

Unit 34: Support Individuals to Access and Use Information about Services and Facilities

Unit reference number: K/616/2962

Level: 2

Unit type: Optional

Credit value: 3

Guided learning hours: 20

Unit summary

Care workers are often required to support individuals in accessing and using information on the various services and facilities that may be available to them. Services and facilities include those that can be provided in an individual's home and those that enable them to meet their social-care needs and offer access to community facilities. Information selected and provided must be relevant to individuals' needs and be accessible in a format that best suits individual preferences.

In this unit, you will learn how you can support individuals to access information in different formats to suit their needs. You will explore the potential barriers that may prevent individuals from accessing services and/or facilities, and how these barriers can be overcome.

You will be expected to support individuals so that they can use the information provided effectively in order to access various services. This will involve ensuring that individuals have understood the information they have been given. You will be required to check how useful this information-giving process has been to the individual by supporting them in carrying out an evaluation. This evaluation process will give you the opportunity to reflect on how it could be revised so that it improves the way in which information is accessed.

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 |
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| <p>1 Know ways to support individuals to access information about services and facilities</p> | <p>1.1 Identify the types of services and facilities about which individuals may require information</p> <p>1.2 Identify possible barriers to accessing and understanding information</p> <p>1.3 Describe ways to overcome barriers to accessing information</p> <p>1.4 Identify a range of formats, translations and technologies that could make information more accessible for individuals</p> <p>1.5 Describe types of support individuals may need to enable them to identify and understand information</p> |
| <p>2 Be able to work with individuals to select and obtain information about services and facilities</p> | <p>2.1 Support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities</p> <p>2.2 Work with an individual to identify relevant and up-to-date information about services and facilities that meet assessed needs and wishes</p> <p>2.3 Support an individual to obtain selected information in their preferred format and language</p> |
| <p>3 Be able to work with individuals to access and use information about services and facilities</p> | <p>3.1 Support an individual to access information about services and facilities</p> <p>3.2 Demonstrate ways to check an individual's understanding of the information</p> <p>3.3 Work with an individual to access a service or facility using the information in ways that promote active participation</p> <p>3.4 Describe ways to support individuals to deal with any issues or concerns that may arise from the content of information</p> |

| Learning outcomes | Assessment criteria |
|--|---|
| <p>4 Be able to support individuals to evaluate the information accessed about services and facilities</p> | <p>4.1 Support an individual to give feedback on whether information about services and facilities has met their needs and preferences</p> <p>4.2 Work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information</p> <p>4.3 Explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory, or which excludes individuals</p> |

Content

What needs to be learned

Learning outcome 1: Know ways to support individuals to access information on services and facilities

Individual

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

Types of services and facilities

- Homecare, e.g. personal care, housekeeping, meals, nursing care, equipment, shopping.
- Community facilities, e.g. local community support groups, cinema, library, day care provision.
- Social care services, e.g. transport.
- Financial support, e.g. benefit entitlements.
- Advisory services and advocacy.

Possible barriers to accessing and understanding information

- Culture and language.
- Lack of resources, e.g. staff, assistive technology.
- Physical barriers, e.g. location.
- Communication and literacy difficulties, e.g. visual or hearing impairment.
- Cognitive and learning disabilities, e.g. inability to use technology.

Accessing and understanding information

- Individual additional support, e.g. translators, advocates, improve access.
- Range of information formats, e.g. verbal (audio description), written (easy read, braille, multi-lingual) or electronic (online).

Learning outcome 2: Be able to work with individuals to select and obtain information about services and facilities

Selecting information

- An individual's choices, wishes and preferences:
 - assessed needs, e.g. care/support plans
 - verbal and non-verbal feedback
 - relevant service/facility
 - relevant format/language.
- Changes in an individual's circumstances.

Obtaining information

- Relevance and currency.
- Confidentiality agreements.
- Codes of practice.
- Range of ways of supporting individuals, e.g. online research, formatting letters or emails, carrying out telephone conversations.

What needs to be learned

Learning outcome 3: Be able to work with individuals to access and use information about services and facilities

Accessing content of information

- Verbal and non-verbal cues, e.g. spoken word, facial expression.
- Repeating information and questioning to clarify understanding.

Accessing service or facility

- In line with care plan/support plan.
- In line with agreed ways of working.

Active participation

- 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.

Dealing with issues or concerns

- Issues or concerns, e.g. ineligibility, lack of availability, conditions for access.
- Support to deal with issues or concerns, e.g. selecting alternatives.

Learning outcome 4: Be able to support individuals to evaluate the information accessed on services and facilities

Feedback and evaluation

- Forms of feedback and evaluation:
 - formal, e.g. questionnaires
 - informal, e.g. discussions, question and answer.
- Actions or changes to improve accessibility or usefulness of information:
 - obtain feedback from individuals.
- Support to challenge information:
 - support with written complaints, e.g. letters, emails
 - support with following the relevant complaints procedure, e.g. private or public services
 - feedback to individual on outcomes of complaint/challenges made.

Information for tutors

Suggested resources

Books

Aldworth C et al – *BTEC Nationals Health and Social Care student book 2* (Pearson, 2017) ISBN 9780435183776

Nolan Y et al – *Health and Social Care Level 2, 3rd Edition* (Heinemann, 2011) ISBN 9780435031947

Walsh M et al – *Health and Social Care Diplomas: Level 2 Diploma Candidate Handbook* (Collins Educational, 2011) ISBN 9780007430512

Websites

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| www.cqc.org.uk | Care Quality Commission (guidance on care standards) |
| www.gov.uk | Government website (disability equipment and transport) |
| www.hse.gov.uk | Information about health and safety at work |
| www.nhs.uk | NHS website (care and support) |
| www.scope.org.uk | Disability charity, Scope, website (support and information) |

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 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 2, 3 and 4.

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