

Unit 58: Support Individuals to Access and Use Services and Facilities

Level:	3
Unit type:	Optional (Group B2)
Credit value:	4
Guided learning hours:	25

Unit introduction

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and review services and facilities.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand factors that influence individuals' access to services and facilities	<p>1.1 Describe how accessing a range of services and facilities can be beneficial to an individual's wellbeing</p> <p>1.2 Identify barriers that individuals may encounter in accessing services and facilities</p> <p>1.3 Describe ways of overcoming barriers to accessing services and facilities</p> <p>1.4 Explain why it is important to support individuals to challenge information about services that may present a barrier to participation</p>

Learning outcomes		Assessment criteria
2	Be able to support individuals to select services and facilities	<p>2.1 Work with an individual to identify a range of services and facilities likely to meet their assessed needs</p> <p>2.2 Agree with an individual their preferred options for accessing services and facilities</p> <p>2.3 Work with an individual to select services or facilities that meet their assessed needs and preferences</p>
3	Be able to support individuals to access and use services and facilities	<p>3.1 Identify with an individual the resources, support and assistance required to access and use selected services and facilities</p> <p>3.2 Carry out agreed responsibilities to enable the individual to access and use services and facilities</p> <p>3.3 Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities</p>
4	Be able to support individuals to review their access to and use of services and facilities	<p>4.1 Work with an individual to evaluate whether services or facilities have met their assessed needs and preferences</p> <p>4.2 Support an individual to provide feedback on their experience of accessing and using services or facilities</p> <p>4.3 Work with an individual to evaluate the support provided for accessing and using services or facilities</p> <p>4.4 Identify and agree any changes needed to improve the experience and outcomes of accessing and using services or facilities</p>

Unit content

What needs to be learned

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

How accessing a range of services and facilities can be beneficial to an individual's wellbeing

- Services and facilities may include:
 - services provided within an individual's home
 - services to enable an individual to meet their social care needs
 - community facilities.
- Benefits may include:
 - Supporting readiness for change.
 - More limited access to substances.
 - Behaviour change.
 - Lifestyle changes demand reduction or cessation.
 - Improved psychological and physical health.
 - Positive impact on self, family, friends.
 - As part of rehabilitation programme.

Barriers to accessing services and facilities

- Attitude.
- Resourcing.
- Unmet needs.
- Religious, spiritual, cultural needs.
- Transport.
- Support networks.

Ways of overcoming barriers to accessing services and facilities

- Identifying funding.
- Visiting service or facility.
- Liaison with individuals who have knowledge of the service or facility.
- Involvement of family/carers/friends.

Support individuals to challenge information about services that may present a barrier to participation

- Information to be challenged may include information that is:
 - misleading
 - inaccurate
 - discriminatory

What needs to be learned

- inaccessible
- excluding individuals.
- Importance:
 - equality
 - meeting of needs
 - person-centred ways of working
 - to facilitate recovery.

Learning outcome 2: Be able to support individuals to select services and facilities

Work with individuals

- Identifying a range of services and facilities likely to meet their assessed needs.
- Assessment and evaluation of symptoms and accompanying lifestyle issues.
- Making treatment choices and developing a plan.
- Detoxification – stopping use.
- Working with specialist nurses in an addiction clinic.
- Providing advice about health protection.
- Talking about options for support.
- Arranging/attending appointments with individuals.
- Contributing to the holistic assessment of needs, preferences and priorities.
- Involvement in crisis planning if in scope of own role.
- Communicating with and supporting service users, their friends and family.
- Signposting to appropriate services.
- Supporting individuals with benefit/funding queries and applications.

Agree preferred options for accessing services and facilities

- Duration of access.
- Method of access.
- Funding.
- Support needed.
- Transport.
- Location.

Work with individuals to select services or facilities that meet their assessed needs and preferences

- Using a person-centred approach.
- Staff training.

