

HSC372 **Plan and implement programmes to enable individuals to find their way around familiar environments (Level 3)**

Elements of Competence

- HSC372a** Assess the individual's ability to find their way around familiar environments
- HSC372b** Develop and implement programmes to support individuals to find their way around familiar environments
- HSC372c** Evaluate the effectiveness of programmes to meet planned outcomes

About this unit

For this unit you need to support people with visual problems to find their way around familiar environments that are a part of their daily living.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication

Familiar environments could include: home; work; outdoor routes regularly used by individuals; frequently used social environments

Key people include: family; friends; carers; others with whom the individual has a supportive relationship

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people¹ and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement², the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

¹ If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

² The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be being used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support	Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence
Familiar environments	The areas in which people wish to be able to travel and move around in independently and which are essential to their daily living and independence.
Individuals	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Key people	Are those people who are key to an individual's health and social well-being. These are people in the individual's lives who can make a difference to their health and well-being.
Others	Are other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to: <ul style="list-style-type: none">• be respected• be treated equally and not be discriminated against• be treated as an individual• be treated in a dignified way• privacy• be protected from danger and harm• be cared for in the way they choose• access information about themselves• communicate using their preferred methods of communication and language

HSC372a Assess the individual's ability to find their way around familiar environments

Performance Criteria

You need to show that,

1. you support **individuals** to assess and communicate their needs, preferences, skills and abilities to find their way around **familiar environments**
2. you identify, access and use appropriate information and advice to enable you to assess the individual's skills and abilities to find their way around environments
3. you communicate the purpose of the assessment to individuals and **key people** and **others**
4. you assess, and provide **active support** to enable individuals to assess the risks involved in finding their way around familiar environments in ways that encourage them to explore and accept the use of new techniques and skills
5. you record and report assessments and planned programmes within confidentiality agreements and according to legal and organisational requirements

HSC372b Develop and implement programmes to support individuals to find their way around familiar environments

Performance Criteria

You need to show that,

1. you develop programmes that actively support individuals' needs, circumstances and preferences ensuring that the objectives and expected outcomes:
 - match the needs identified
 - take account of identified risks
 - are realistic and achievable
2. you make the best use of available resources when developing the programmes for individuals
3. you actively support individuals to:
 - understand and agree the programme, its objectives and the expected outcomes
 - identify methods of learning that are appropriate to their needs and preferences
4. you actively support individuals to carry out the programmes that have been agreed, taking account of their needs and preferences
5. you support individuals to identify and explore barriers to progress
6. you agree and make changes in response to individuals' needs, preferences, progress and performance
7. you give positive and constructive feedback to individuals throughout the programme

8. you seek and acquire additional help and advice in areas that are outside your competence to deal with

HSC372c Evaluate the effectiveness of programmes to meet planned outcomes

Performance Criteria

You need to show that,

1. you seek and obtain feedback from individuals, key people and others about:
 - the support you have given
 - the activities the individuals have undertaken
 - the effectiveness and usefulness of the programme
2. you observe individuals, note progress and check, with individuals and others, that your observations are accurate
3. you work with individuals to evaluate the impact of the programme
4. you agree and make changes to the programme in accordance with feedback
5. you seek and acquire additional help and advice in areas that are outside your competence to deal with
6. you record and report on the observations, evaluations and outcomes, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by the values and ethics. This specification details the knowledge and understanding required to carry out competent practice in for the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

1. legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when planning and implementing programmes to enable individuals to find their way around familiar environments
2. how to provide active support and place the preferences and best interests of individuals at the centre of everything you do, whilst enabling them to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions about their lives, actions and risks when planning and implementing programmes to enable individuals to find their way around familiar environments
3. dilemmas between the individual's rights and their responsibilities for their own care and protection and your role and responsibilities in planning and implementing programmes to enable individuals to find their way around familiar environments
4. how to work in partnership with individuals, key people and those within and outside your organisation to enable individuals to find their way around familiar environments
5. how to deal with and challenge discrimination when planning and implementing programmes to enable individuals to find their way around familiar environments

Legislation and organisational policy and procedures

6. codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when planning and implementing programmes to enable individuals to find their way around familiar environments
7. current local, National and European legislation and organisational requirements, procedures and practices for:
 - data protection, including recording, reporting, storage, security and sharing of information
 - health and safety
 - risk assessment and management
 - protecting individuals from danger, harm and abuse
 - planning and implementing programmes to enable individuals to find their way around familiar environments
 - working with others to provide integrated services
8. how to access records and information on the needs, views and preferences

of individuals about their skills, abilities and capabilities to find their way around familiar environments

Theory and practice

9. 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 familiar environments
10. 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
11. government reports, inquiries and research relevant to planning and implementing programmes to enable individuals to find their way around familiar environments
12. 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
 - physical movement and mobility for individuals with visual impairments
 - motivation and the use of positive and negative feedback and its potential affect on the individuals with whom you are working
 - ecological and environmental conditions important to your work
 - the implications of particular eye and health conditions for individuals' movement, skills and abilities to find their way around environments
 - instruction and how to put together individualised programmes to support visually impaired people to find their ways around familiar environments
13. how power and influence can be used and abused when planning and implementing programmes to enable individuals to find their way around familiar environments
14. the role of relationships and support networks in promoting the well-being of individuals with whom you work
15. conditions and issues you are likely to face when planning and implementing programmes to enable individuals to find their way around familiar environments
16. how to support, encourage and motivate individuals who are stressed and distressed
17. how to work in partnership with individuals, key people and those within and outside your organisation when planning and implementing programmes to enable individuals to find their way around familiar environments
18. principles for the safe support and handling of individuals and equipment
19. implications of a range of additional disabilities and/or medical conditions that may affect the mobility of a person with visual impairment
20. implications of light, colour and contrast on the mobility of a person with visual impairment
21. the difference between what constitutes an obstacle and an environment
22. important factors in setting up environments to meet individual needs
23. ways of helping individuals to identify, negotiate and minimise hazards
24. why and who defective equipment should be reported to
25. how to maximise the individuals input into the development, implementation and evaluation of programmes

