

# **Unit 37: Providing Information, Advice and Guidance**

**Unit reference number: R/616/7413**

**Level: 4**

**Unit type: Optional**

**Credit value: 4**

**Guided learning hours: 26**

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## **Unit summary**

Receiving the right information, advice and guidance is important to everybody but it is especially important for individuals in care environments. They are likely to need information, advice and guidance on a range of issues, for example welfare benefits, housing, health and social care services.

In this unit, you will gain the knowledge and skills related to working with individuals to map their needs to the most appropriate service available.

This unit focuses on how you can help the individual by using your own service or by referring them to other services, ensuring that the information, advice and guidance you give current and valid, and meets their needs. The unit also addresses the importance of reviewing own practice in providing information, advice and guidance to inform your practice development.

## 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
<p>1 Understand the importance of providing accurate information, advice and guidance in a person-centred way</p>	<p>1.1 Explain the relationship between information, advice and guidance</p> <p>1.2 Explain the importance of respecting different values, cultures, beliefs, expertise, experience and diversity in providing information, advice and guidance</p> <p>1.3 Analyse the risks in supporting individuals and others to access information, advice and guidance</p> <p>1.4 Explain why accurate, timely and relevant information, advice and guidance is important</p> <p>1.5 Evaluate the impact on individuals and others of information, advice and guidance in enabling informed decisions</p>
<p>2 Understand the provision of information, advice and guidance in own practice</p>	<p>2.1 Analyse own role, responsibilities and boundaries in provision of information, advice and guidance</p> <p>2.2 Analyse ethical principles and their impact on own practice</p>
<p>3 Be able to provide accurate information, advice and guidance using a range of sources</p>	<p>3.1 Establish requirements for information, advice and guidance with individuals and others</p> <p>3.2 Provide person-centred information, advice and guidance to individuals and others</p> <p>3.3 Support individuals and others to access information, advice and guidance from different sources</p> <p>3.4 Signpost individuals and others for specialist advice</p> <p>3.5 Discuss any potential risks in information, advice and guidance given with individuals and others</p> <p>3.6 Summarise information, advice and guidance offered</p>

Learning outcomes	Assessment criteria
	<p>3.7 Check the understanding of information, advice and guidance offered</p> <p>3.8 Record information, advice and guidance offered, including identified risks in ways agreed by the organisation</p>
<p>4 Be able to review own practice in information, advice and guidance</p>	<p>4.1 Review how the interaction with individuals and others met their information, advice and guidance needs</p> <p>4.2 Evaluate own knowledge and practice in providing information, advice and guidance</p> <p>4.3 Implement plan to develop own knowledge and practice in providing information, advice and guidance</p>

### What needs to be learned

#### **Learning outcome 1: Understand the importance of providing accurate information, advice and guidance in a person-centred way**

##### **Individual**

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

##### **Provision of information, advice and guidance**

- Information, e.g. information on learning and work opportunities provided through printed matter, audiovisual materials or computer software.
- Advice, e.g. providing an immediate response to the needs of individuals, individuals who have an enquiry that requires more than a straightforward information response and can include signposting.
- Guidance, e.g. an in-depth interview or other activity carried out by an adviser that helps individuals to explore a range of options, in order to make decisions about their career.
- All aspects are linked to each other, inform each other, are a linear process, can be accessed separately.

##### **Values, diversity, cultures, beliefs, expertise and experience in practice**

- Respect.
- Legal requirement.
- Provision of appropriate information.
- Advice and guidance.
- Free from bias.
- Use of appropriate language/terminology.
- Suitability of information, advice and guidance provided.
- Appropriate roles.
- Informed decisions.
- Led by the individual.
- The boundaries of confidentiality.
- Professional boundaries.
- Data protection.
- Adopting an open approach.
- Legal requirements.
- Presenting material in a timely and appropriate format.

##### **Risks in supporting individuals and others**

- Unachievable goals.
- Access.
- Not meeting needs.
- Insufficient resources.

## What needs to be learned

### **Provision of accurate, timely and relevant information, advice and guidance**

- Currency of information.
- Efficiency of service.
- Availability.
- Choice.
- Risk management.
- Meeting expectations.
- Agreement of targets/objectives based on currency of information.

### **Supporting informed decisions**

- Empowerment.
- Role change.
- Change to financial situation.
- Sponsorship.
- Accommodation.
- Funding.
- Opportunity.
- Choice.
- Interests.
- Abilities.
- Assessment.
- Planning.
- Review.

### **Learning outcome 2: Understand the provision of information, advice and guidance in own practice**

#### **Responsibilities and boundaries of practice**

- Identifying individual's requirements.
- Accessing current information.
- Providing information in an appropriate format/language.
- Signposting.
- Identifying and agreeing objectives with individuals.
- Monitoring.
- Evaluation.
- Review.
- Liaison with employers/educators.
- Assessment.
- Boundaries of confidentiality.

## What needs to be learned

### Learning outcome 3: Be able to provide accurate information, advice and guidance using a range of sources

#### Identify the need for information, advice and guidance

- Individuals in the care environment.
- Others, e.g. family, friends, carers.
- Carers and support workers.
- Person-centred approaches for determining requirements.

#### Accurate information, advice and guidance

- Sources of information, advice and guidance, e.g. leaflets, libraries, GP, advisory agencies, internet, other media sources, social media.
- Environment for delivering information, advice and guidance.
- Support needs of individuals and others to access information, advice and guidance, e.g. enabling access to information, meeting needs and preferences.
- Risks associated with information advice and guidance:
  - relevance
  - type
  - format
  - availability
  - inaccurate summary
  - in date.
- Management of risks associated with information, advice and guidance.
- Communication strategies and support, e.g. written, spoken, technology, social media.
- Signposting individuals and others to specialist advice, e.g. counselling services, providers of technology, social services.
- Ways of checking the individual's understanding of information, advice and guidance given.
- Records of information, advice and guidance given, using agreed ways of working.

### Learning outcome 4: Be able to review own practice in information, advice and guidance

#### Review practice

- Feedback from individual, others, colleagues, managers.
- Supervision.
- Self-assessment.
- Best practice guidelines.
- Agreed ways of working.

#### Evaluate own knowledge

- Self-assessment.
- Feedback from individual; others; colleagues.
- Advice from others.
- Appraisal.
- Continuing Professional Development.
- Supervision.
- Identify areas for improvement.
- Plan for knowledge development.

## Information for tutors

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### Suggested resources

#### Book

Tilmouth T and Quallington J – *Level 5 Diploma in Leadership for Health and Social Care*, 2nd edition (Hodder Education, 2016) ISBN 9781471867927

#### Websites

[www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)

Citizens Advice – information, advice and guidance on a wide variety of topics, including employment and benefits.

[www.skillsforcare.org.uk/Documents/Learning-and-development/Care-Certificate/The-Care-Certificate-Standards.pdf](http://www.skillsforcare.org.uk/Documents/Learning-and-development/Care-Certificate/The-Care-Certificate-Standards.pdf)

The Care Certificate Standards – Standard 5: Work in a person centred way

## **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 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 learning outcomes 3 and 4.

Assessment of learning outcomes 1 and 2 (knowledge) may take place in or outside of a real work environment.