▶ sports centre
- ▶ library
- ▶ GP practice
- ▶ community centre
- ▶ college.

All of these places may produce or display a range of notices, booklets or leaflets describing learning, development and recreational events and activities that take place in your local area. In addition, your local newspaper and the websites of local organisations are often a good place to look for this kind of information.

Assessing the suitability of activities

You will need to share, and perhaps explain, this information with the individual and other members of the care team who may be supporting them. This will provide the person and your colleagues with an opportunity to assess the suitability of the activity, to identify and discuss possible benefits and to consider any cost or other resource issues that the proposed activity may involve, such as equipment or transport. If the activities are provided by staff who visit your care setting or are employees, you should still ensure that information is provided to enable the person to decide whether to participate and to understand how it will meet their needs.

Investigate

Investigate the range of social activities that are available for older people living alone in your area. Produce a booklet or poster identifying possible activities and the benefits they offer to health and wellbeing.

Would a tailor-made activity be more beneficial?

Tailor-made activities are specifically designed and planned to meet the particular needs of an individual. They may be one-off activities or could be part of ongoing provision that has to be adapted to suit a person's particular skills or situation. Sometimes it is better to develop a tailor-made activity for an individual rather than try to include or enrol them in regular activity sessions or events that do not take the person's particular needs into account. However there are also disadvantages or drawbacks to tailor-made activities as shown in Figure 19.6. You need to consider whether, on balance, a tailor-made activity is the better option, compared to others. It is important to take a range of factors into account when thinking about what would be most beneficial to the individual you are supporting.

Figure 19.6 Advantages and drawbacks of tailor-made activities

Advantages	Drawbacks
<ul style="list-style-type: none"> Activities can be specifically designed to meet an individual's needs and interests. 	<ul style="list-style-type: none"> A tailor-made activity is likely to be suitable for one person only and is unlikely to allow group participation.
<ul style="list-style-type: none"> Activities can be organised and made available at a time and in a location that suits the individual. 	<ul style="list-style-type: none"> Tailor-made activities can limit an individual's opportunity for social interaction and relationship building.
<ul style="list-style-type: none"> Activities can be adapted in response to changes in an individual's condition and in response to changes in their motivation levels. 	<ul style="list-style-type: none"> Attending regular activities can be motivating and feel more inclusive for the individual.
<ul style="list-style-type: none"> Activities that are tailor-made to take advantage of available resources can be more cost-effective. 	<ul style="list-style-type: none"> Tailor-made activities for individuals can use up a lot of staff time (and skills) and may be costly to run if they require lots of adaptation or equipment.

Your assessment criteria:

- 2.3** Assess whether a tailor-made activity may be more beneficial to an individual than other learning or development opportunities.



Reflect

Can you think of any individuals with whom you work who may benefit from having activities tailor-made for them? Think about why this person would need activities to be tailor-made.

Agreeing suitable learning and development activities

When you have identified and agreed an individual's learning and development needs and goals, you are in a position to identify suitable activities. Obtaining and providing the individual with information on the range of learning and development activities that is available gives the person choices. In partnership you should now be able to plan suitable activities that the person will find beneficial to their wellbeing and development. You should, of course, always accept a person's decision about whether they wish to take part in a particular activity. It is very important that you do not force or expect anybody to participate in learning or development activities that they don't like or don't wish to take part in.



Your assessment criteria:

- 2.4** Work with the individual and others to agree learning or development activities that will suit the individual.

Practical Assessment Task

2.1

2.2

2.3

2.4

The people who receive health care or social support in your work setting are likely to have a range of individual needs, wishes and preferences with regard to learning and development activities. Part of your role as a care practitioner is to identify learning and development activities that meet each individual's needs and preferences. In this assessment activity you need to work with an individual to:

- ▶ support them to communicate their goals, needs and preferences about learning or development activities
- ▶ provide the individual and others with information on possible learning or development activities
- ▶ assess whether a tailor-made activity may be more beneficial to the person than other learning or development opportunities
- ▶ work with the individual and others to agree learning or development activities that will suit the person.

Your evidence for this task must be based on your practice and experience in a real work environment. Keep any written work that you produce for this activity as evidence towards your assessment. Your assessor may also want to observe or ask you questions about the way you support individuals to identify suitable learning and development activities for them.

Reflect

Can you identify three reasons why discussing and agreeing activity options with an individual is preferable to just presenting a person with an activity plan that you have devised on your own? Reflect on how you would feel if somebody did this to you.

Be able to plan learning and development activities with individuals

Factors that may affect how activities are implemented and supported

A range of factors may affect the way that a programme of learning and development activities is planned, **implemented** and supported. It is important, for example, to take an individual's personality, culture, beliefs and their abilities into account. The person's needs and preferences (likes and dislikes) will also play a part in the way that activities are planned and provided. The extent to which individuals will need practical or emotional support to participate in activities will vary, depending on their physical, intellectual, emotional and social abilities and skills (see Figure 19.7).

