

## SCDHSC0372

Develop programmes to enable individuals to find their way around environments



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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

#### Assess individuals' capacity to find their way around environments

*You must be able to:*

- P1 support the **individual** to **communicate** their preferences and needs in relation to finding their way around **environments**
- P2 access information and advice that will enable you to assess with the individual their skills and abilities in finding their way around environments
- P3 communicate the purpose of the assessment to the individual, **key people** and **others**
- P4 work in ways that promote **active participation** to assess with the individual their skills and abilities in finding their way around particular environments
- P5 work in ways that promote active participation to assess with the individual the **risks** involved in finding their way around the environment
- P6 encourage the individual to consider the use of new techniques and strategies to address risks and develop skills
- P7 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

*You must be able to:*

- P8 work in partnership with the individual to agree outcomes and objectives they wish to achieve, taking account of identified preferences, circumstances, needs and risks
- P9 support the individual to identify methods of learning that are appropriate to their preferences and needs
- P10 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
- P11 ensure the programme is presented in a format accessible to the individual
- P12 confirm that the individual understands and agrees the programme

#### Implement programmes to support individuals in finding their way around environments

*You must be able to:*

- P13 work in ways that promote active participation to support the individual in carrying out the agreed programme, taking account of their preferences and needs

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- P14 give positive and constructive feedback to the individual throughout the programme
- P15 observe the individual during the programme, noting progress and any difficulties encountered
- P16 work with the individual to identify any barriers to progress and ways to address these
- P17 agree adjustments to the programme in response to the individual's preferences, needs and progress
- P18 access additional help and advice in areas that are outside your competence

#### **Review the effectiveness of programmes to meet planned outcomes**

*You must be able to:*

- P19 work with the individual and key people to agree how the evaluation and review should take place and who should be involved
- P20 check with the individual, key people and others that your observations made during the programme are accurate
- P21 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
- P22 obtain feedback from the individual, key people and others about the support you have given
- P23 evaluate with others the effectiveness, usefulness and impact of the programme and the support provided
- P24 agree changes to the programme and support in accordance with feedback, seeking additional advice where necessary
- P25 take appropriate action to implement the agreed changes
- P26 complete records and reports on outcomes, observations, evaluations and revisions, according to legal and work setting requirements

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#### Knowledge and understanding

*You need to know and understand:*

#### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting individuals' rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of individuals
- K4 how to deal with and challenge discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

*You need to know and understand:*

#### Your practice

- K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs that may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
- K12 the prime importance of the interests and well-being of the individual
- K13 the individual's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with individuals, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

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*You need to know and understand:*

#### **Theory**

- K21 the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K22 theories underpinning our understanding of human development and factors that affect it

#### **Personal and professional development**

*You need to know and understand:*

- K23 principles of reflective practice and why it is important

#### **Communication**

*You need to know and understand:*

- K24 factors that can affect communication and language skills and their development in children, young people adults
- K25 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

*You need to know and understand:*

#### **Health and Safety**

- K26 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K27 practices for the prevention and control of infection in the context of this standard

#### **Safe-guarding**

*You need to know and understand:*

- K28 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K29 indicators of potential harm or abuse
- K30 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K31 what to do if you have reported concerns but no action is taken to address them

*You need to know and understand:*

#### **Handling information**

- K32 legal requirements, policies and procedures for the security and confidentiality of information
- K33 legal and work setting requirements for recording information and producing reports
- K34 principles of confidentiality and when to pass on otherwise confidential information

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#### Specific to this NOS

*You need to know and understand:*

- K35 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
- K36 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)
- K37 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
- K38 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
- K39 theories about motivation and the use of positive and negative feedback and its potential affect on the individuals with whom you are working
- K40 theories about ecological and environmental conditions important to your work
- K41 the implications of any health conditions for individuals' movement, skills and abilities to find their way around environments
- K42 theories about learning and how to put together individualised programmes to support people to find their ways around environments
- K43 national and local guidance on falls prevention and factors that impact on falls
- K44 issues you are likely to face when planning and implementing programmes to enable individuals to find their way around environments
- K45 how to support, encourage and motivate individuals who are stressed and distressed
- K46 how previous experiences may affect the confidence of an individual to find their way around familiar or new environments
- K47 principles for the safe support and handling of individuals and equipment
- K48 the implications of environmental factors such as light, colour and contrast on the mobility of a person
- K49 the difference between what constitutes an obstacle and what constitutes an environment
- K50 important factors in setting up environments to meet individual needs
- K51 ways of helping individuals to identify, negotiate and minimise **hazards**
- K52 who defective equipment should be reported to and why
- K53 how to maximise individuals' input into the development,

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implementation and evaluation of programmes

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#### 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 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 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



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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 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

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