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| 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. |

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| **Performance criteria**You must be able to:You must be able to:You must be able to:You must be able to: | **Assess individuals’ capacity to find their way around environments** 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** 1. work in partnership with the individual to agree outcomes and objectives they wish to achieve, taking account of identified preferences, circumstances, needs and risks
2. support the individual to identify methods of learning that are appropriate to their preferences and needs
3. 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
4. ensure the programme is presented in a format accessible to the individual
5. confirm that the individual understands and agrees the programme

**Implement programmes to support individuals in finding their way around environments**1. work in ways that promote active participation to support the individual in carrying out the agreed programme, taking account of their preferences and needs
2. give positive and constructive feedback to the individual throughout the programme
3. observe the individual during the programme, noting progress and any difficulties encountered
4. work with the individual to identify any barriers to progress and ways to address these
5. agree adjustments to the programme in response to the individual’s preferences, needs and progress
6. access additional help and advice in areas that are outside your competence

**Review the effectiveness of programmes to meet planned outcomes** 1. work with the individual and key people to agree how the evaluation and review should take place and who should be involved
2. check with the individual, key people and others that your observations made during the programme are accurate
3. 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
4. obtain feedback from the individual, key people and others about the support you have given
5. evaluate with others the effectiveness, usefulness and impact of the programme and the support provided
6. agree changes to the programme and support in accordance with feedback, seeking additional advice where necessary
7. take appropriate action to implement the agreed changes
8. complete records and reports on outcomes, observations, evaluations and revisions, according to legal and work setting requirements
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| Knowledge and understandingYou need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand: | **Rights**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**1. legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
2. your own background, experiences and beliefs that may have an impact on your practice
3. your own roles, responsibilities and accountabilities with their limits and boundaries
4. the roles, responsibilities and accountabilities of others with whom you work
5. how to access and work to procedures and agreed ways of working
6. the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
7. the prime importance of the interests and well-being of the individual
8. the individual’s cultural and language context
9. how to build trust and rapport in a relationship
10. how your power and influence as a worker can impact on relationships
11. how to work in ways that promote active participation and maintain individuals’ dignity, respect, personal beliefs and preferences
12. how to work in partnership with individuals, key people and others
13. how to manage ethical conflicts and dilemmas in your work
14. how to challenge poor practice
15. how and when to seek support in situations beyond your experience and expertise

**Theory** 1. the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support
2. theories underpinning our understanding of human development and factors that affect it

**Personal and professional development**1. principles of reflective practice and why it is important

**Communication**1. factors that can affect communication and language skills and their development in children, young people and adults
2. methods to promote effective communication and enable individuals to communicate their needs, views and preferences

**Health and Safety**1. your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
2. practices for the prevention and control of infection in the context of this standard

**Safe-guarding**1. the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
2. indicators of potential harm or abuse
3. how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
4. what to do if you have reported concerns but no action is taken to address them

**Handling information**1. legal requirements, policies and procedures for the security and confidentiality of information
2. legal and work setting requirements for recording information and producing reports
3. principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS1. 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
2. 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)
3. 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
4. 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
5. theories about motivation and the use of positive and negative feedback and its potential affect on the individuals with whom you are working
6. theories about ecological and environmental conditions important to your work
7. the implications of any health conditions for individuals' movement, skills and abilities to find their way around environments
8. theories about learning and how to put together individualised programmes to support people to find their ways around environments
9. national and local guidance on falls prevention and factors that impact on falls
10. issues you are likely to face when planning and implementing programmes to enable individuals to find their way around environments
11. how to support, encourage and motivate individuals who are stressed and distressed
12. how previous experiences may affect the confidence of an individual to find their way around familiar or new environments
13. principles for the safe support and handling of individuals and equipment
14. the implications of environmental factors such as light, colour and contrast on the mobility of a person
15. the difference between what constitutes an obstacle and what constitutes an environment
16. important factors in setting up environments to meet individual needs
17. ways of helping individuals to identify, negotiate and minimise **hazards**
18. who defective equipment should be reported to and why
19. how to maximise individuals’ input into the development, implementation and evaluation of programmes
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**Additional Information**

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| 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 possibleTo **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 skillsThe **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 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 roleA **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  |

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

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| 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 individualTo be treated equally and not discriminated againstTo be respectedTo have privacyTo be treated in a dignified wayTo be protected from danger and harmTo be supported and cared for in a way that meets their needs, takes account of their choices and also protects themTo communicate using their preferred methods of communication and languageTo access information about themselves |

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| Status | Original |
| Originating organisation | Skills for Care & Development  |
| Original URN | HSC372 |
| Relevant occupations | Health, Public Services and Care; Health and Social Care; Associate Professionals and Technical Occupations; Health and Social Services Officers; Health Associate Professionals; Personal Service Occupations; Healthcare and Related Personal Services; |
| Suite | Health and Social Care |
| Key words | implement, enable,  visual problems |