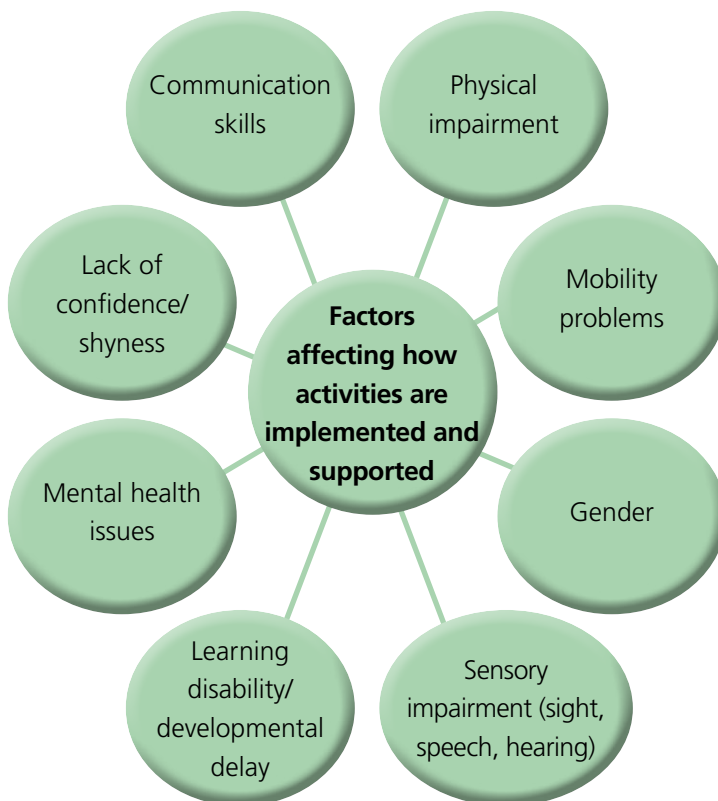


Figure 19.7 Factors affecting how activities are implemented and supported

Your assessment criteria:

3.1 Describe factors that may affect the way a programme of learning or development activities is implemented and supported.

Key terms

Implementing: putting something (usually a plan or idea) into practice



Assessing ways to implement and support activities

Each service user's physical, intellectual, emotional and social skills and abilities should be assessed as part of any activity-planning programme. You must obtain a service user's agreement to carry out a formal assessment of their skills and abilities but you may also be able to use other sources of information to help with this.

Establishing useful information

Information to assess the service user's skills and abilities could be obtained from:

- ▶ the initial assessment carried out when the individual was admitted to the care setting
- ▶ the service user's care plan that identifies their level of functioning and their care needs
- ▶ assessments of functioning and skills carried out by specialist care practitioners such as physiotherapists, mental-health workers, social workers, education staff or occupational therapists.

A service user may also be able to self-report on their abilities by answering questions that you ask them directly. You will need to make a judgement about an individual's various skills and abilities using these sources of information and your own recent experience of the person's activity levels.

Lowering or raising expectations?

Lowering expectations. Where the service user overestimates their ability or the reports and assessments on their functioning are out of date, you may need to think of ways of lowering the service user's expectations so that they can choose and participate in activities in a realistic and appropriate way.

Raising expectations. An individual may also underestimate their ability to take part in learning and development activity. This could happen where the person feels:

- ▶ low self-esteem
- ▶ low moods
- ▶ frail or vulnerable because of a recent or existing health problem.

In this situation part of your role would include building up the service user's confidence and motivating them to participate. Gentle encouragement and being supportive is more appropriate here than putting the individual under any kind of pressure to make use of their abilities.

Free choice. Remember that the service user should always choose learning and development activities freely. Nobody should be forced or nagged into taking part in activities when they don't want to participate.

Investigate

Find out how information needed to assess an individual's skills and abilities is obtained in your care setting.

- ▶ What role can you play in this process?
- ▶ Think about how you might contribute to this.



Support may be needed where an individual struggles to do something they enjoy or used to be good at



Your assessment criteria:

- 3.2** Establish with the individual and others a plan for implementing the programme of activities.

Establishing a plan for implementing the activities

The plan that you develop in partnership with the individual should identify:

- ▶ the purpose or goal of the activity
- ▶ agreement about how the activity will be provided or take place
- ▶ where and when the activity will take place
- ▶ equipment needs, costs and any other resources that are required
- ▶ what people involved will do to provide support or assistance
- ▶ any hazards and risks involved
- ▶ how risks will be minimised.

Identifying support needs

A service user may be able to continue to participate in their existing range of leisure, recreational or learning and development activities despite health or social problems if they receive appropriate support. This can include:

- ▶ making use of adapted equipment
- ▶ obtaining assistance from a care practitioner to get help with transport, mobility or communication problems
- ▶ modifying the way they take part in a valued learning or development activity or form of recreation.

