

Unit 4222-399 Enable individuals to negotiate environments (SS OP 3.8)

Level: 3
Credit value: 5
UAN: R/601/5180

Unit 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.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the factors that may impact on an individual being able to negotiate their environments
2. Be able to prepare to support an individual to negotiate an environment
3. Be able to support the individual to negotiate an environment
4. Be able to evaluate and revise the support provided to an individual to negotiate an environment

Guided learning hours

It is recommended that **34** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to Sensory Services 8, 9, 10 and 11.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

Learning outcomes 2, 3, and 4 must be assessed in a real work environment

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Assessment Criteria

Outcome 1 Understand the factors that may impact on an individual being able to negotiate their environments

The learner can:

1. analyse how a range of **conditions and/or disabilities** may impact on individuals being able to negotiate environments
2. describe potential environmental barriers to individuals negotiating environments
3. establish how environmental barriers to individuals negotiating environments can be addressed.

Outcome 2 Be able to prepare to support an individual to negotiate an environment

The learner can:

1. explain the scope of own role in supporting an individual to negotiate an environment
2. establish the **resources** that are available to support an individual to negotiate an environment
3. assess the risks associated with an individual negotiating familiar and unfamiliar environments
4. work with **others** to develop a **plan** to support an individual to negotiate an environment.

Outcome 3 Be able to support the individual to negotiate an environment

The learner can:

1. agree with the individual activities which require negotiating an environment
2. support an individual to negotiate an environment following agreed **plan**
3. provide information to the individual when negotiating unfamiliar environment.

Outcome 4 Be able to evaluate and revise the support provided to an individual to negotiate an environment

The learner can:

1. observe and record an individual's ability to negotiate an environment
2. evaluate the success of negotiating an environment with an individual and/or **others**
3. use records of observations and feedback from the individual and/or **others** to review the **plan** to negotiate an environment
4. agree a revised **plan** with the individual and/or **others**
5. evaluate own contribution to supporting an individual to negotiate an environment.

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Additional guidance

- **Conditions and/or disabilities** could include factors relating to:
 - Sensory loss
 - Physical health
 - Mental health
 - Physical disability
 - Learning difficulty/disability
 - Emotional health
- **Resources** could include:
 - Other professionals
 - Assistive technology / aids
- **Others** could include:
 - Other professionals
 - Carers / family members
 - Advocates
 - Colleagues
- The **plan** will include:
 - Risk assessment and could include:
 - Environmental hazards
 - Agreed methods of communication
 - Level of support required
 - Assistive technology / aids
 - Other resources