

SCDHSC210

Support individuals to participate in recreational activities



Overview

This standard outlines the requirements when supporting individuals to participate in recreational activities. This includes supporting individuals to identify which recreational activities to pursue, supporting them to participate in the activities they choose and working together to review the activities.

Performance criteria

Support individuals to identify recreational activities that suit them

You must be able to:

- P1 work with the **individual** in ways that promote **active participation**, involving **key people** and **others** where necessary
- P2 support the individual to identify their recreational interests, preferences and needs
- P3 work with the individual to assess whether, and in what capacity, the individual is able to continue with existing recreational activities
- P4 support the individual to identify new recreational activities likely to meet their preferences and needs
- P5 work with the individual to identify any risks involved in recreational activities that they wish to take up or continue with
- P6 support the individual to identify any adjustments or alternatives to chosen recreational activities that will help to minimise the risks

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You must be able to:

- P7 provide support for the individual to try out new recreational activities
- P8 agree with the individual the support they require to continue participating in existing or newly chosen recreational activities
- P9 carry out your agreed activities in supporting the individual's participation
- P10 implement any risk management plans associated with the activities, in partnership with the individual
- P11 encourage continued participation where the individual is encountering difficulties
- P12 seek further information and support to enable the individual to participate in their chosen recreational activities, taking account of any difficulties and any anticipated changes that may affect their participation in future

Support individuals to review the value of recreational activities

You must be able to:

- P13 work with the individual, key people and others to agree how participation in recreational activities should be reviewed, including who will be involved and how information will be handled
- P14 encourage the individual to communicate their views on the recreational activities
- P15 encourage the individual to communicate any changes required according to their preferences and needs.
- P16 carry out your responsibilities in the review

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Implement changes to increase participation in recreational activities

You must be able to:

- P17 implement any agreed changes for which you are responsible in order to increase the individual's participation in recreational activities
- P18 take appropriate action where changes outside your responsibility are not implemented
- P19 monitor the effectiveness of changes made
- P20 complete records and reports on any changes made, in accordance with legal and work setting requirements

Knowledge and understanding

Rights

You need to know and understand:

- K1 Work setting requirements on equality, diversity, discrimination and human rights
- K2 Your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

How you carry out your work

You need to know and understand:

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your

experience and expertise

You need to know and understand:

Theory for practice

- K23 the **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

You need to know and understand:

Communication

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

You need to know and understand:

Personal and professional development

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

You need to know and understand:

Health and Safety

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

You need to know and understand:

Safe-guarding

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

You need to know and understand:

Handling information

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing

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reports including the use of electronic communication

K38 what confidentiality means

K39 how to maintain confidentiality in your work

K40 when and how to pass on information

You need to know and understand:

Specific to this NOS

K41 the types of recreational activities that are appropriate to the people with whom you work and the care environment in which you work

K42 ways to find out about individuals' preferences regarding types of recreational activities

K43 how to encourage individuals to participate in recreational activities

K44 the role which recreation plays in the health and social well-being of individuals

K45 the risks, dangers and difficulties associated with different equipment and materials in relation to specific individuals

K46 methods that will encourage individuals to use their strengths and potential to participate in recreational activities

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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.

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible

The **individual** is the person you support or care for in your work

Key people are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship

Others are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

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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

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