

Understand the importance of engagement in leisure and social activities in health and social care

Assessment marking guide

K/602/6301

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Assessor guidance

Assessment requirements

Candidates must successfully complete all parts of an assessment to a satisfactory and appropriate standard in order to gain a pass for that assessment. The assessments have been designed to assess the ability of candidates to cover a range of issues associated with a given unit. Consequently, it is not appropriate for parts of any assessment to be omitted, submitted incomplete or of an unsatisfactory standard.

All assessments must be completed and assessed within the candidate's period of registration. It is up to centres to decide how long they give candidates to complete their assessments, and this may vary from one unit to another.

Tutors/ assessors are reminded of their responsibility to provide written feedback to candidates regarding their assessments and of the fact that candidates should not be encouraged to submit work for final assessment until it is complete and to the appropriate standard for the task.

Bearing in mind the above responsibility which lies with centres, candidates will normally have two opportunities to submit each individual assessment. Candidates who fail any task should not resubmit work within one week of receiving their result. Centres must provide precise written feedback and where necessary, further learning opportunities to maximise the candidate's potential to succeed on their second attempt.

Candidates may choose to word process their answers. Assessors may guide candidates in the length of their responses. They should use the marking guidance as a rough indication of what should be covered, and use the space provided in the task box (where applicable) as a guide as to how much should be written.

Grading and marking

Assessments are marked by the centre and graded Pass/Fail only. The highest grade for any of the assessments in this qualification is a **pass**.

If a candidate does not display the required knowledge/competence to achieve a pass for a task, their second opportunity to meet the criteria should be by way of oral questioning. This questioning should take place between the assessor and candidate, and must be evidenced using the correct City & Guilds recording form, available here:

http://www.cityandguilds.com/~media/Documents/ProvideTraining/Centre%20Document%20Library/Quality-Assurance-documents/Recording_Forms_for_centres_and_candidates.ashx

What the results mean

Pass: is achieved when all assessment tasks have been passed.

Fail: when, after the second attempt, there are still a significant number of tasks that have not been completed to the required standard.

Resubmission: normally candidates may resubmit their assessment work once, if tasks were failed on the first submission. However, should centres think that a further assessment opportunity would result in a positive outcome for the candidate, the centre should seek the approval of their Qualification Consultant.

Marking guidance

Task A: Guide for individuals

Show why leisure and social activities are important for an individual's wellbeing.

Candidates should provide tangible benefits of leisure and social activities to their wellbeing.

Examples of physical well-being include:

- fitness
- strengthening muscles
- weight management.

Examples of intellectual well-being include:

- learning and development
- stimulation
- memory.

Examples of emotional well-being include:

- self-esteem
- feeling of achievement
- aesthetic.

Examples of social well-being include:

- developing social skills
- companionship
- inclusion.

Examples of psychological well-being include:

- sense of identity
- self worth
- occupation.

Any other acceptable answer.

NB: Candidates may provide any of the above examples relating to well-being and are not required to define them as being 'physical', 'intellectual' etc or cover all of the categories listed.

Show how leisure and social activities support relationships.

They provide opportunities for people to spend time in other people's company and can also help individuals to:

- promote regular contact with others
- encourage interaction
- enjoy shared interests and purpose
- opportunities to form new relationships.

Any other acceptable answer.

Identify a range of leisure and social activities that take place in the following locations.

Examples are included under headings, but many of these would be suitable for more than one setting.

The local community. Those available at shared facilities such as:

- sport and fitness
- 'tumble tots'
- shopping
- art classes.

An individual's own home:

- reading/audio books
- creative activities
- listening to or playing music
- gardening
- cooking.

A residential or group living home:

- music and movement
- reminiscence
- arts and crafts
- pet therapy
- pamper days.

Day care provision:

- computer clubs
- tea dance
- flower arranging
- arts and crafts.

Any other acceptable answer.

Marking guidance

Task B: Guide for staff

Describe different ways to find out about the interests and preferences of individuals.

Candidates must describe different examples of ways such as:

- asking the individual
- asking friends and relatives
- looking in the care/support plan
- asking other professionals
- reviewing activity – getting feedback from individuals
- suggestion boxes/ comments
- service user meetings.

Any other acceptable answer.

Give the benefits for individuals of a person-centred approach when taking part in leisure and social activities.

Examples include:

- differentiated approach
- consideration of different learning styles and preferences
- able to pitch activity at right level for each individual
- involving individual in planning means they are more likely to be satisfied with the outcome
- better participation.

Any other acceptable answer.

Describe the different types of support needed for individual to take part in activities in the following locations.

Candidates must include a description. Examples are included under headings, but many of these would be suitable for more than one setting.

The community:

- transport and access to the facilities
- liaising with others
- accompanying the individual
- exploring options
- risk assessments.

Their own home:

- obtaining equipment or materials needed
- security regarding people from outside accessing the home
- facilitating the activity
- motivating and stimulating interest
- risk assessment.

A residential or group living home:

- preparing and providing the environment/ space
- planning timetable of varied activities to meet individuals' different needs
- obtaining and maintaining equipment and materials
- risk assessment
- organising/ supporting the activity throughout
- clearing the environment.

Any other acceptable answer.

Give examples of how to promote independence through leisure and social activities.

Examples include:

- discuss level of support in planning stages
- select activities at right level but with potential for individual to develop
- support but don't intervene except when necessary – 'stand back'
- provide guidance and instructions
- praise and encourage achievements
- provide aids/equipment that can facilitate independence eg blunt-ended scissors, non-toxic paints etc so that individuals can carry out tasks.

Any other acceptable answer.

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