

## **Unit 4222-312 Facilitate learning and development activities to meet individual needs and preferences (HSC 3004)**

**Level:** 3  
**Credit value:** 5  
**UAN:** L/601/8644

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

### **Learning outcomes**

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

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

### **Guided learning hours**

It is recommended that **35** 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 HSC351.

### **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, 5 and 6 must be assessed in a real work environment.

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### Assessment Criteria

#### Outcome 1 Understand the role of learning and development activities in meeting individual needs

The learner can:

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

#### Outcome 2 Be able to identify learning and development activities to meet individual needs and preferences

The learner can:

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

#### Outcome 3 Be able to plan learning and development activities with individuals

The learner can:

1. describe factors that may affect the way a programme of learning or development activities 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**.

#### Outcome 4 Be able to prepare for learning and development activities

The learner can:

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

## **Outcome 5    Be able to facilitate learning and development activities with individuals**

The learner can:

1. carry out agreed role in facilitating the activity
2. support the individual to engage with the activity in a way that promotes **active participation**
3. encourage the individual to give feedback about how the activity is implemented and the support provided
4. make adjustments in response to feedback.

## **Outcome 6    Be able to evaluate and review learning and development activities**

The learner can:

1. agree with the individual and others the process and criteria for evaluation of the activity and the support provided
2. collate and present information for evaluation as agreed
3. use agreed criteria to evaluate the activity with the individual and others
4. make recommendations for any changes in the activity, its implementation or the support provided
5. explain the importance of recognising progress achieved through a learning or development activity.

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### Additional guidance

- **Learning and development activities** may include:
  - 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
- **Others** may include:
  - Family members
  - Advocates
  - Line Manager
  - Specialists
  - Others who are important to the individual's well-being
- A **plan** for a learning or development activity may include:
  - 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
- **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.