

<b>Unit Title:</b>	<b>Enable individuals to negotiate environments</b>
Sector unit reference:	SS OP 3.8
Level:	3
Credit value:	5
Guided learning hours:	34
Unit accreditation number:	R/601/5180

## Unit purpose and aim

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to negotiate familiar and unfamiliar environments

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
<b>The Learner will:</b> 1 Understand the factors that may impact on an individual being able to negotiate their environments	<b>The Learner can:</b> 1.1 Analyse how a range of <b>conditions and/or disabilities</b> may impact on individuals being able to negotiate environments 1.2 Describe potential environmental barriers to individuals negotiating environments 1.3 Establish how environmental barriers to individuals negotiating environments can be addressed	<b>Conditions and/or disabilities</b> could include factors relating to: <ul style="list-style-type: none"> <li>• sensory loss</li> <li>• physical health</li> <li>• mental health</li> <li>• physical disability</li> <li>• learning difficulty/disability</li> <li>• emotional health</li> </ul>
2 Be able to prepare to support an individual to negotiate an environment	2.1 Explain the scope of own role in supporting an individual to negotiate an environment 2.2 Establish the <b>resources</b> that are available to support an individual to negotiate an environment 2.3 Assess the risks associated with an individual negotiating familiar and unfamiliar environments 2.4 Work with <b>others</b> to develop a <b>plan</b> to support an individual to negotiate	<b>Resources</b> could include: <ul style="list-style-type: none"> <li>• other professionals</li> <li>• assistive technology/aids</li> </ul> <b>Others</b> could include: <ul style="list-style-type: none"> <li>• other professionals</li> <li>• carers/family members</li> <li>• advocates</li> <li>• colleagues</li> </ul> The <b>plan</b> will include: <ul style="list-style-type: none"> <li>• risk assessment and could include:</li> <li>• environmental hazards</li> <li>• agreed methods of</li> </ul>

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	an environment	communication <ul style="list-style-type: none"> <li>• level of support required</li> <li>• assistive technology/aids</li> <li>• other resources</li> </ul>
3 Be able to support the individual to negotiate an environment	3.1 Agree with the individual activities which require negotiating an environment 3.2 Support an individual to negotiate an environment following agreed <b>plan</b> 3.3 Provide information to the individual when negotiating unfamiliar environment	The <b>plan</b> will include: <ul style="list-style-type: none"> <li>• risk assessment and could include:</li> <li>• environmental hazards</li> <li>• agreed methods of communication</li> <li>• level of support required</li> <li>• assistive technology/aids</li> <li>• other resources</li> </ul>
4 Be able to evaluate and revise the support provided to an individual to negotiate an environment	4.1 Observe and record an individual's ability to negotiate an environment 4.2 Evaluate the success of negotiating an environment with an individual and/or <b>others</b> 4.3 Use records of observations and feedback from the individual and/or <b>others</b> to review the <b>plan</b> to negotiate an environment 4.4 Agree a revised <b>plan</b> with the individual and/or <b>others</b> 4.5 Evaluate own contribution to supporting an individual to negotiate an environment	<b>Others</b> could include: <ul style="list-style-type: none"> <li>• other professionals</li> <li>• carers/family members</li> <li>• advocates</li> <li>• colleagues</li> </ul> The <b>plan</b> will include: <ul style="list-style-type: none"> <li>• risk assessment and could include:</li> <li>• environmental hazards</li> <li>• agreed methods of communication</li> <li>• level of support required</li> <li>• assistive technology/aids</li> <li>• other resources</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:

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](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.

**Link to functional skills standards <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

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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 O1 Health, Public Services and Care.