

CU2631 Provide Support for Journeys

Aims

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

Credit 2

Level 2

Learning outcomes The learner will:	Assessment criteria The learner can:
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

Assessment Requirements

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.

Additional Information

An **individual** is someone requiring care or support.

Aspects and factors may include those relating to:

- The individual
- The journey
- Health and Safety

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient

Agreed ways of working will include policies and procedures where these exist.

EVIDENCE MATRIX

Candidate name:		Registration number:	
Qualification title:		Unit title	

Portfolio ref	Evidence description	Ass meth	Learning Outcome <input type="checkbox"/>										Learning Outcome <input type="checkbox"/>									
Assessment criteria (eg 1.1) →																						

The above evidence has been assessed against the standards for this element and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner signature:		Date:	
Assessor signature		Date:	
Internal Verifier sig:		Date:	

Assessment method key:

Obs = Observation	Wt = Witness testimony
P = Product evidence	A = APA/APL
Q = Questioning	Ot = Other
Sim = Simulation/assignment	