

18

Support individuals to access and use services and facilities (HSC 3013)



Assessment of this unit

Every individual has the right to access a range of services and facilities that may benefit their health and wellbeing. However, there are often barriers to accessibility; the individual may need help with strategies to overcome these. To ensure that services and facilities meet each individual's needs and preferences, every effort should be made to identify appropriate resources. Evaluating the performance of services is crucial so that changes can be made to improve every individual's experience.

The aim of this unit is to provide you with the knowledge and skills required to support individuals to select, use and review services and facilities. In order to demonstrate your knowledge and your skills in supporting individuals to select, use and review services and facilities you will need to:

1. Understand factors that influence individuals' access to services and facilities
2. Be able to support individuals to select services and facilities
3. Be able to support individuals to access and use services and facilities
4. Be able to support individuals to review their access to and use of services and facilities

The assessment of this unit is partly knowledge-based and partly competency-based. Knowledge-based assessments test the things you need to know. Competency-based assessments test the things you do in the real work environment. To successfully complete this unit, you will need to produce evidence of both your knowledge and your competence as a care worker. The tables below outline what you need to know and do to meet each of the assessment criteria for the unit.

Your tutor or assessor will help you prepare for your assessment and the tasks suggested in the unit will help you to create the evidence you need.

AC What you need to know

- 1.1 Describe how accessing a range of services and facilities can be beneficial to an individual's wellbeing
- 1.2 Identify 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 in challenging information about services that may present a barrier to participation

AC What you need to do

- 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
- 3.1 Identify 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 an individual's rights and preferences are promoted when accessing and using 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 and facilities
- 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

The assessment criteria 2.1 – 4.4 must be assessed in a real work environment.

This unit also links to the following units:

- SHC 33** Promote equality and inclusion in health and social care
- HSC 036** Promote person-centred approaches in health and social care
- HSC 3004** Facilitate learning and development activities to meet individual needs and preferences

Understand factors that influence individual's access to services and facilities

Accessing a range of services

An individual should have the right to access a range of community care services that may be beneficial to their health and wellbeing. Such services should be available to all individuals, regardless of any **disability**, as they help to improve people's quality of life and give them greater independence. These services include:

- ▶ a place in a care home if required
- ▶ home care services
- ▶ home helps
- ▶ adaptations to the home
- ▶ meals
- ▶ recreational and occupational activities
- ▶ local support groups
- ▶ day centres
- ▶ transport.

Through observation and in conversation (with the individual, family members and other carers), you will be able to identify services and facilities that may potentially benefit the individual. Careful questioning will also reveal the type of services and facilities that the individual may want to access and the benefits that they hope to gain from this. The lack of relevant services can impact on the quality of a person's life. You should be able to match appropriate services and facilities to the needs of each individual and to identify the specific benefits they will receive.

A number of examples of services and facilities, and their benefits, are presented in Figure 18.1.

Figure 18.1 Services, facilities and their benefits.

| Example of service | Description |
|--------------------|---|
| Care homes | Care homes can provide personal care for individuals who cannot manage in their own home. This could include help with washing, dressing or going to the toilet. Some care homes can also provide nursing care. |

continued...

Your assessment criteria:

- 1.1** Describe how accessing a range of services and facilities can be beneficial to an individual's wellbeing.

Key terms

Disability: a limitation that prevents an individual from carrying out a certain task or action



Individuals should have access to a range of services and facilities that will improve quality of life and support independence

| Example of service | Description |
|--|--|
| Home care services | Home care services provide help with personal tasks such as bathing and washing, getting up and going to bed, shopping and managing finances. Home care involves visiting the individual's home two or three times a day or even being present for 24-hour care where necessary. |
| Home helps | Home helps provide assistance with general domestic tasks, including cleaning and cooking, and can be important in maintaining home hygiene. |
| Adaptations to the home | Adaptations to the home can allow the individual to continue living independently. Adaptations could involve the installation of a stair lift or a downstairs lavatory, the lowering of work tops in the kitchen, or even something minor like fitting hand rails in the bathroom. |
| Meals | The provision of meals as a community care service could mean a daily delivery of a meal through a 'Meals on Wheels' service, a weekly or monthly supply of frozen food or providing meals at a day centre or lunch club. |
| Recreational and occupational activities | Social services can provide a range of recreational, occupational, educational and cultural activities. These activities could include lectures, games, outings, and help with living skills and budgeting. |
| Local support groups | For example, Age Concern provides safe and secure environments where individuals can meet and socialise. |
| Day centres | Individuals can continue living at home but may access support during the day. Day centres promote friendships and give an opportunity to socialise. |
| Transport | Enables the individual to make use of the facilities that are available. |

Investigate

Use the internet and a search engine such as Google to find information regarding the range of services and facilities that individuals can access to meet their needs. Draw up a table of your findings and keep this as evidence.