Reflect

What kinds of support (practical, emotional or physical) do you provide to enable individuals to participate in their preferred activities in your care setting? Are there some individuals who could participate more if additional support was available?

Working as part of a care team

In providing and supporting learning, development or recreational activities, a care practitioner is likely to be just one part of a larger team of professionals. For example, the care team may include:

- ▶ nurses
- ▶ occupational therapists
- ▶ teachers or education support staff
- ▶ physiotherapists
- ▶ speech therapists
- ▶ dieticians.

Occupational therapists are particularly important with regard to activity and skills assessments. You should always check a service user's records to find out whether occupational therapy assessments have been carried out. These will provide very useful information to enable you to assess a service user's support needs.

Reflect

- ▶ Who do you consider to be the 'care team' in your work setting?
- ▶ Do team members have different care specialisms and responsibilities?
- ▶ How does your work role fit into this team?

Case study

Jayne Marshall is an occupational therapist working at Edward Watson House, a day centre for older people. Most of the people who use the day centre have a diagnosis of dementia or depression. Jayne and her colleagues use a variety of different creative activities in individual and group sessions with the people who attend Edward Watson House. The activities currently on offer include painting and drawing, pottery, knitting and making soft toys. Many of the people who attend also like to take part in cookery sessions, making cakes and preparing lunch time meals. Jayne also supervises a walk around the local park once a week. The people who come on the walk use this as an opportunity for exercise, take photographs of trees, birds and park scenes and sometimes have a picnic if the weather is good. Jayne tries to encourage conversation and friendships between the people in all of the groups she runs. She has noticed that this has a positive effect on some people's confidence and can lift their mood if they are feeling down.

1. Identify an example of the physical, intellectual, emotional and social benefits associated with three of the creative activities that are on offer at Edward Watson House.
2. Describe two important care values that Jayne should use when undertaking creative and therapeutic activities with the people who use Edward Watson House.
3. Explain how Jayne tries to support inclusion when she uses creative activities with people at Edward Watson House.





Activities that may be hazardous need to be risk assessed before individuals take part in them

Your assessment criteria:

3.3 Assess risks in line with agreed ways of working.

Risk assessment and agreed ways of working

When discussing learning and development activity with service users, you should always consider health and safety issues and the law that applies in this area. Service users may identify activities that carry some risk of injury or harm because they involve:

- ▶ physical contact with others – such as judo or football, for example
- ▶ some form of dangerous environment – such as scuba diving, cycling or horse riding, for example
- ▶ using equipment that could be dangerous – such as in carpentry, cookery or stained-glass work, for example.

Evaluating risks in line with policies and procedures

Regardless of the type of learning or development activity that the service user suggests, a risk assessment should always be carried out to evaluate the possible hazards and dangers involved. A range of policies and procedures relating to risk assessment and safety should be available and must be followed in your workplace. These outline the agreed ways of working and managing risks associated with learning and development activities. The risk assessment will need to consider the nature of the activity and the abilities of the individual. Wherever possible all risks should be eliminated or minimised in order for the service user to take part in the activity safely.

Investigate

Find out what the policies and procedures used in your work setting say about risk assessing activities. How do these policies and procedures affect your work role?

Managing risks in activities

When trying to manage the risks involved in learning and development activity, a service user's choice of activity will need to be considered in the light of various factors. Together with the individual, you will need to think about:

- ▶ the possible difficulties and dangers that a particular activity involves, taking into consideration the service user's abilities
- ▶ the resources that are needed to enable the individual to take part in an activity
- ▶ the recreational, developmental and therapeutic benefits of the activity to the service user.

Referring risk issues to your manager

It is not always the case that service users should be prevented from taking part in activities that carry some risk. The key issue is whether the risk can be managed and reduced to an acceptable level. This is usually a decision for the person or group of people who have managerial responsibility for a care setting or the person who holds overall responsibility for a service user's care. You should not, in your role as a care practitioner, take responsibility for or make decisions of this nature. You should always refer any risk issues or concerns to your supervisor or manager. You must always be aware of possible risks and of the agreed ways of minimising and managing them.

Using modified or alternative activities

Where a learning or development activity cannot be managed safely or appears to involve an unacceptable degree of risk to a service user, you should support the individual to identify a suitable alternative. Alternatively, if the person is unwilling to give up an apparently risky form of activity, you should work with them to find ways of modifying the way that they take part in it in order to maximise their safety and minimise the risk of harm or injury.

Reflect

- ▶ Who do you think should be involved in making decisions about whether an activity is safe enough for an individual to participate in?
- ▶ Who ought to have the final say?
- ▶ Think about individuals in your own care setting and how decisions are made in relation to risk assessment of their activities.



Practical Assessment Task

3.1

3.2

3.3

With the permission of your manager and an individual for whom you provide care or support, this assessment activity requires you to demonstrate that you can:

1. describe factors that may affect the way a programme of learning or development activities for an individual is implemented and supported
2. establish with the individual and others a plan for implementing the programme of activities
3. assess risks in line with agreed ways of working.

