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| Overview | This standard identifies the requirements when supporting individuals to make journeys. This includes planning the journey and accompanying the individual on the journey while this is required. |

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| **Performance criteria**You must be able to:You must be able to: | Support individuals to plan journeys 1. work with the individual to agree the purpose of the journey
2. support the active participation of the individual in planning the journey
3. work with the individual to identify the level and type of support they will need when planning and making the journey, taking account of potential risks and benefits
4. agree your contribution to planning the journey
5. support the individual to access and use information needed to plan the journey
6. support the individual to plan all aspects of the journey
7. arrange with the individual if and where you will meet them during the journey and how you will fit in with any requirements for privacy
8. rehearse the plan where appropriate
9. identify with the individual the successes and any difficulties they have had in the journey planning process

Accompany individuals on journeys 1. agree with the individual the reasons why you are accompanying them on the journey
2. ensure the individual has taken any required medication prior to the journey and takes with them any medication needed
3. carry out your agreed part of the plan
4. support the individual in carrying out their part of the plan
5. accompany the individual as agreed in their care plan and according to legal and work setting requirements
6. work with the individual to be as independent as possible when making the journey, while taking account of any risks
7. respond appropriately to planned and unexpected changes during the journey
8. cease to accompany the individual at the point agreed in the care plan and according to their preferences and needs, while taking account of any risks
9. review with the individual, key people and others whether the journey met the planned outcomes, whether the support was effective and any changes that should be made for future journeys
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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. work setting requirements on equality, diversity, discrimination and rights
2. your role supporting rights, choices, wellbeing and active participation
3. your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals’ rights
4. the actions to take if you have concerns about discrimination
5. the rights that individuals have to make complaints and be supported to do so

**How you carry out your work**1. codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
2. the main items of legislation that relate to the content of this standard within your work role
3. your own background, experiences and beliefs that may affect the way you work
4. your own roles and responsibilities with their limits and boundaries
5. who you must report to at work
6. the roles and responsibilities of other people with whom you work
7. how to find out about procedures and agreed ways of working in your work setting
8. how to make sure you follow procedures and agreed ways of working
9. the meaning of person centred working and the importance of knowing and respecting each person as an individual
10. the prime importance of the interests and well-being of the individual
11. the individual’s cultural and language context
12. how to work in ways that build trust with people
13. how to work in ways that support the active participation of individuals in their own care and support
14. how to work in ways that respect individuals’ dignity, personal beliefs and preferences
15. how to work in partnership with people
16. what you should do when there are conflicts and dilemmas in your work
17. how and when you should seek support in situations beyond your experience and expertise

**Theory for practice**1. the **factors that may affect the health, wellbeing and development of individuals** you care for or support
2. how these affect individuals and how they may affect different individuals differently
3. the main stages of human development

**Communication** 1. factors that can have a positive or negative effect on the way people communicate
2. different methods of communicating

**Personal and professional development**1. why it is important to reflect on how you do your work
2. how to use your reflections to improve the way you work

**Health and Safety**1. your work setting policies and practices for health, safety and security
2. practices that help to prevent and control infection in the context of this standard

**Safe-guarding**1. the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
2. signs and symptoms of 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. work setting requirements for recording information and producing reports including the use of electronic communication
3. what confidentiality means
4. how to maintain confidentiality in your work
5. when and how to pass on information

**Specific to this NOS**1. where to go to access information that can inform your practice when supporting individuals to plan and make journeys
2. benefits and difficulties that may occur when supporting individuals to plan and make journeys
3. how to respond to unforeseen problems that may occur during a journey
4. the checks you need to make and the paperwork you need to complete when taking individuals on journeys and when they make unaccompanied journeys
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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 possible The **individual** is the person you support or care for in your workA **journey** is any outing to support an individual’s independence and enable them to take as much control over their life as possible **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 relating 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  |

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| 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 individualTo be treated equally and not be 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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| Originating organisation | Skills for Care & Development |
| Original URN | HSC28 |
| 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 | Individual; journey |