Your assessment criteria:

- 1.2** Identify barriers that individuals may encounter in accessing services and facilities.

Key terms

Impairment: reduced effectiveness

Discriminatory practice: care practice that favours one group of people over another

Social exclusion: prevented from joining particular social groups

Culture: characteristics and beliefs shared by people belonging to the same group

Investigate

Use the internet and a search engine such as Google to find information regarding the barriers that an individual may encounter when trying to access services and facilities. Draw up a table of your findings and keep this as evidence.

Barriers that individuals may encounter

Individuals generally experience three levels of difficulty when accessing information about services and facilities:

1. difficulty finding any information about a service or facility that is available
2. that the information provided is of little use or out of date
3. that the information is difficult to read, badly presented or lacks clarity.

Even if individuals are able to obtain the correct information easily, they can face numerous other barriers that prevent them from accessing services and facilities. The table in Figure 18.2 explains some specific barriers.

Figure 18.2 Possible barriers to accessing services.

| Barrier | Description |
|---------------------------|--|
| Time restrictions | The opening hours of services or facilities may not be convenient. |
| Geographic barriers | The location of the service may cause travel and other access problems. The services user may: <ul style="list-style-type: none"> • live in an area where facilities are limited • live in a rural area where transport is not available • not be able to use public transport. |
| Perceived lack of benefit | Although an individual may wish to attend a service or facility, sometimes this cannot be justified due to the lack of potential or perceived benefits. |

continued...

| Barrier | Description |
|-------------------------------------|---|
| Contact difficulties | <ul style="list-style-type: none"> • An individual may have difficulty contacting different departments or agencies, due to a variety of other barriers (language, technology and so on). • The potential costs and time involved in addressing contact problems can also present as a barrier. • The attitude of the person dealing with an initial enquiry can have a significant impact on how an individual feels about accessing the service or facility. |
| Disability and age-related barriers | <ul style="list-style-type: none"> • Individuals with physical impairments, for example inability to hear or see, can be deterred from accessing services. • Reduced mobility, for example being unable to climb stairs, can limit access, especially if there are physical barriers (see below). |
| Technology barriers | Individuals who have not mastered new technology may feel disadvantaged if access requires the use of computers or other technology with which they are not familiar. |
| Physical barriers | Lack of the following may limit access: <ul style="list-style-type: none"> • stairs or lifts, or lift controls out of reach • adapted toilets • ramps. |
| Psychological barriers | Barriers include: <ul style="list-style-type: none"> • fear of losing independence or not wanting to be looked after by others • the perceived stigma associated with using some services • mental health problems • anxiety about dealing with people in authority • unwillingness to disclose personal information to a stranger. |
| Social barriers | Unfortunately, some groups experience: <ul style="list-style-type: none"> • discriminatory practice • social exclusion. |
| Financial barriers | These include: <ul style="list-style-type: none"> • charges or fees for the service • lack of money for transport • lack of money or limited budget to provide the service. |
| Resources | These include a lack of: <ul style="list-style-type: none"> • staff to support the service • information about services • money to fund services • and an excessive demand for a service, so that not all potential users may attend. |
| Cultural and language barriers | <ul style="list-style-type: none"> • English-language only services may deter some individuals. • Information may not be available in the individual's own language or may be presented in a way they cannot understand. • Some individuals prefer to be examined or questioned by a member of the same sex. • Some treatments may be unacceptable depending on individual's culture or religion. |

Ways of overcoming barriers

The first steps to overcoming a barrier are to identify what the problem is and then to find out how significant an issue it is for the individual who is trying to access the service. Some barriers cannot be easily overcome, for instance there is nothing an individual can do if a service has been discontinued due to lack of funds. Other barriers may be addressed. For example, a barrier such as an irrational fear or **phobia** could be tackled through counselling and by reassuring the individual of the benefits of using the service.

Assessment by specialist practitioners

In many cases, access to services and facilities can only occur following assessment by specialist practitioners. Your observations and information about the individual's needs may enable an assessor to prepare a stronger case for the provision of the required facilities. Equally, any information you can give the individual about the benefits they will experience from accessing a service will help them overcome any concerns.

Your role in overcoming barriers

You can help overcome barriers by:

- ▶ gathering, understanding and passing on relevant local and national information about services to individuals
- ▶ finding out and passing on contact details of organisations, such as the local Citizens Advice Bureau or a specific local service.

You should maintain a broad understanding of what services and facilities are available in order to provide individuals with the information and encouragement to take the next step.

Whilst it may be permissible in some circumstances to make a general enquiry about the availability of a specific service or facility, do not disclose personal details about an individual without their consent or against data protection guidelines.

Your assessment criteria:

- 1.3** Describe ways of overcoming barriers to accessing services and facilities.

