Unit 33: Supporting Individuals to Access and Use Services and Facilities

Unit reference number: F/616/7410

Level: 3

Unit type: Optional

Credit value: 4

Guided learning hours: 25

Unit summary

Supporting individuals to access and use service and facilities helps support their needs in a variety of ways. For example, attending an event at a library will help an individual to develop social skills, gain confidence in meeting new people and overcome any feelings of loneliness they may have. Similarly, helping individuals understand what facilities are available to them, and how to access them, can enhance their wellbeing, such as improving their self-esteem, self-worth and self-identity.

Communicating with the individual to ascertain their choice and preference is the key to identifying which service or facility will be the most appropriate for them. Clear communication will be the cornerstone of devising an appropriate plan to establish any hidden barriers (such as lack of confidence) that also need to be addressed. Working with the individual will help empower them to obtain information, leading to the selection and accessing of services and facilities that will help increase their participation level and independence.

In this unit, you will explore the different factors that influence the individual's ability to access services and facilities. You will consider the different barriers that may be encountered, and ensure the information provided is understandable and appropriate to their needs. You will also demonstrate the ability to support an individual to select, access and use services and facilities that have been agreed to meet their assessed needs. In addition, this unit will help you evidence the review process of when an individual accesses a service or facility to ensure it was appropriate and met their intended needs. The review process will then help to identify further needs that will benefit the individual in a holistic way.

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 the unit.

Learning outcomes	Assessment criteria
1 Understand factors that influence individuals' access to services and facilities	1.1 Explain how accessing a range of services and facilities can be beneficial to an individual's wellbeing
	1.2 Describe barriers that individuals may encounter in accessing services and facilities
	1.3 Describe ways of overcoming barriers to accessing services and facilities
	1.4 Explain why it is important to support individuals to challenge information about services that may present a barrier to participation
2 Be able to support individuals to select services and facilities	2.1 Work with an individual to identify a range of services and facilities likely to meet their assessed needs
	2.2 Agree with an individual their preferred options for accessing services and facilities
	2.3 Work with an individual to select services or facilities that meet their assessed needs and preferences
3 Be able to support individuals to access and use services and facilities	3.1 Outline with an individual the resources, support and assistance required to access and use selected services and facilities
	3.2 Carry out agreed responsibilities to enable the individual to access and use services and facilities
	3.3 Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities

Learning outcomes	Assessment criteria
4 Be able to support individuals to review their access to and use of services and facilities	4.1 Work with an individual to evaluate whether services or facilities have met their assessed needs and preferences
	4.2 Support an individual to provide feedback on their experience of accessing and using services or facilities following agreed ways of working
	4.3 Work with an individual to evaluate the support provided for accessing and using services or facilities
	4.4 Identify and agree any changes needed to improve the experience and outcomes of accessing and using services or facilities following agreed ways of working

Content

What needs to be learned

Learning outcome 1: Understand factors that influence individuals' access to services and facilities

Individual

- Someone requiring care or support; it will usually mean the person or people supported by the learner.

Services and facilities

- Including community facilities such as education and health; services provided within the individual's home such as meals on wheels; services to meet the individual's personal care needs; therapeutic services; services that meet the individual's social care needs, e.g. transport; amenities outside the individual's place of residence (e.g. day-care provision, support groups); third-sector organisations.

Benefits of accessing services and facilities

- Physical benefits, e.g. help to mobilise and to maintain or regain mobility after a stroke.
- Social benefits, e.g. getting out and seeing friends.
- Emotional benefits, e.g. avoiding depression.
- Psychological benefits, e.g. feeling valued, having an increased sense of wellbeing.

Barriers

- Environmental, e.g. lack of lifts, lack of ramps, no accessible toilet facilities.
- Financial, e.g. cost, travel.
- Communication, e.g. format of information, translators, loop system availability.
- Psychological, e.g. lack of confidence, fear, anxiety.
- Conditions e.g. dementia, frailty, harm or abuse, injury, learning disability, chronic or acute medical conditions, mental health, physical disability, physical ill health, profound or complex needs, sensory needs, substance misuse.
- Social, e.g. family circumstances, social deprivation.

Overcoming barriers

- Ensuring appropriate travel arrangements, appropriate access arrangements, appropriate format in which individuals can access information.

Support to challenge information

- Information to be challenged may include information that is misleading, inaccurate, discriminatory, inaccessible, excluding individuals.
- Support through:
  - acting as an advocate
  - sharing concerns with appropriate internal and external professionals
  - using mechanisms to challenge misleading, inaccurate and discriminatory information.

What needs to be learned
Learning outcome 2: Be able to support individuals to select services and facilities

Assessed needs

- Prompting, listening skills.
- Expectations identified by the individual.
- Benefits associated with accessing services and facilities.
- Appropriate levels of support.

Preferred options

- Consideration of accessing facilities; 1:1, small group, large group.
- Timings of service.

Select services or facilities

- Considering the accuracy of information; e.g. information found within leaflets, promotional material, forums, websites that provide information on the service or facility.

Learning outcome 3: Be able to support individuals to access and use services and facilities

Resources, support and assistance

- Local support, special interest groups.
- Resources, e.g. financial, time, staff availability.

Agreed responsibilities

- In line with job description, agreed ways of working (includes policies and procedures where they exist).
- Detail provided within the individual's care plan.
- Staff members duty of care – 6Cs (care, compassion, courage, communication, commitment and competence).
- Adhering to key legislation: the Care Act 2014 and codes of conduct, Code of Conduct for Healthcare Support Workers and Adult Care Workers in England.

Individuals rights

- Choice, promoting independence, promoting decision making.
- Active participation of the individual.

Learning outcome 4: Be able to support individuals to review their access to and use of services and facilities

Evaluation methods

- Enjoyment of service or facility.
- Evaluative tools, e.g. 'Even Better If…', Working/Not Working, Presence to Contribution, process/impact/outcome models.
- Directed questioning to enable effective review of services and facilities.

Feedback

- Through verbal and written methods, e.g. pictograms illustrating enjoyment levels, reviews in conjunction with health professionals.

Information for tutors

Suggested resources

Books

Ebrahimi V et al – *Reablement Services in Health and Social Care* (Palgrave Macmillan, 2017) ISBN 13 9781137372642

Fawcett B et al – *Service User and Carer Involvement in Health and Social Care: A Retrospective and Prospective Analysis* (Palgrave Macmillan, 2017) ISBN 13 9781137537706

Ferreiro Peteiro M – *Level 3 Health & Social Care Diploma Evidence Guide* (Hodder Education; UK ed. Edition, 2014) ISBN 13 9781471806575

Websites

www.cqc.org.uk	Health and Social Care Act 2008 (Regulated Activities).
www.nhs.uk	Guide to care and support.
www.scope.org.uk	UK charity that provides support and information for people with disabilities.
www.skillsforcare.org.uk	6Cs in social care.

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.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 2, 3 and 4 (competence) must be made based on evidence generated during the learner's normal work activity. 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. Simulation cannot be used as an assessment method for any learning outcomes.

Assessment of learning outcome 1 (knowledge) may take place in or outside of a real work environment.