H5SW 04 (SCDHSC0372) — Develop Programmes to Enable Individuals to Find Their Way Around Environments

Overview

This standard identifies the requirements when developing programmes designed to enable individuals to find their way around different environments. This includes working with individuals to plan and implement programmes of activities and then working together to evaluate their effectiveness.

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.

To **communicate** may include using the individual's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non-verbal forms of communication, human and technological aids to communication.

Environments may include settings that are familiar to the individual and which are essential to their daily living and independence; and settings that are unfamiliar, perhaps encountered only occasionally and requiring distinct strategies, techniques and skills.

The **individual** is the adult, child or young 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 wellbeing. 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 wellbeing and who enable you to carry out your role.

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people.

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.

A **hazard** is something with potential to cause harm.

Values

Adherence to codes of practice or conduct that may be applicable to your role, and the principles and values that underpin your work setting including the rights of children and adults. These include the rights that individuals have:

♦ to be treated as an individual
♦ to be treated equally and not 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 26 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.

Assess individuals' capacity to find their way around environments

	Performance Criteria	**Evidence Number where this criteria has been met**
1	Support the **individual** to **communicate** their preferences and needs in relation to finding their way around **environments.**	
2	Access information and advice that will enable you to assess with the individual their skills and abilities in finding their way around environments.	
3	Communicate the purpose of the assessment to the individual, **key people** and **others**.	
4	Work in ways that promote **active participation** to assess with the individual their skills and abilities in finding their way around particular environments.	
5	Work in ways that promote active participation to assess with the individual the **risks** involved in finding their way around the environment.	
6	Encourage the individual to consider the use of new techniques and strategies to address risks and develop skills.	
7	Complete records and reports about the assessment according to legal and work setting requirements.	

Develop programmes to support individuals in finding their way around environments

	Performance Criteria	Evidence Number where this criteria has been met
8	Work in partnership with the individual to agree outcomes and objectives they wish to achieve, taking account of identified preferences, circumstances, needs and risks.	
9	Support the individual to identify methods of learning that are appropriate to their preferences and needs.	
10	Work in partnership with the individual to develop a realistic and achievable programme to meet the agreed outcomes and objectives, ensuring that best use is made of available resources.	
11	Ensure the programme is presented in a format accessible to the individual.	
12	Confirm that the individual understands and agrees the programme.	

Implement programmes to support individuals in finding their way around environments

13	Work in ways that promote active participation to support the individual in carrying out the agreed programme, taking account of their preferences and needs.	
14	Give positive and constructive feedback to the individual throughout the programme.	
15	Observe the individual during the programme, noting progress and any difficulties encountered.	
16	Work with the individual to identify any barriers to progress and ways to address these.	
17	Agree adjustments to the programme in response to the individual's preferences, needs and progress.	

Implement programmes to support individuals in finding their way around environments (cont)

	Performance Criteria	Evidence Number where this criteria has been met
18	Access additional help and advice in areas that are outside your competence.	

Review the effectiveness of programmes to meet planned outcomes

19	Work with the individual and key people to agree how the evaluation and review should take place and who should be involved.	
20	Check with the individual, key people and others that your observations made during the programme are accurate.	
21	Obtain feedback from the individual, key people and others about how effective the activities were in meeting goals, preferences and needs in line with planned outcomes.	
22	Obtain feedback from the individual, key people and others about the support you have given.	
23	Evaluate with others the effectiveness, usefulness and impact of the programme and the support provided.	
24	Agree changes to the programme and support in accordance with feedback, seeking additional advice where necessary.	
25	Take appropriate action to implement the agreed changes.	
26	Complete records and reports on outcomes, observations, evaluations and revisions, 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 53 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 *You need to know and understand:*	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.	

Your practice

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

Your practice (cont)

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

Theory

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

Personal and professional development

23	Principles of reflective practice and why it is important.	

Communication

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

Health and Safety

26	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
27	Practices for the prevention and control of infection in the context of this standard.	

Safe-guarding

	Knowledge and Understanding *You need to know and understand:*	Evidence Number where this knowledge point has been met
28	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
29	Indicators of potential harm or abuse.	
30	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
31	What to do if you have reported concerns but no action is taken to address them.	

Handling information

32	Legal requirements, policies and procedures for the security and confidentiality of information.	
33	Legal and work setting requirements for recording information and producing reports.	
34	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge specific to this NOS

	Knowledge and Understanding *You need to know and understand:*	**Evidence Number where this knowledge point has been met**
35	How and where to access information and support that can inform your practice when planning and implementing programmes to enable individuals to find their way around environments.	
36	How you can access, review and evaluate information about the training you need to use aids and equipment and to train others in their use (if applicable).	
37	Theories relevant to the individuals with whom you work about physiological and psychological factors affecting the skills and abilities of individuals to find their way around environments.	
38	Theories relevant to the individuals with whom you work about the possible impact of physical movement and mobility for individuals when finding their way around environments.	
39	Theories about motivation and the use of positive and negative feedback and its potential affect on the individuals with whom you are working.	
40	Theories about ecological and environmental conditions important to your work.	
41	The implications of any health conditions for individuals' movement, skills and abilities to find their way around environments.	
42	Theories about learning and how to put together individualised programmes to support people to find their ways around environments.	
43	National and local guidance on falls prevention and factors that impact on falls.	
44	Issues you are likely to face when planning and implementing programmes to enable individuals to find their way around environments.	

Knowledge specific to this NOS (cont)

	Knowledge and Understanding *You need to know and understand:*	**Evidence Number where this knowledge point has been met**
45	How to support, encourage and motivate individuals who are stressed and distressed.	
46	How previous experiences may affect the confidence of an individual to find their way around familiar or new environments.	
47	Principles for the safe support and handling of individuals and equipment.	
48	The implications of environmental factors such as light, colour and contrast on the mobility of a person.	
49	The difference between what constitutes an obstacle and what constitutes an environment.	
50	Important factors in setting up environments to meet individual needs.	
51	Ways of helping individuals to identify, negotiate and minimise **hazards**.	
52	Who defective equipment should be reported to and why.	
53	How to maximise individuals' input into the development, implementation and evaluation of programmes.	

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	