Key terms

Phobia: a strong and irrational fear



Knowledge Assessment Task

1.1

1.2

1.3

Health and social care practitioners should have a good understanding of factors that influence access to services and facilities. Focusing on an individual whom you support:

1. describe how accessing a range of services and facilities can be beneficial to the individual's wellbeing
2. draw a chart identifying the potential barriers that the individual may encounter in accessing services and facilities
3. describe ways of overcoming these barriers to accessing services and facilities.

Keep a copy of any written work that you produce as evidence for your assessment.

Challenging information about services

You need to understand the barriers presented in previous sections in order to recognise whether an individual is genuinely experiencing difficulties or is using a barrier as an excuse; equally, professionals may have genuine difficulties offering access to a service or may present a barrier as an excuse. Individuals may not be sufficiently knowledgeable or confident to challenge the reasons they are given.

Make sure information is understood

Language barriers may prevent information being fully understood – a problem that is not just confined to non-English speakers. Different people can interpret the same piece of information in different ways, depending on cultural background or educational level. Jargon and other specialist terms, perhaps medical words, may hinder understanding. You should offer support to ensure that information is correctly understood. You may require the use of specialist communication services such as **interpreters** and **signers** to present the information in an appropriate way.

In some instances it may be that information is incorrect, out of date or badly presented. If left unchallenged, this could mean a valuable service or facilities is not accessed.

Knowledge Assessment Task

1.4

Health and social care practitioners need to have a good understanding of how to support individuals to challenge information about services that may present as a barrier to participation. In this activity you need to produce a short, written explanation that:

- ▶ identifies reasons why the way information about services is provided may present a barrier to an individual's participation
- ▶ explains why some individuals may need support to challenge this kind of situation
- ▶ outlines reasons why it is important that care practitioners are able to provide this support.

Keep any work that you produce for the activity as evidence towards your assessment. Your assessor may also want to observe or ask you questions about the way you implement security measures in the work setting.

Your assessment criteria:

- 1.4** Explain why it is important to support individuals to challenge information about services that may present a barrier to participation.

Key terms

Interpreter: someone who translates spoken communication from one language to another

Signers: people who interpret using sign language

Reflect

Reflect on how you, as a care worker, can help an individual to challenge poor information about services that is preventing their participation. Consider whether this is happening to any individual in your practice placement. Discuss with your tutor afterwards and make notes in your journal.

Range of services and facilities to meet assessed needs

The local authority social services department may carry out a Community Care **Assessment of Need** to determine what services should be provided to an individual. Any assessment should take into account the individual's aspirations and support needs by involving both the individual seeking support and their carers. Applying a partnership approach to assessment is key to achieving personalisation in social care.

How are needs assessed?

In consultation with the individual, several professionals could be involved in carrying out the social care assessment, including a social worker or a social care assessment officer and other health professionals, such as a physiotherapist or an occupational therapist.

The assessment should:

- ▶ follow a flexible timescale to allow time for building of relationships
- ▶ consider the needs of the individual over a period of time, not at one point in time
- ▶ not consider the person's financial situation until after the assessment has been completed; financial considerations should not influence an assessment of need
- ▶ not make assumptions about the capacity of families to provide support.

What does the assessment take into account?

The assessment will take into account:

- ▶ the wishes of the individual being assessed
- ▶ any physical difficulties such as in walking or climbing stairs, sight or hearing impairment
- ▶ any specific health or housing needs
- ▶ existing sources of help, such as carers, family and friends who are willing and able to provide care
- ▶ what needs these carers may have
- ▶ ability to pay for services and assistance with grants.

Your assessment criteria:

- 2.1** Work with an individual to identify a range of services and facilities likely to meet their assessed needs.

Key terms

Assessment of need:
identifications of essential requirements

Supporting the right choices

Using your knowledge of available services, of possible barriers to accessing certain services, and of assessment procedures, you should be able to help individuals develop a plan to acquire relevant services and facilities. Being aware of an individual's needs, understanding their fears and anxieties and having knowledge of the specific benefits they will gain from different services will be important in supporting them to make the right choices.



Care workers can help individuals to assess their needs and access services and facilities

Preferred options for accessing services and facilities

Having identified the services and facilities needed either by a formal assessment or identification of basic needs, it is important that the individual is able to access them.

Support considered decisions

The individual may voice a preference for a particular option or may simply accept what is offered to them. You can help them make a considered decision using the list of common barriers (see Figure 16.2) as a checklist or question framework. Go through the list with the individual striking off those barriers that do not apply and introducing questions into conversation such 'Will you be able to get a bus there and back?', 'Have you considered meals on wheels?' and 'Do you like bingo? They do bingo at the day centre on a Tuesday.' This will prompt the individual to consider all their options and to make an informed decision.

