

H5PX 04 (SCDHSC0420) — Promote Leisure Opportunities and Activities for Individuals

Overview

This standard outlines the requirements when leading the promotion of leisure activities for individuals. This includes raising awareness of the value of leisure activities and negotiating specific arrangements for leisure opportunities and activities.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and / or examples of possible contexts in which the NOS may apply: they are not to be regarded as range statements required for achievement of the NOS.

NOTE: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

The **audience** could include those from sports and recreation associations; employers' associations; local government planners; community self-help groups; governors; trustees; shareholders; the general public.

The **individual** is the adult, child or young person you support or care for in your work.

Leisure opportunities and activities may be those related to hobbies; interests; sports, as a spectator or participant; entertainment, eg access to the theatre or visiting theatre groups, socialising, eg eating out, talking to others about the old days. They may take place within or outside the health or social care environment.

People and organisations could include those who organise or provide recreation and leisure activities in the care setting; entertainers; those who provide leisure activities for the general public, eg theatres, swimming pools, sports centres; those who provide leisure activities for specific groups within the community, eg Women's Institute, youth workers.

Reasonable adjustments are those that could reasonably be expected to be made to accommodate the needs of individuals involved in leisure activities.

Scope/range related to Knowledge and Understanding

The details in this field are explanatory statements of scope and / or examples of possible contexts in which the NOS may apply: they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development of individuals

may include: adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 21 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Raise awareness of the value of leisure opportunities and activities for individuals

	Performance Criteria	Evidence Number where this criteria has been met
1	Identify the audience who may have an interest in leisure opportunities for individuals .	
2	Communicate with the identified audience to establish their current perceptions of and interest in the value of leisure activities for individuals.	
3	Present clear, accurate and relevant information to the audience about the benefits that leisure activities can bring to individuals.	
4	Present clear, accurate and relevant information to the audience about the impact of discrimination, oppression and social exclusion on individuals.	
5	Present clear, accurate and relevant information to the audience about ways of offering leisure opportunities and activities to individuals.	
6	Give people the opportunity to ask questions and confirm their understanding of the information provided.	
7	Refer people and organisations to other appropriate sources when they need information and advice that is outside your expertise to provide.	
8	Challenge constructively attitudes and behaviour which are ill informed, misguided, abusive or discriminatory.	

Raise awareness of the value of leisure opportunities and activities for individuals (cont)

	Performance Criteria	Evidence Number where this criteria has been met
9	Encourage people and organisations to become champions in the provision of leisure opportunities for individuals, supporting them to raise the awareness of others.	

Negotiate the provision of leisure opportunities and activities for individuals

10	Identify people and organisations who are suitable and able to provide leisure opportunities and activities.	
11	Clearly explain your role and responsibilities to people and organisations who can provide leisure opportunities and activities.	
12	Encourage people and organisations to consider their capacity to offer leisure opportunities and activities to individuals and their duty to make any reasonable adjustments needed.	
13	Examine with those involved the potential challenges, rewards and any resources which will be required.	
14	Evaluate the willingness and capacity of people and organisations to provide leisure opportunities and activities for individuals.	
15	With people and organisations who are willing to offer leisure opportunities, confirm their agreement to do so.	
16	Discuss the type of leisure opportunities and activities that can be offered, the number of individuals who can be catered for and any reasonable restrictions on who may be offered the opportunities.	
17	Discuss any adjustments, including those that are legally required, that people and organisations will need to make.	