Your evidence for this task must be based on your practice and experience in a real work environment. Keep any written work that you produce for this activity as evidence towards your assessment. Your assessor may also want to observe or ask you questions about the way you plan learning and development activities with individuals.

Be able to prepare for learning and development activities

Obtaining or preparing resources or equipment

You should know what equipment or resources are required for an activity and make sure they are available and in working order before you begin. This will ensure that the activities go smoothly and that the person's interest or motivation is not disrupted or lost as a result of having to find key pieces of equipment once the activity is underway.

Where an activity is completed in stages or requires materials to be prepared in advance – such as cake making, art and craft or a construction task, for example – you may want to consider making the preparation part of the learning and development activity. Alternatively, you will need to do the preparation yourself in plenty of time to avoid disrupting the activity session or event itself.

Your assessment criteria:

- 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.



Adapting resources or equipment to meet individual needs

A service user's skills, abilities and motivation will change over time and may do so because of changes in their physical or mental health or in their social circumstances. This may in turn affect the person's learning, development or recreational needs or their ability to participate in activities. When a service user experiences a decline or significant change in their physical or mental health or in their mobility, movement or thinking skills, for example, you will need to reconsider how best you could help them to take part in learning and development activity.

Adapting to expected change

If you know that an individual's abilities will be affected by an event such as surgery or some other form of treatment, or by a likely deterioration in their skills or abilities, you may be able to anticipate and plan for their additional support needs and adapt the activities as necessary. For example, you might anticipate a need for additional assistance, adapted equipment or a change in the way that the service user participates in the activity.

Adapting to unexpected change

However, there may also be occasions where you notice unexpected changes in an individual's abilities or skills and have to respond to them. Again, you could do this by adapting the activity to make it more suitable for the individual or by providing a greater degree of support and assistance to help them to participate.

Agreeing adaptations with the service user

Whenever you respond to expected or unexpected changes in an individual's ability to participate in learning and development activity, you should discuss with the service user their need for support and any proposed changes in the way that you or others support them. The service user should always be the person who makes the key choices and decisions about their participation in any form of activity.



Reflect

- ▶ Can you think of a situation or an occasion where you or your colleagues have had to adapt an activity to cope with changes?
- ▶ Why did the activity have to be adapted?
- ▶ Think about individuals in your own care setting and how decisions are made in relation to risk assessment of their activities.

Supporting the individual to prepare for an activity

We have touched on the need to support service users' participation in learning and development activity a number of times so far in this unit. To ensure that an individual is able to participate fully in a learning or development activity, you should ensure that they are:

- ▶ appropriately dressed for the activity, providing assistance where necessary
- ▶ in possession of the equipment needed for the activity
- ▶ able to pay for transport and any costs associated with the activity
- ▶ fully aware of where and when the activity takes place and that they have (and can follow) directions to or from the location.

An individual should be fully aware of what the learning or development activity involves, how they will be expected to contribute to or participate in it and what the risks and benefits of participation involve.

Your assessment criteria:

- 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.



Preparing the environment for safe and effective activities

The environment in which an activity takes place must be safe and suitable for it. Regardless of whether the activity takes place indoors or outside, safety is the main priority.

- ▶ All hazards in the environment, including those relating to the equipment used or the nature of the activity, must be identified.
- ▶ Once risks have been assessed, steps should be taken to minimise them (see Chapter 8, HSC 037).
- ▶ The environment should always be checked prior to an activity taking place to ensure that it is safe.
- ▶ You should be aware of any items of hazardous equipment, hazardous substances and the nature of the environment (indoor or outdoors) itself.

Reflect

- ▶ Who is responsible for checking that the environment in which activities take place in your care setting is suitable?
- ▶ How can you contribute to this risk assessment process as part of your own work role?

Practical Assessment Task

4.1

4.2

4.3

4.4

The health, safety and security of individuals should be a priority when preparing for learning and development activities. For this assessment activity you need to demonstrate that you are able to prepare for learning and development activities by:

1. obtaining or preparing resources or equipment needed for an activity
2. describing how resources or equipment might be adapted to meet the needs of an individual
3. supporting the individual to prepare for an activity so as to minimise risks and maximise their participation
4. preparing the environment so that the activity can be carried out safely and effectively.

Your evidence for this task must be based on your practice and experience in a real work environment. This could be preparation for an activity with an individual you regularly work with. Keep any written work that you produce for this activity as evidence towards your assessment. Your assessor may also want to observe or ask you questions about the way you prepare for learning and development activities with individuals.



Risk assessments should identify any safety equipment that needs to be used during particular activities

Be able to facilitate learning and development activities with individuals

Facilitating activities

A facilitator is someone who makes something easier or who enables something to happen. You need to be clear about your role and responsibilities in any learning or development activity but should ideally adopt a facilitative role. This means you will support the individual and enable their participation so that the activity happens as it should. Your role in facilitating may involve:

- ▶ identifying and organising possible activities
- ▶ providing information about the nature of different activities
- ▶ offering encouragement and support to enable individuals to participate in activities.

