

<b>Unit Title:</b>	<b>Provide support for mobility</b>
Unit sector reference:	HSC 2002
Level:	2
Credit value:	2
Guided learning hours:	14
Unit accreditation number:	H/601/9024

## Unit purpose and aim

This unit is aimed at those who work in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support mobility activities. It covers preparation, support and observations of mobility activities.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Understand the importance of mobility	1.1 Define mobility 1.2 Explain how different health conditions may affect and be affected by mobility 1.3 Outline the effects that reduced mobility may have on an individual's well-being 1.4 Describe the benefits of maintaining and improving mobility	
2 Be able to prepare for mobility activities	2.1 Agree mobility activities with the individual and others 2.2 Remove or minimise hazards in the environment before beginning a mobility activity 2.3 Check the suitability of an individual's clothing and footwear for safety and mobility 2.4 Check the safety and cleanliness of mobility equipment and appliances	Mobility activities may include: <ul style="list-style-type: none"> <li>• exercises</li> <li>• physiotherapy</li> <li>• occupational therapy</li> <li>• household activities</li> <li>• group activities</li> </ul> Others may include: <ul style="list-style-type: none"> <li>• family</li> <li>• friends</li> <li>• advocates</li> <li>• mobility specialists</li> <li>• line manager</li> <li>• others who are important to the individual's well-being</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
3 Be able to support <b>individuals</b> to keep mobile	3.1 Promote the <b>active participation</b> of the individual during a mobility activity 3.2 Assist an individual to use mobility appliances correctly and safely 3.3 Give feedback and encouragement to the individual during mobility activities	An <b>individual</b> is someone requiring care or support  <b>Mobility equipment and appliances</b> may include: <ul style="list-style-type: none"> <li>• wheel chairs</li> <li>• sticks</li> <li>• walking frames</li> <li>• custom-made appliances</li> </ul> <b>Active participation</b> is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.
4 Be able to observe, record and report on activities to support mobility	4.1 Observe an individual to monitor changes and responses during a mobility activity 4.2 Record observations of mobility activity 4.3 Report on progress and/or problems relating to the mobility activity including: <ul style="list-style-type: none"> <li>• choice of activities</li> <li>• equipment</li> <li>• appliances</li> <li>• the support provided</li> </ul>	

## Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any

knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 2, 3 and 4 must be assessed in a real work environment.

## Guidance on assessment and evidence requirements

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OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

## National Occupational Standards (NOS) mapping/signposting

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

HSC 215

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk)

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening		Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.