



Unit 8: Creative and Therapeutic Activities in Health and Social Care

Delivery guidance

Approaching the unit

Creative and therapeutic activities form an important part of support and care for many users of health and social care services. These activities, when delivered within health and social care settings, contribute to the overall health and wellbeing of individuals, in addition to enabling participation in daily activities.

Learners who undertake this unit, will investigate different types of creative and therapeutic activities and their suitability within settings. The benefits of different activities for different individuals will be considered to understand how these can suit different physical, cognitive, social and/or emotional needs.

All activities conducted in a health and social care setting are subject to relevant and current laws, regulation and policies, to safeguard users of the services and prevent avoidable harm to individuals. Learners will examine the laws, regulations and policies current and applicable to creative and therapeutic activities, which cover their country.

The unit will support learners in understanding the principles and values which must underpin all creative and therapeutic activities delivered in health and social care settings. Learners will have an opportunity to design, create and implement a creative or therapeutic activity in a health or social care setting, for one individual or one group.

Delivering the Learning aims

Learning aim A Know different creative and therapeutic activities and their benefits

Learning aim B Know laws and regulations relevant to the implementation of creative and therapeutic activities

Learning aims C Understand the role of professionals in supporting individuals who undertake creative and therapeutic activities

Learning aim D Understand the role of professionals in supporting individuals who undertake creative and therapeutic activities.

Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Know different creative and therapeutic activities and their benefits	A1 Creative and therapeutic activities A2 Health and social care settings A3 Benefits	Presentation
B Know laws and regulations relevant to the implementation of creative and therapeutic activities	B1 Laws/legislation B2 Other regulations	Combined report with learning aim C
C Understand the role of professionals in supporting individuals who undertake creative and therapeutic activities	C1 Principles and Values C2 Supporting inclusion C3 Support activities	Combined report with Learning aim B
D Understand the role of professionals in supporting individuals who undertake creative and therapeutic activities	D1 Factors affecting choice of activity D2 Needs of the individual D3 Plan creative and therapeutic activities D4 Resources D5 Specialist resources	Report

Assessment guidance

This unit is internally assessed. There is a maximum number of three summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

Learning aim A

It is suggested that **learning aim A** is assessed by a presentation. Learners could either use a digital format or if preferred, provide the class with handouts and deliver the presentation using explanatory notes.

To support learners in the production of their presentation, they should be encouraged to include audio-visual materials such as pictures or video clips to illustrate/authenticate activities.

Learners should provide the Assessor with a copy of their research notes, in addition to the slides or handouts, at the end of the presentation. An Observation Record of the learners should be provided as additional evidence, in addition to the Assessor's feedback to learners, for internal and external verification processes. The Assessor should include in their comment, how the presentations met the focus of the command words e.g., examine, explain, rather than merely describing the content.



The Essential Information for learning aims B and C states that the assessment should be combined. It is suggested that the assessment is presented as a report which combines the relevant information. Learners could examine the ways laws, regulations and policies provide a framework for creative and therapeutic activities and assessing the impact, whilst applying them to common roles played by health or social care professionals, when implementing the activities in the selected setting.

Learners may need support in producing a report, and advice on headings and overall format would be useful at level 2.

Learning aim D requires learners to create, implement and evaluate one creative or therapeutic activity with one individual or group. All activities must be agreed with the teacher and also with the intended setting, prior to the learner beginning the project.

Signed permission from the intended individual(s) or their appointed relative and the setting manager, is recommended. Learners will need support in making their selections and also in obtaining the appropriate materials. A report with headings is recommended as the assessment evidence.



Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Introduction
<p>Teacher-led introduction: Introduce the unit, outline the nature of the learning aims and the number of assignments that learners will be expected to complete. Check learners' understanding and invite questions.</p>
Learning aim A: Know different creative activities and their benefits
<ul style="list-style-type: none"> • Learning aim A is about the different creative and therapeutic activities that are currently available and their benefits to individuals with diverse needs • For A1, introduce this unit by asking learners to identify as many creative and/or therapeutic activities as they can • Divide into groups and ask groups to discuss how different activities can be of benefit to individuals with different needs • Show a video clip of an activity for example, chair yoga for older people • Class plenary to divide activities into creative and therapeutic and consider which activities cover both definitions • Divide into groups to practice a specific creative activity e.g. art, craft • Groups to present activity to group; peers to state which category the activity fits into • For A2, Teacher led plenary on different settings, referring to content learned in Unit 5, Vocational Experience in Health or Social Care • Group work to place activities into appropriate settings using gapped handouts • Teacher led plenary to discuss group work and clarify understanding • For A3, provide learners with a list of the benefits and ask them to attribute to each of the activities on the list • Class discussion.
Learning aim B: Know laws and regulations relevant to the implementation of creative and therapeutic activities
<ul style="list-style-type: none"> • Learning aim B is intended to inform learners about the national legal framework, which must be adhered to, when implementing creative and therapeutic activities, in a health or social care setting • For B1, Taught session with gapped handouts on legislation and regulations • Learners to work with case studies, to consider whether professionals are acting lawfully when implementing creative or therapeutic activities • Teacher led plenary to discuss the group work • For B2, internet searches, to find information about specific regulations and policies for a specific type of setting e.g., care residence, day centre, with teacher support • Class discussion • Learners to add any further information provided by the teacher, to the gapped handouts



Learning aim C: Understand the role of professionals in supporting individuals who undertake creative and therapeutic activities

- Learning aim C is intended to support learner understanding of the principles and values that must underpin any activity implemented in a health or social care setting.
- For C1, input from a health or care professional e.g., an activity coordinator on underpinning principles and values
- For C2, **Teacher/tutor-led discussion** on the ways professionals support inclusion.
- Group work with learners using gapped handouts considering how specific activities could be adapted to support inclusion e.g. using signing specialist as part of a singing activity
- For C3, show video clip on using music therapy in care settings
- Group work on the role of professionals in supporting the music activity

Learning aim D: Be able to implement appropriate creative and therapeutic activities

- Learning aim D provides opportunities for learners to create and implement creative activities in health or social care settings
- For D1, Taught session on the factors affecting the choice of activity
- Learners working with case studies in groups to decide which factors could affect different individuals when participating in specific activities
- Video clip on chair yoga
- For D2, Teacher led class plenary on the needs of individuals when participating in activities to include risk assessment
- Groups to complete a risk assessment for one activity, for a group of an individual
- For D3, practice planning session for specific activities; learners to use gapped handouts with suitable headings e.g., goal-setting, timing, health and safety
- For D4, Group research using catalogues and internet searches for resources for specific activities, including financial implications for self, for proposed setting
- For D5 input from **Guest Speaker** on specialist resources
- Question & Answer session with guest speaker



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 3: Skills, Attributes and Values Required to Give Care
- Unit 5: Vocational Experience in a Health or Social Care Setting

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L2 Qualifications in XXX. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Kendall N., et al, *A Namaste Care Activity Book: Sensory Stories and Activities for People Living with Advanced Dementia*, (Jessica Kingsley Publishers. 2021) ISBN 9781787754935

Perrin T., – *The Good Practice Guide to Therapeutic Activities with Older People in Care Settings*, (Routledge, 2017), ISBN 9780863885235

Journal

Community Care

Nursing Times

Both publications include useful articles

Websites

scie.org.uk/person-centred-care/arts-in-care-homes/topic/drawing-and-painting Useful information giving ideas for art activities in care settings

dementiauk.org/music-therapy/ Information on using music therapy in care settings

blog.ioaging.org/activities-wellness/rewarding-arts-and-crafts-for-seniors-with-arthritis-that-offer-explorations-into-creativity/ Craft activities for individuals with Arthritis

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.