Promoting active participation

As a facilitator you will work alongside the individual, encouraging participation. You might provide reassurance or occasional input to keep the activity going or to assist the person in their efforts to participate as independently as possible. Building up a person's confidence, motivating them and enabling them to relax will help them to participate in an active way.

Supporting the individual as an active partner

It is important that the individual is an active partner in the activity. Your support should not be too passive nor too active or over-involved. If you lack enthusiasm or indicate you are bored, you might undermine the person's motivation. If you take over with an 'expert' approach if the person struggles to cope or finds the activity difficult, this may undermine active participation. Take a balanced approach and provide assistance as appropriate, if the person agrees to this. Individuals may enjoy learning or participating in developmental activity even when their ability, skill level or involvement is relatively basic. If the activity is purposeful and has meaning for the person, they are likely to be gaining some benefit from participating in it.

Your assessment criteria:

- 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.



Recognising your limitations

There are always limits to what you can offer individuals in terms of care and assistance and the boundaries of your role as a care practitioner. You may find that you cannot support or assist an individual to participate in the learning, development or recreational activities that they choose because, for example, you:

- ▶ cannot motivate the person sufficiently
- ▶ do not have the activity skills or experience to participate alongside or to assist the individual in a particular activity
- ▶ do not have the specialist care skills needed to support or assist the person to participate
- ▶ do not have the authority to book or pay for necessary transport, buy equipment or authorise additional support for the individual.

Seeking additional support

In any situation involving the above types of issues you will need to seek additional support for the person. Your role is still one of enabling the service user's participation in learning, development or recreational activity. However, it is more appropriate and responsible to recognise your own limitations and to obtain additional support where this is clearly needed. Not doing so may increase the health and safety risks involved and may limit the extent to which the person can benefit from participation in the activity.



Discuss

With class or work colleagues, discuss what is expected of you in relation to organising and supporting individuals during learning and development activities. Find out and share ideas about what you see as the boundaries or limits of your responsibilities.

Practical Assessment Task

5.1

5.2

As a person-centred health and social care practitioner, you need to facilitate learning and development activities and support and promote active participation from individuals. With the permission of your manager and an individual for whom you provide care or support, this assessment activity requires you to demonstrate that you can:

1. carry out an agreed role in facilitating the activity
2. support the individual to engage with the activity in a way that promotes active participation.

Your evidence for this task must be based on your practice and experience in a real work environment. Keep any written work that you produce for this activity as evidence towards your assessment. Your assessor may also want to observe or ask you questions about the way you facilitate learning and development activities with individuals.

Encouraging individual feedback

A review is an opportunity to look back on, or inspect, something. A review of an individual's participation in activities is an opportunity to assess:

- ▶ the individual's level of participation in their chosen learning and development activities
- ▶ the individual's feelings and views about what they have gained from participating in these activities
- ▶ any problems, difficulties or barriers to participation that have limited the individual's enjoyment or general opportunity to participate in learning and development activities
- ▶ whether and how problems and barriers to participation can be overcome.

Formal and informal feedback

A review of activity participation could be carried out in a formal or informal way.

Using a formal review

A formal review would involve a meeting with the service user and perhaps other key people and professionals involved in their care. This could, in fact, be part of a broader care plan review.

Using an informal review

In contrast, an informal review is more likely to be based around a conversation or series of brief meetings with the service user that occur over time where you talk about the individual's learning, development and recreational activities and obtain their views on whether these are meeting their needs.

Using a questionnaire or checklist

Alternatively, where a service user is unwilling or unable to talk about their participation in activities, they might contribute to a review by completing a brief questionnaire or checklist as a way of expressing their thoughts and views.

Supporting individual participation

The service user's direct participation in an activity review is important because it is their views and needs that you must take into account and they are in the best position to know what these are. However, actually getting a service user to take part in an activity review may not always be straightforward. For example, the service user may experience communication difficulties and require considerable support to make a contribution. Alternatively, a deterioration in a service user's mental or physical health may make direct participation much more difficult.

Your assessment criteria:

- 5.3** Encourage the individual to give feedback about how the activity is implemented and the support provided.

Setting up an activity review

To set up an activity review a number of issues need to be considered, including:

- ▶ finding out how the service user will participate in a review of their recreational activities
- ▶ identifying and providing appropriate forms of support (such as communication aids, language support, advocacy) to enable the individual to make their thoughts and views known
- ▶ identifying who (key people, other professionals) should be involved in a review of the service user's recreational activities
- ▶ deciding how the information produced in the review will be handled. For example, will it be:
 - reported and communicated to others through the usual care plan reporting processes?
 - feedback to colleagues through a report or handover meeting?
 - written down as a formal report and placed in the service user's records?

What is the process for the review?

This process involves a lot of communication and management skills. Your precise role in it will depend on local policies and practices.

