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| Overview | This standard identifies the requirements when you work with individuals to help them maintain their mobility. This includes preparing for activities to maintain mobility and supporting individuals during these activities. It also includes monitoring the activities and individuals' mobility over time. |

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| **Performance criteria**  You must be able to:  You must be able to:  You must be able to: | Prepare for activities to maintain the individual’s mobility   1. support the individual to understand the usefulness and benefits of keeping mobile 2. support the individual to communicate their preferences about keeping mobile 3. work with the individual, key people and others to identify and agree the best ways for the individual to keep mobile 4. check that mobility appliances are clean, suitable for the individual and in good working order before use 5. take appropriate action when any faults are found with mobility appliances 6. remove and/or minimise potential hazards in the immediate environment 7. ensure the individual is wearing footwear and clothing suitable for undertaking activities to keep mobile   **Support the individual to maintain mobility**   1. use agreed methods for maintaining and improving the individual's mobility, taking into account their preferences and needs 2. support the individual’s active participation when using any mobility appliances and undertaking mobility activities 3. support the individual to use any mobility appliances correctly 4. provide safe and acceptable physical support when the individual is using any mobility appliances and undertaking mobility activities 5. give constructive feedback and encouragement to the individual while using mobility appliances and undertaking mobility activities, to promote their confidence, motivation and dignity 6. take appropriate action where there are conflicts and in areas that are outside your competence   **Monitor mobility activities and the individual’s mobility**   1. observe the individual whilst they take part in mobility activities 2. monitor the effectiveness of mobility activities and mobility appliances used 3. work with the individual and key people to monitor changes in their mobility 4. record and report progress, problems and any adverse effects to the appropriate people 5. complete records and reports on activities according to legal and work setting requirements |

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| Knowledge and understanding  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand: | **Rights**   1. work setting requirements on equality, diversity, discrimination and rights 2. your role supporting rights, choices, wellbeing and active participation 3. your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals’ rights 4. the actions to take if you have concerns about discrimination 5. the rights that individuals have to make complaints and be supported to do so   **How you carry out your work**   1. codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard 2. the main items of legislation that relate to the content of this standard within your work role 3. your own background, experiences and beliefs that may affect the way you work 4. your own roles and responsibilities with their limits and boundaries 5. who you must report to at work 6. the roles and responsibilities of other people with whom you work 7. how to find out about procedures and agreed ways of working in your work setting 8. how to make sure you follow procedures and agreed ways of working 9. the meaning of person centred working and the importance of knowing and respecting each person as an individual 10. the prime importance of the interests and well-being of the individual 11. the individual’s cultural and language context 12. how to work in ways that build trust with people 13. how to work in ways that support the active participation of individuals in their own care and support 14. how to work in ways that respect individuals’ dignity, personal beliefs and preferences 15. how to work in partnership with people 16. what you should do when there are conflicts and dilemmas in your work 17. how and when you should seek support in situations beyond your experience and expertise   **Theory for practice**   1. the **factors that may affect the health, wellbeing and development of individuals** you care for or support 2. how these affect individuals and how they may affect different individuals differently 3. the main stages of human development   **Communication**   1. factors that can have a positive or negative effect on the way people communicate 2. different methods of communicating   **Personal and professional development**   1. why it is important to reflect on how you do your work 2. how to use your reflections to improve the way you work   **Health and Safety**   1. your work setting policies and practices for health, safety and security 2. practices that help to prevent and control infection   **Safe-guarding**   1. the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices 2. signs and symptoms of harm or abuse 3. how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties 4. what to do if you have reported concerns but no action is taken to address them   **Handling information**   1. legal requirements, policies and procedures for the security and confidentiality of information 2. work setting requirements for recording information and producing reports including the use of electronic communication 3. what confidentiality means 4. how to maintain confidentiality in your work 5. when and how to pass on information   Specific to this NOS   1. actions to take if you observe any key changes in the condition and circumstances of individuals with whom you are working 2. key facts about how the body moves and the range and limitations of joints, body posture and gait in relation to individuals you support 3. the implications that particular health conditions have on movement 4. the benefits and adverse reactions that individuals may experience when undertaking mobility activities and using mobility appliances 5. specific issues of mobility related to the individuals with whom you work 6. factors and issues to take account of when working with individuals with reduced mobility 7. the effects on individuals when they do not keep mobile 8. the potential dangers of exertion for different individuals 9. why and how to give constructive feedback and encouragement to individuals 10. why it is necessary to use the mobility appliance specified in accordance with recommended guidelines 11. the importance of reporting problems or any defects in mobility appliances immediately, how to do this and who to report to 12. why your actions must be consistent with the plan of care or support 13. why it is necessary to keep records and report on adverse effects and progress 14. methods of providing safe physical support when helping people to keep mobile 15. why and how the environment and walking surfaces can be made safe for the use of particular mobility appliances 16. national and local guidance on falls prevention and factors that impact on falls |

**Additional Information**

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| Scope/range related to performance criteria | The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.  Note: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.  Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.  **Active participation** is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual’s right to participate in the activities and relationships of everyday life as independently as possible  To **communicate** may include using the individual's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non verbal forms of communication, human and technological aids to communication  The **individual** is the person you support or care for in your work  **Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.  **Mobility activities** may include exercises; physiotherapy that enables individuals to keep mobile; occupational therapy that enables individuals to keep mobile; carrying out household activities; being part of group activities that enable individuals to keep mobile  **Mobility appliances** may include wheel chairs; sticks; walking frames  **Others** are your colleagues and other professionals whose work contributes to the individual’s well-being and who enable you to carry out your role |

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| Scope/range related to knowledge and understanding | The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.  **All knowledge statements must be applied in the context of this standard.**  **Factors** **that may affect the health, wellbeing and development of individuals** may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse |

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| Values | Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:  To be treated as an individual  To be treated equally and not be discriminated against  To be respected  To have privacy  To be treated in a dignified way  To be protected from danger and harm  To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them  To communicate using their preferred methods of communication and language  To access information about themselves |

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| Suite | Health and Social Care |
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