

Unit 59: Provide Support for Journeys

Unit reference number: A/601/8025

Level: 2

Unit type: Optional

Credit value: 2

Guided learning hours: 17

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learners the knowledge and skills needed to support individuals to make journeys.

The ability to go on a journey and reach an intended destination, often spontaneously, is a privilege enjoyed by most able-bodied people. However, if the individual is frail because of their age, has a physical disability or a cognitive impairment, any journey even if accompanied involves much planning. Support workers have a duty to ensure the health, safety and security of people in their care, but also to improve outcomes for these individuals and making journeys can improve their quality of life.

This unit covers the factors to consider when planning support for journeys; supporting individuals to plan and make journeys; and to review the support provided for individuals when making journeys.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve each learning outcome.

Learning outcomes	Assessment criteria
1 Understand factors to consider when planning support for journeys	1.1 Describe different aspects and factors to consider when planning a journey 1.2 Describe different risks that may arise and ways to minimise these 1.3 Describe different types of communication technology that can support planning and making journeys safely
2 Be able to support individuals to plan journeys	2.1 Agree with the individual the level and type of support needed for planning and making a journey 2.2 Support the individual to research a journey that they wish to make 2.3 Support the individual to develop a plan for a journey that promotes active participation and reflects agreed ways of working
3 Be able to support individuals when making journeys	3.1 Support the individual in line with the journey plan 3.2 Describe ways to deal with unforeseen problems that may occur during a journey
4 Be able to review the support provided for individuals when making journeys	4.1 Describe what factors should be considered when reviewing support for the journey 4.2 Seek feedback from the individual on the support provided for the journey 4.3 Contribute to reviewing support for the journey 4.4 Revise the journey plan to take account of the review in line with agreed ways of working

Unit content

What needs to be learned

Learning outcome 1: Understand factors to consider when planning support for journeys

Different aspects and factors to consider when planning a journey

- To meet the needs of the individual (e.g. financial requirements, medication, possible support needs).
- Level of ability/disability (e.g. ability to undertake the planned journey, access).
- Health, safety and security (e.g. vulnerability of individual, risk of ill health or accidents).
- Progress and intended outcome of the journey (e.g. distance, directions, connections, alternative routes).

Different risks that may arise and ways to minimise these

- Lack of access, getting lost/disorientated, illness, accidents, security risks etc.
- Pre-planning the journey (e.g. using maps, timetables, mobile phone apps).
- Sufficient ratio of staff to support individual needs, if required.
- Taking first-aid kit, medication and mobile phones as required (e.g. in case of accidents or emergencies).

Different types of communication technology

- Using the internet to research relevant maps and timetable (e.g. on computers, mobile phone apps).
- Hearing aids.
- Specially designed headsets, video phones, etc.
- Mobile phone (e.g. making phone call, texting).

Learning outcome 2: Be able to support individuals to plan journeys

Agree with individual level and type of support needed to plan and make a journey

- Listen to the individual about the level and type of support they require (e.g. support from carer(s) to meet their needs).
- Discuss issues of consent needed relevant to the individual (e.g. family/carer/advocate) and any additional support required to access buildings and mode of transportation (e.g. bus, train, plane).
- Consider distance and need for adequate rest and refreshment breaks (e.g. food, drink, toilet or overnight accommodation).
- Ensure individual has sufficient skills necessary for a successful journey (e.g. reading timetables, using technology such as a mobile phone, including apps).

Support the individual to research a journey that they wish to make

- Assist the individual to plan the journey, using appropriate travel guides, including the internet (e.g. using computer, mobile phone apps).
- Research how specific disability issues relevant to the individual can impact on the proposed journey (e.g. sensory loss, poor mobility).

What needs to be learned

- Making phone calls about any prior notification needed to relevant transportation service/network, to provide support to accessing transport (e.g. train services providing ramps for individual wheelchair users).

Support the individual to develop a plan for a journey

- Promote active participation and reflects agreed ways of working.
- Discuss the demands of the journey with the individual, including adhering to policies or procedures (e.g. risk assessment – distance, timings, number of other travellers, physical support if required).
- Encourage individual to identify required items needed to make the journey (e.g. taking mobile phones, timetables, medication, snacks).
- Agree any physical support required, and appropriate actions to be followed in case of unexpected illness, accidents, emergencies, etc.
- Plan alternative travel options in case of transport cancellations (e.g. research possible alternative routes).