- ▶ *Organising and running the review.* In some work settings care practitioners may take on the organisation and running of a review meeting. In other care settings a registered nurse or social worker or a person who has managerial or supervisory responsibilities would carry out this work.
- ▶ *Coordinating the review.* Whoever takes on the task, they will need to spend time talking with the service user, making contact with other key people and coordinating all of this to arrive at a practical time and date for a review meeting. Practical issues relating to where the meeting is held, who will produce and run the agenda and who will take notes about what is said and decided will also need to be considered. In addition confidentiality issues must be handled appropriately.

Following policy and procedure

It is important that you find out what your local policies and procedures say about this area of practice. You will need to be clear about your own role in any review meeting so that you can prepare and participate appropriately. If you are not directly involved in organising and coordinating the review, you are likely to have a role in discussing the meeting with the service user and explaining who will be there and what will happen.

Investigate

Find out how participation in learning and development activities is reviewed and evaluated in your care setting.





Obtaining and responding constructively to feedback is an important part of ensuring activities meet individual needs appropriately and effectively

Your assessment criteria:

5.4 Make adjustments in response to feedback.

Making adjustments in response to feedback

A meeting that aims to review a service user's participation in learning and development activity should focus clearly on obtaining and listening to that person's views and **feedback**. It is appropriate to focus on both the positive and negative aspects of the service user's experience.

Identifying the benefits of the activity

The meeting might begin by identifying the benefits and enjoyment that the individual has gained from their recreational activity. In addition to the service user's views, occupational therapy, nursing, medical or education staff may comment on the extent to which the individual appears to be benefiting from participation and on how they believe this is affecting the person's physical, intellectual, emotional or social needs and skills.

Identifying the problems with the activity

In addition to identifying the ways in which a service user is benefiting from learning and development activity, a review meeting is also likely to consider problems, difficulties and opportunities for extending or changing the service user's participation in recreation. For example, the service user or a care practitioner may report difficulties in the service user gaining access to specific activities because of mobility, transport or cost factors. Alternatively, a service user may say that they are not, in fact, enjoying or benefiting from their current activities.

Key terms

Feedback: information received in response to an activity

Negotiating and implementing changes

It is also possible, and in some care settings very likely, that changes in a service user's condition will make their participation in learning and development activities more difficult. In all of these circumstances, you will need to support and encourage the individual to identify and talk about the changes to their activity plan that are necessary and which they would like to see. These changes could involve, for example:

- ▶ beginning new activities and ending or adding to current activities
- ▶ finding new ways of participating in activities
- ▶ obtaining additional support and assistance to participate in chosen recreational activities
- ▶ seeking additional funding or equipment to enable them to take up new activities or continue participating in current activities.

The aim of the review should be to negotiate changes with the service user so that their needs and preferences are met appropriately and safely. This might also involve persuading other care professionals, managers and your colleagues to change the way that they provide support and assistance to the service user.

Reflect

- ▶ Why do you think that an individual may be reluctant to change the way they participate in their preferred activities even where it is clear that changes in their condition make this more difficult?
- ▶ How could you provide support in this kind of situation?

Practical Assessment Task

5.3

5.4

As a person-centred health and social care practitioner, you need to use your communication skills to encourage individuals to review the learning and development activities they participate in. With the permission of your manager and an individual whom you have supported and worked with, you need to demonstrate that you are able to:

1. encourage the person to give feedback about how the activity is implemented and the support provided
2. make adjustments in response to feedback.

Your evidence for this task must be based on your practice and experience in a real work environment. Keep any written work that you produce for this activity as evidence towards your assessment. Your assessor may also want to observe or ask you questions about the way you encourage and support feedback relating to learning and development activities.



Be able to evaluate and review learning and development activities



Your assessment criteria:

- 6.1** Agree with the individual and others the process and criteria for evaluation of the activity and the support provided.

Evaluating and reviewing activities is a key part of ensuring that an individual's activity programme remains appropriate and effective

Agreeing the evaluation of learning and development activities

Reviews of learning and development activity generally lead to the evaluation of an individual's activity programme. An evaluation is a formal weighing up or judging of the success or effectiveness of the programme of activities. It is the point at which a judgement is made about whether the activity programme has met the goals it was designed to meet. A range of people may be involved in an evaluation, as outlined in Figure 19.8.



Figure 19.8 People involved in an activity evaluation

Agreeing evaluation criteria

The individual needs to agree the process and criteria for evaluating activity so that their views and experiences are taken into account as part of the evaluation. You may need to support the individual to identify what they've learnt or achieved and what the impact has been on their life, skills or health and wellbeing. The evaluation is likely to address questions such as:

- ▶ have the individual's needs, goals and preferences been achieved or met?
- ▶ was sufficient and relevant information provided about the activities?
- ▶ were appropriate resources made available?
- ▶ was the person given sufficient support?
- ▶ was the environment suitable for the activity?
- ▶ was facilitation of the activity effective and supportive?
- ▶ was additional support provided or made available where necessary?