What needs to be learned

- Staff knowledge, skills and competence.
- Funding and resources.
- Service availability.
- Family/carer involvement, as appropriate.
- Support at the individual's own level and pace.

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

Identify the resources, support and assistance required to access and use selected services and facilities

- Referral.
- Signposting.
- Action plan.
- Regular review.
- Ongoing assessment.
- Availability of and access to support.
- Practitioner involvement.
- Funding.
- Transport.
- Guidance.

Enable the individual to access and use services and facilities

- Agreed responsibilities.
- Duty of care.
- Safeguarding.
- Referral to drug treatment agency.
- Signposting.
- Action plan.
- Regular review.
- Ongoing assessment.
- Availability of and access to support.

Ensure individuals' rights and preferences are promoted when accessing and using services and facilities

- Person-centred ways of working.
- Non-judgemental approach.
- Empathetic.

What needs to be learned

- Privacy.
- Safety and security of the environment.
- Genuine/authentic.
- Collaborative approach.
- Supportive.
- Active listening.
- Reflection.
- Use of questioning.
- Self-awareness.
- Legitimisation of individuals' views.
- Support.
- Partnership.
- Respect.

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

Work with an individual to evaluate whether services or facilities have met their assessed needs and preferences

- In line with agreed ways of working.
- Signposting.
- Action plan.
- Regular review.
- Ongoing assessment.
- Availability of and access to support.

Support an individual to provide feedback on their experience of accessing and using services or facilities

- Review of successes.
- Review of progress.
- Review of agreed goals.
- Health checks.

Work with an individual to evaluate the support provided for accessing and using services or facilities

- Identification of individual, specific needs.
- According to understanding.
- Based on individual's willingness and compliance.
- Resource availability.

What needs to be learned

- Previous knowledge and experience.

Any changes needed to improve the experience and outcomes of accessing and using services or facilities

- Progress.
- Engagement in rehabilitation plan.
- Agreed goals.
- Outcomes met.
- Issues encountered.
- Risk identified.
- Risk management plan.
- Suitability for individual.
- Person-centred approaches.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

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

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Suggested resources

This section lists resource materials that can be used to support the delivery of the qualification.

Books

Dorling Kindersley – BMA New Guide to Medicine and Drugs (Dorling Kindersley, 2015) ISBN 9780241201015

Koubel G and Bungay H – Challenge of Person-centred Care: An Interprofessional Perspective (Palgrave MacMillan, 2008) ISBN 9780230550773

Life-Style Ebooks – Addiction: The Last Addiction Recovery Guide – The Infallible Method To Overcome Any Addiction (CreateSpace Independent Publishing Platform, 2015)

ISBN 9781519741103

Roberts GW and Machon A – Appreciative Healthcare Practice: A guide to compassionate, person-centred care (M&K Publishing, 2015) ISBN 9781905539932

Sanderson H and Lewis J – A Practical Guide to Delivering Personalisation: Person-Centred Practice in Health and Social Care (Jessica Kingsley Publishers, 2012) ISBN 9781849051941

Smith JE and Meyers R – Motivating Substance Abusers to Enter Treatment: Working with Family Members (Guilford Press, 2008) ISBN 9781593856465

White T – *Working With Drug and Alcohol Users: A Guide to Providing Understanding, Assessment and Support* (Jessica Kingsley Publishers, 2012) ISBN 9781849052948

Websites

www.drugwise.org.uk

DrugWise

Provides drug information that is topical, evidence-based and non-judgemental promotes this through media work, public speaking and lecturing.

www.fdap.org.uk

Federation of Drug and Alcohol Professionals

www.gov.uk/government/publications/drug-and-alcohol-addiction-and-obesity-effects-on-employment-outcomes

Department for Work and Pensions
Drug and alcohol addiction, and obesity: effects on employment outcomes

www.nice.org.uk

National Institute for Health and Care Excellence

www.who.int

Alcohol-use disorders: diagnosis,
assessment and management of harmful
drinking and alcohol dependence

World Health Organization – guidance on
substance abuse