Negotiate the provision of leisure opportunities and activities for individuals (cont)

	Performance Criteria	Evidence Number where this criteria has been met
18	Negotiate agreement on who will make the adjustments and how they will be resourced.	
19	Confirm all agreements in writing.	
20	Take appropriate actions to enable the leisure opportunities and activities to be accessed.	
21	Complete records and reports on processes and outcomes, within confidentiality agreements and according to legal and work setting requirements.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 66 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting individuals' rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of individuals.	
4	How to deal with and challenge discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	
6	Conflicts and dilemmas that may arise in relation to rights and how to address them.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
7	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
8	Your own background, experiences and beliefs that may have an impact on your practice	
9	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
10	The roles, responsibilities and accountabilities of others with whom you work.	
11	How to access and work to procedures and agreed ways of working.	
12	The meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual.	
13	The prime importance of the interests and wellbeing of the individual.	
14	The individual's cultural and language context.	
15	How to build trust and rapport in a relationship.	
16	How your power and influence as a worker can impact on relationships.	
17	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
18	How to work in partnership with individuals, key people and others.	
19	How to manage ethical conflicts and dilemmas in your work.	
20	How to challenge poor practice.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
21	How and when to seek support in situations beyond your experience and expertise.	

Theory

22	The nature and impact of factors that may affect the health, wellbeing and development of individuals you care for or support.	
23	Theories underpinning our understanding of human development and factors that affect it.	

Personal and professional development

24	Principles of reflective practice and why it is important.	
25	Your role in developing the professional knowledge and practice of others.	
26	How to promote evidence based practice.	

Communication

27	Factors that can affect communication and language skills and their development in children, young people adults.	
28	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
29	Legal and statutory requirements for health and safety.	
30	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
31	Practices for the prevention and control of infection in the context of this standard.	

Safe-guarding

32	Legislation and national policy relating to the safe-guarding and protection of children, young people and adults.	
33	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
34	Indicators of potential harm or abuse.	
35	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
36	What to do if you have reported concerns but no action is taken to address them.	
37	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse.	

Multi-disciplinary working

38	The purpose of working with other professionals and agencies.	
39	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	

Handling information

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
40	Legal requirements, policies and procedures for the security and confidentiality of information.	
41	Legal and work setting requirements for recording information and producing reports.	
42	Principles of confidentiality and when to pass on otherwise confidential information.	
43	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
44	How and where electronic communications can and should be used for communicating, recording and reporting.	

Leading practice

45	Theories about leadership.	
46	Standards of practice, service standards and guidance relating to the work setting.	
47	National and local initiatives to promote the wellbeing of individuals.	
48	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
49	Methods of supporting others to work with and support individuals, key people and others.	
50	How to contribute to the development of systems, practices, policies and procedures.	
51	Techniques for problem solving and innovative thinking.	

Risk management

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
52	Principles of risk assessment and risk management.	
53	Principles of positive risk-taking.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
54	The role which recreation and leisure play in the health and wellbeing of individuals.	
55	The effects of the therapeutic value or stimulation provided by leisure activities.	
56	Evidence based practice in promoting leisure opportunities and activities to meet individual needs and how to apply this evidence to your own work.	
57	Methods of presenting information and encouraging interest in and about the role of leisure in meeting individuals' needs and promoting wellbeing.	
58	The particular difficulties that individuals may face in seeking leisure opportunities and activities.	
59	National and local schemes and agencies (statutory, independent and third sector) which are involved in providing, promoting or creating leisure opportunities and activities, for whom they are designed and how to access them.	
60	The range of local leisure opportunities and activities, the forms these take, who they are aimed at and how to access them.	
61	The potential concerns which people and organisations may have about providing leisure opportunities and activities for individuals, why it is important to acknowledge their concerns and how to offer information to help them make informed decisions.	
62	How to gauge the level of interest and ability of people and organisations who may offer leisure opportunities and activities to individuals.	
63	How to adjust communication when working with different individuals and representatives of different agencies.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
64	The options for promoting leisure opportunities and activities and which are the most appropriate options for the people and organisations concerned.	
65	The ways in which stereotyping, discrimination and stigmatisation might affect risk assessment and how to guard against this.	
66	Methods of evaluating your own competence, determining when further support and expertise are needed and the measures to take to improve your own competence in this area of work.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	