In general, there are two sources of information that can be used to evaluate activities: individual's feedback and care practitioner feedback.

Evaluating individual feedback

Asking individuals to comment on an activity, in terms of whether and how it met their needs and whether it could be improved, provides important evaluation data. This can be done either by giving service users a feedback form to complete or by asking them questions. The questioning should be done sensitively and you should not be too surprised if people are reluctant to criticise too much.

Evaluating practitioner feedback

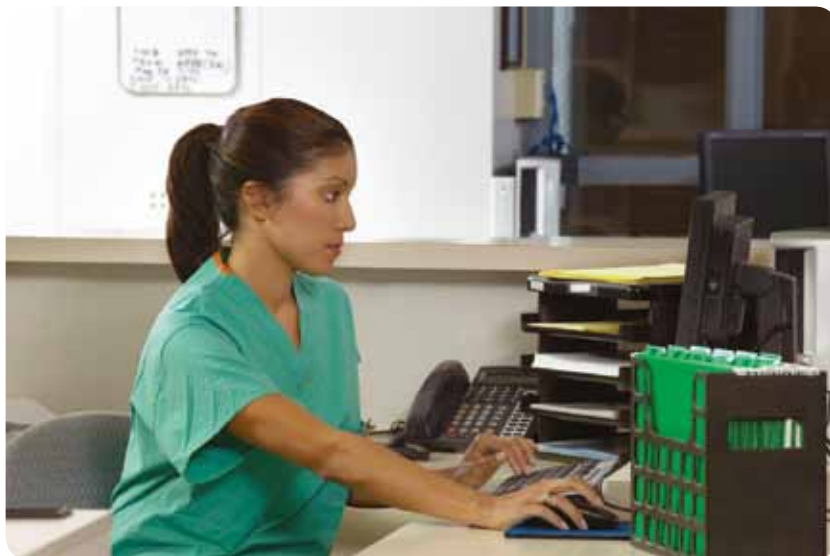
The second source of evaluation data comes from the care practitioner or activity provider who runs the activity. Many care settings use formal evaluation forms that a care practitioner completes at the end of an activity session. The form might include some of the following questions:

- ▶ to what extent have the goals for the activity session been met?
- ▶ where there any aspects of the activity that could be improved upon?
- ▶ what did the people who took part in the activity say about it?
- ▶ what do you feel that participants achieved by taking part in this activity?

It is always best to be honest when evaluating an activity session. If it didn't go well or if it failed to achieve its goals, it's best to admit it. The result should be identified and commented on as part of the process of modifying the activity or introducing new activities that are more beneficial and therapeutic for service users.

Investigate

How are learning and development opportunities reviewed and evaluated in your work place? Find an example of a review or evaluation and note the kind of issues that are covered and the recommendations for future activity.



Your assessment criteria:

- 6.2** Collate and present information for evaluation as agreed.
- 6.3** Use agreed criteria to evaluate the activity with the individual and others.

Collating and presenting information for evaluation

The various sources of evaluation information on learning and development activities will need collating or bringing together as part of the evaluation process. This can be straightforward, especially if evaluation forms have been completed, but may also be time-consuming. The information obtained from individual's and practitioner's feedback can sometimes be summarised and presented as tables or graphs. This can make it easier to understand but may also be unnecessary if a simple written report is enough.

Using the agreed criteria to evaluate

An evaluation of an activity or programme of activities may identify possible changes in the type of activity an individual undertakes or in the way that activities are organised and run. The evaluation feedback may provide information on what went well, what people enjoyed or didn't like about an activity and what didn't work so well. It is important to explore and understand the reasons behind people's responses before recommending or making any changes to an individual's activity plan or programme. It is also important to respond to evaluation feedback and to try to improve the programme, taking into account the best interests of the person. Where feedback is negative or critical, you should always accept it as a valid viewpoint and consider the best ways of responding to it and rectifying any problems rather than reject it out of hand.

Reflect

What might happen if care practitioners ignored or failed to take into account the views and opinions of service users when reviewing their participation in, and experience of, activities?

Case study

Sophie James is a 65-year-old woman living in a residential home. Sophie has osteoporosis that affects her ability to walk and mobilise more generally. She lived at home until about a year ago when her condition caused her to become housebound and isolated. Sophie enjoys other people's company and is a very keen card player. She has recently started to use an electric wheelchair to mobilise and is generally happy with the freedom of movement that this gives her. However, the bridge club that she attends near to the residential home is not accessible to wheelchair users. Sophie is frustrated by this and wishes to review her current programme of activity and support in order to maintain her interests and social life.

1. How have changes in Sophie's condition affected her opportunity to take part in activities?
2. What might the participants in a review meeting focus upon when reviewing the value of recreational activity for Sophie?
3. What kind of changes to Sophie's current recreational activity programme could be considered at the review meeting?