Learning outcome 3: Be able to support individuals when making journeys

Support the individual in line with the journey plan

- Encourage individual to use travel resources if appropriate, including timetables and using the internet (e.g. mobile phone apps such as Google Maps™).
- Ensure that the individual selects appropriate clothing and footwear to ensure optimum mobility and comfort when travelling.
- Provide prearranged type and level of physical support required (e.g. ratio of staff to safely support individual on the journey, if applicable).
- Take immediate action to ensure the individual's health, safety and security in the event of unforeseen events occurring (e.g. accidents and incidents).

Ways to deal with unforeseen problems that may occur during a journey

- Illness/accident – take appropriate medication, first-aid kit.
- Getting lost/disorientated – keep track of significant places/landmarks, using maps, including internet apps (e.g. Google Maps™).
- Emergencies – take mobile phones with stored emergency contact numbers.
- Transport cancellation – pre-plan alternative routes, travel options, etc.

Learning outcome 4: Be able to review the support provided for individuals when making journeys

Factors that should be considered when reviewing support for the journey

- Adequacy of level and type of support provided to meet individual needs (e.g. health and safety concerns).
- Appropriateness of travel items and arrangements undertaken to reach destination (e.g. mobile phones, maps, timetable and connections, accommodation if overnight stay involved).
- Financial considerations for both individual and accompanying carers.
- Adherence to organisational policies and procedures (e.g. risk assessment, codes of conduct).

What needs to be learned

Seek feedback from the individual on the support provided for the journey

- Ask individual if support provided was sufficient to meet their needs (e.g. physical, intellectual, emotional, social).
- Discuss with individuals their feelings about how the support was provided on the journey (e.g. level of active participation).
- Use questionnaire to identify any problems and ways they may be addressed in the future (e.g. more opportunities for participation, increased decision making).

Contribute to reviewing support for the journey

- Make objective contributions about individual's ability/disability and level of support provided to make the journey (e.g. ratio of staff to support individual, if required).
- Suggest new skills to be learned by individual to undertake future journeys (e.g. dealing with money, using mobile phone).
- Identify any potential barriers and ways to overcome them to reach required destinations (e.g. going shopping, doctors' appointments).

Revise journey plan to take account of the review in line with agreed ways of working

- Follow relevant policies and procedures, to make any revisions to planned journey (e.g. risk assessment reviews).
- Act on any issues/concerns raised during the review and appropriately address them (e.g. health and safety issues, developing new skills).
- Learn from previous experiences, applying possible solutions to future journeys to benefit the individual.
- Ask the opinion of individual or involved others, especially if their consent is required (e.g. family, friends, carer, health/social care professionals).

Information for tutors

Suggested resources

Books

Ashman B, Ockenden J, Beadle-Brown J and Mansell J – *Person-centred Active Support: A Handbook* (Pavilion Publishing, 2010) ISBN 9781841962726

Jones E, Perry J, Lowe K, Allen D, Toogood S and Felce D – *Active Support: A handbook for supporting people with learning disabilities to lead full lives* (ARC Publications, 2011)

Mansell J and Beadle-Brown J – *Active Support: Enabling and Empowering People with Intellectual Disabilities* (Jessica Kingsley Publishers, 2012) ISBN 9781849051118

Online publications

Care Quality Commission: Health and Social Care Act 2008 (Regulated Activities)
(www.cqc.org.uk)

<http://arcuk.org.uk/publications/files/2011/03/Active-Support-Handbook.pdf>

Social Care Institute for Excellence: Personalisation: a rough guide (2012) SCIE Guide
(www.scie.org)

Websites

www.bild.org.uk	British Institute of Learning Disability
www.communitycare.co.uk	Community Care
www.dh.gov.uk	Department of Health & Social Care
www.learningdisabilityengland.org.uk	Learning Disability England
www.mencap.org.uk	Mencap: The voice of learning disability
www.skillsforcare.org.uk	Skills for Care
www.skillsforhealth.org.uk	Skills for Health
www.stroke.org.uk	Stroke Association

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.