

Cambridge TECHNICALS LEVEL 3

# HEALTH AND SOCIAL CARE

Cambridge  
TECHNICALS  
2016

Unit 19

Creativity and activity for adults

F/507/4439

Guided learning hours: 60

Version 4 – September 2017

## LEVEL 3

### UNIT 19: Creativity and activity for adults

F/507/4439

Guided learning hours: 60

**Essential resources required for this unit:** Learners need to be able to carry out their planned programme of activities in an adult health or social care setting.

**This unit is internally assessed and externally moderated by OCR.**

#### UNIT AIM

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Adults in health and social care settings have diverse needs. Meeting these needs also requires a diverse approach. Activities, games and hobbies are important to us all and the things that you do to fill your spare time form part of your identify. There are many benefits to the use of creative activities/activities with adults in health and social care settings, just as having a meaningful occupation and hobbies can benefit all individuals.

This unit aims to provide you the skills to plan and deliver creative activities/activity for adults in health and social care settings. You will plan and implement activities that could support adults in a relevant setting. This unit also encourages you to reflect on your own performance and identify aspects of your practice you could develop further, identifying barriers and required improvements in practice to support adults more effectively.

This unit draws from learning from units 1, 2, 3, 9,10,11,15,16,17,18, 22 and 23 and can be applied working with individuals in a range of care setting supporting them to maintain or regain independence.

## TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Understand the needs of adults in health and social settings and the purpose and benefits of creativity and activity	1.1 Needs of adults in health and social care settings, i.e. <ul style="list-style-type: none"><li>rehabilitation</li><li>learning disabilities</li><li>physical disabilities</li><li>sensory impairment</li><li>mental health needs</li><li>dementia</li><li>eating disorders</li></ul> 1.2 Health and social care settings, i.e. <ul style="list-style-type: none"><li>hospitals</li><li>supported living units</li><li>respite services</li><li>residential homes</li><li>nursing homes</li><li>day centres</li><li>rehabilitation centres</li><li>their own homes</li><li>hospices</li></ul> 1.3 Creativity and activity, i.e. <ul style="list-style-type: none"><li>arts and crafts</li><li>completing a jigsaw</li><li>singing/playing an instrument</li><li>drama/performances</li><li>light exercise</li><li>cooking</li><li>domestic chores</li><li>board games</li><li>gardening</li><li>discussion groups</li></ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>1.4 Purpose, i.e.</p> <ul style="list-style-type: none"> <li>• therapeutic</li> <li>• rehabilitation</li> <li>• creative</li> <li>• intellectual stimulation</li> <li>• medical</li> <li>• skills for living</li> <li>• enjoyment/hobby</li> <li>• promoting independence</li> </ul> <p>1.5 Benefits, i.e.</p> <ul style="list-style-type: none"> <li>• physical (e.g. increased mobility)</li> <li>• social (e.g. team working)</li> <li>• emotional (e.g. enjoyment)</li> <li>• intellectual (e.g. stimulation)</li> </ul>
<p>2. Be able to design and plan a creative activity/activity for use with an adult/group of adults</p>	<p>2.1 Select and agree a suitable creative activity/activity, i.e.</p> <ul style="list-style-type: none"> <li>• group or individual</li> <li>• preferences of participants</li> <li>• ability of participants (e.g. fine motor skills)</li> <li>• own ability (e.g. may not want to consider cooking if you lack cooking skills yourself)</li> <li>• suitable to the participants needs</li> <li>• 'one-off' or ongoing programme</li> <li>• cost</li> <li>• health and safety considerations, i.e. <ul style="list-style-type: none"> <li>○ equipment</li> <li>○ location</li> <li>○ human resources</li> <li>○ material resources</li> <li>○ identify hazards</li> <li>○ minimise risks</li> <li>○ emergencies</li> <li>○ legislation</li> </ul> </li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>2.2 How to plan the creative activity/activity, i.e.</p> <ul style="list-style-type: none"> <li>• set aim, objectives, targets, timescales</li> <li>• plan and organise resources for the creative activity/ activity</li> <li>• how to do the creative activity/activity (e.g. clear instructions)</li> <li>• set criteria for measuring the success of the creative activity/activity</li> <li>• cost of the creative activity/activity</li> <li>• consider health and safety requirements applicable to the creative activity/activity</li> <li>• consider legal and organisational requirements</li> <li>• agree roles and responsibilities</li> <li>• consider possible barriers to participation</li> </ul>
<p>3. Be able to deliver and evaluate a creative activity/activity to an adult/group of adults</p>	<p>3.1 Encourage adults to participate (e.g. disengaged adults, new activity)</p> <p>3.2 Monitor level of engagement, i.e.</p> <ul style="list-style-type: none"> <li>• observation</li> <li>• ask questions</li> <li>• adapt where appropriate</li> </ul> <p>3.3 Obtain and record feedback, i.e.</p> <ul style="list-style-type: none"> <li>• from participants</li> <li>• from others involved</li> <li>• during creative activity/activity</li> <li>• after creative activity/activity</li> </ul> <p>3.4 Evaluate the success of the creative activity/activity, i.e.</p> <ul style="list-style-type: none"> <li>• achievement of aim, objectives, targets</li> <li>• own performance</li> <li>• benefits to the individuals</li> <li>• relationship with individuals</li> <li>• how active support was provided</li> <li>• costs compared to alternative programmes</li> </ul> <p>3.5 Identify possible improvements (e.g. better relationships, more time for activity, needs of individual not met, activity at wrong level, too little preparation, insufficient resources, too little support)</p>

## GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand the needs of adults in health and social settings and the purpose and benefits of creativity and activity	P1: * Explain the needs of adults in health and social care settings	M1: Analyse the potential benefits for others in the setting when adults participate in creative activity/activity	
	P2: Identify the different health and social care settings where activities may take place		
	P3: Explain what creative activities/activities could be used for adults in health and social care settings, their purpose and what the potential benefits are.		
2. Be able to design and plan a creative activity/activity for use with an adult/group of adults	P4: Plan a creative activity/activity that is appropriate for a specific adult or group of adults in health and social care settings		D1: Suggest improvements to the planned activity or suggest alternative activities for different adults/groups of adults, applying lessons learnt from the delivery of the planned creative activity/activity
	P5*: Explain health and safety considerations for a chosen creative activity/activity		
3. Be able to deliver and evaluate a creative activity/activity to an adult/group of adults	P6: * Deliver a planned activity that is appropriate for a specific adult or group of adults in health and social care settings	M2: Assess the effectiveness of the activity and own performance when delivering the creative activity/activity	

## SYNOPTIC LEARNING AND ASSESSMENT

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It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more details. We have indicated in this unit where these links are with an asterisk and provided more detail in the assessment guidance section below.

## ASSESSMENT GUIDANCE

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### **LO1: Understand the needs of adults in health and social settings and the purpose and benefits of creativity and activity**

For P1, learners must be able to give an explanation of the overarching needs of adults which mean they are receiving care. For P2, they must identify the different settings where activities and creativity may take place. For P3, they must explain what creative activities or other activities could be used, including the purpose of the activity and the potential benefits to the individual undertaking the creative activity/activity.

For M1 learners must analyse the benefits for others in the setting when an individual participates in creative activities/activities. For this LO learners will benefit from drawing on learning from Unit6 Personalisation and a person centred approach to care, Unit 9 Supporting people with learning disabilities, Unit 10 Nutrition for health, Unit11 Career planning in health and social care LO1 Unit 15 Promoting health and well-being., Unit 16 Supporting people with dementia, Unit 17 Supporting people with mental health conditions, Unit 18 Caring for older people. Unit 22 Psychology for health and social care LO2, 3, 4. Unit 23 Sociology for health and social care LO2.

### **LO2: Be able to design and plan a creative activity/activity for use with an adult/group of adults**

For P4, learners must be able to demonstrate their ability to plan a creative activity/activity which is appropriate to the needs of the individual or group with whom they are to deliver it. For P5, they must also explain any health and safety considerations which are necessary for their planned activity. For this LO learners will benefit from drawing on learning from mandatory Unit 2, Equality, diversity and rights in health and social care, Unit 3 Health, safety and security in health and social care, Unit 5 Infection control, Unit 11 Career planning in health and social care.

### **LO3: Be able to deliver and evaluate a creative activity/activity to an adult/group of adults**

Learners must deliver the activity as planned. In order to achieve M2 learners must assess the effectiveness of their planned activity and their own performance in the delivery of the activity. D1 asks the learner to explain possible improvements to the activity they delivered or explain an alternative activity which could be offered for specific groups of adults. For this LO learners will benefit from drawing on learning from mandatory Unit 1 Building positive relationships in health and social care LO4.

**Feedback to learners:** you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk. Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

To find out more

**[ocr.org.uk/healthandsocialcare](http://ocr.org.uk/healthandsocialcare)**

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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