Reflect

Why is it vital to seek and take into account Sophie's views and experiences when reviewing and evaluating her activity programme?



Individuals should have opportunities to say what they like and dislike about learning and development activities so that they can be adapted to meet their particular needs



Positive feedback about activities can boost the confidence and self-esteem of care practitioners as well as service users

Your assessment criteria:

- 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.

Making recommendations for change in the activity

The discussions that you have as part of the evaluation process should be fully documented and fed back to other members of the care team who need to know about them. The main evaluation points raised by the individual and others should be noted. It is essential that any changes or points of agreement are clearly recorded and that you feed back and record in writing the details of any changes in support or the allocation of any new responsibilities. This means that you should be clear about who has agreed to do what and when.

Implementing the changes

The individual and other members of the care team will expect that all the changes and action points agreed on as part of the evaluation process are put into practice. If you become aware that changes to the individual's learning and development activity plan

or programme that were agreed are not being made, you should respond appropriately. For example, you may need to speak directly with a colleague who is supposed to be making the changes, or with a manager who may be better placed to enquire about and discuss the issues involved in getting changes implemented. You should avoid confronting colleagues with direct complaints about their lack of activity or failure to implement changes until you have found out about the possible reasons for the delay. It is better to remind and support others about the changes that were agreed and to offer support and assistance to help them to put these into practice.

Recognising individual progress

The evaluation process provides an opportunity to recognise the learning and development progress and achievements of the individual. It is important to do this as recognising progress also values the person and their efforts. You can do this through praise and other verbal reinforcement or via development charts, certificates or other forms of reward. Recognising an individual's progress may play an important part in motivating them to undertake further activities or to continue their current activity programme. However, a lack of acknowledgement of progress may undermine an individual's motivation and self-confidence. Recognising progress should therefore be seen as an important part of the way that you maintain and support the individual's self-esteem and sense of identity.

Investigate

How are changes to individuals' activity programmes reported and shared between team members in your work setting? Find out how this happens and how you can keep up to date with this kind of information.

Practical Assessment Task

6.1

6.2

6.3

6.4

6.5

Learning and development activities, whether they are one-off events or part of a programme of activity, are planned to meet the particular recreational, health, wellbeing or development needs that individuals have. The success or effectiveness of an activity or programme of activities can be assessed through review and evaluation processes. In this assessment activity you need to show that you can review and evaluate learning and development activities by:

1. agreeing with an individual and others the process and criteria for evaluation of an activity and the support provided
2. collating and presenting information for evaluation as agreed
3. using agreed criteria to evaluate an activity with the individual and others
4. making recommendations for any changes in the activity, its implementation or the support provided
5. explaining the importance of recognising progress achieved through a learning or development activity.

Your evidence for this task must be based on your practice and experience in a real work environment. Keep any written work that you produce for this activity as evidence towards your assessment. Your assessor may also want to observe or ask you questions about how you evaluate and review learning and development activities.

Are you ready for assessment?

AC	What do you know now?	Assessment task	✓
1.1	Describe the benefits to individuals of engaging in learning or development activities	Page 9	
1.2	Analyse the purpose of a range of learning or development activities in which individuals may participate	Page 9	
1.3	Explain how individual needs and preferences may influence how learning and development activities are accessed or delivered	Page 9	

AC	What can you do now?	Assessment task	✓
2.1	Support the individual to communicate their goals, needs and preferences about learning or development activities	Page 15	
2.2	Provide the individual and others with information on possible learning or development activities	Page 15	
2.3	Assess whether a tailor made activity may be more beneficial to an individual than other learning or development opportunities	Page 15	
2.4	Work with the individual and others to agree learning or development activities that will suit the individual	Page 15	
3.1	Describe factors that may affect the way a programme of learning or development activities is implemented and supported	Page 21	
3.2	Establish with the individual and others a plan for implementing the programme of activities	Page 21	
3.3	Assess risks in line with agreed ways of working	Page 21	
4.1	Obtain or prepare resources or equipment needed for the activity	Page 25	
4.2	Describe how resources or equipment might be adapted to meet the needs of an individual	Page 25	
4.3	Support the individual to prepare for an activity so as to minimise the risks and maximise their participation	Page 25	
4.4	Prepare the environment so that the activity can be carried out safely and effectively	Page 25	

5.1	Carry out agreed role in facilitating the activity	Page 27
5.2	Support the individual to engage with the activity in a way that promotes active participation	Page 27
5.3	Encourage the individual to give feedback about how the activity is implemented and the support provided	Page 31
5.4	Make adjustments in response to feedback	Page 31
6.1	Agree with the individual and others the process and criteria for evaluation of the activity and the support provided	Page 37
6.2	Collate and present information for evaluation as agreed	Page 37
6.3	Use agreed criteria to evaluate the activity with the individual and others	Page 37
6.4	Make recommendations for any changes in the activity, its implementation or the support provided	Page 37
6.5	Explain the importance of recognising progress achieved through a learning or development activity	Page 37

