

Unit Title:	Support individuals to negotiate environments
Unit sector reference:	SS OP 2.5
Level:	2
Credit value:	4
Guided learning hours:	32
Unit accreditation number:	F/601/5160

Unit purpose and aim

The purpose of this unit is to provide the learner with the knowledge and skills to support individuals to negotiate environments.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand the factors that impact on an individual being able to negotiate their environment	1.1 Identify conditions and/or disabilities that may impact on an individual's ability to negotiate familiar and unfamiliar environments 1.2 Describe environmental factors that may impact on an individual's ability to negotiate familiar and unfamiliar environments	Conditions and/or disabilities could include factors relating to: <ul style="list-style-type: none"> • Sensory loss • Physical health • Mental health • Physical disability • Learning difficulty/disability • Emotional health
2 Be able to prepare to support an individual to negotiate an environment	2.1 Outline own role in supporting an individual to negotiate an environment 2.2 Identify the environmental barriers that need to be addressed for an individual to negotiate an environment 2.3 Use resources that are available to support the individual to negotiate an environment	Resources could include: <ul style="list-style-type: none"> • Other professionals • Assistive technology/aids

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
3 Be able to support an individual to negotiate an environment	3.1 Follow an agreed plan or instructions to support an individual to negotiate an environment 3.2 Address the identified environmental barriers to support an individual to negotiate an environment 3.3 Provide information which supports the individual when negotiating an environment	
4 Be able to review support provided to an individual to negotiate an environment	4.1 Find out how the individual felt about negotiating an environment 4.2 Gather and record observations about the individual's ability to negotiate an environment 4.3 Feed back recorded observations to others 4.4 Identify own contributions to supporting an individual to negotiate an environment 4.5 Adapt own practice to meet the needs of the individual	Others could include: <ul style="list-style-type: none"> • Other professionals • Carers/family members • Advocates • Colleagues

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

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

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:

Sensory Services 8, 9, 10, 11

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

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

Functional Skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

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

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 and 1.5 Child development and well-being.