Ensure the preferred options are practical

It may be that other facilities, such as help with transport, are required in order to access those already agreed or that alternatives need to be found. Encourage dialogue with other agencies, family and friends to ensure that the individual's preferred options are practical.

Your assessment criteria:

- 2.2** Agree with an individual their preferred options for accessing services and facilities.



A day centre might offer access to preferred options - the care worker can support informed decisions about how individual needs are met

Selecting services and facilities

You are now working through a process in a structured and systematic manner to ensure that the individual is provided with comprehensive support in making and implementing their choices and that these are in line with their assessed needs.

The initial plan developed with them is being refined to take account of any limitations and restrictions. By taking the individual through this process and by supporting them when making choices, they will not feel that a particular course of action has been imposed on them but that they were involved in the decision-making process. The aim is to obtain the best achievable outcome for the individual.

Your assessment criteria:

- 2.3** Work with an individual to select services or facilities that meet their assessed needs and preferences.

Practical Assessment Task

2.1**2.2****2.3**

Part of your role as a health or social care practitioner involves supporting individuals to select the services and facilities that they require to meet their particular needs. This activity requires you to demonstrate that you have the skills needed to support individuals to select appropriate services and facilities. To demonstrate your competence you should:

1. work with an individual to identify a range of services and facilities likely to meet their assessed needs
2. agree with the individual their preferred options for accessing services and facilities
3. work with the individual to select services or facilities that meet their assessed needs and preferences.

Your evidence for this task must be based on your practice and experience in a real work environment. Keep any written work that you produce for this activity as evidence towards your assessment. Your assessor may also want to observe or ask you questions about the way you implement security measures in the work setting.

Reflect

Reflect on how you as a care practitioner support an individual to make the appropriate choice of a service or facility that meets their needs. Make notes in your journal.

Support individuals to access and use services and facilities

Resources, support and assistance

Individuals may need to use resources, support and assistance to access and use their chosen services and facilities. In turn, this may influence the practicality of using certain services. It may be necessary to reassess some choices in the light of the support needed to access them.

Considerations for additional support

The care worker should promote the individual's fitness, capability and wellbeing. When considering what additional support someone might need in order to access services and facilities these aspects should be taken into account:

- ▶ safety, especially if the person lives on their own
- ▶ maintaining independence
- ▶ maintaining key relationships
- ▶ staying physically and mentally well
- ▶ maintaining personal care.

These issues are equally important whether the individual is intending to visit a day centre or become a member of a local Age Concern group.

Importance of individual choice

It is important that the individual feels that they have made their own decisions and choices in order to get maximum benefit from chosen services or facilities; if they feel a decision has been thrust upon them, they may not be open to receiving maximum benefit.

Your assessment criteria:

- 3.1** Identify with an individual the resources, support and assistance required to access and use selected services and facilities.

Case study

Malcolm has a learning disability but has been coping quite well at home on his own. He is unable to communicate verbally but he uses non-verbal signs to indicate his needs. However, Malcolm seldom goes out and his social worker is very concerned that he is not getting sufficient social interaction. You have accompanied the social worker to assess Malcolm's needs.

1. Can you identify what may be required in order to help Malcolm achieve his full potential? Consider:
 - ▶ services and facilities
 - ▶ resources
 - ▶ support
 - ▶ assistance.

Agree responsibilities for outcomes

The individual should be encouraged to take as much responsibility as possible for their access to services and facilities. You should agree with the individual and with other professionals the extent to which each person has responsibility for the intended outcomes of the assessment process and access plan.

Support individual responsibility

Your role as a care worker should be to support the individual to take the maximum responsibility allowed by their capability. The individual should clearly understand and accept their responsibilities. However, they may require assistance, for example in filling out the form for a particular service. Give help as needed, but do not be tempted to take over.

What do you do if intervention is needed?

If the individual is unable to undertake certain tasks and it is permissible for you to intervene, this should be clearly communicated to the individual and agreed with them. You should also have the agreement of your supervisor or line manager for your proposed actions, preferably in writing.

When the action has been completed this, and the outcome, should be communicated to the individual at the earliest opportunity.

Your assessment criteria:

3.2 Carry out agreed responsibilities to enable the individual to access and use services and facilities.

Reflect

Reflect on how you, as a care worker, together with the individual can carry out agreed responsibilities when they access and use services. Discuss this with your tutor and make notes in your journal.



Care workers should support the individual to take the maximum responsibility allowed by their capability

Promote individual rights and preferences

The Human Rights Act 1998 applies to all users of health and social care services. Service users, just like everyone else, are entitled to basic rights and freedoms and it is important for them to be aware of these when accessing services and facilities. When service users are not aware of their rights and freedoms, this is an infringement of their rights. Care workers can help individuals be aware of their rights by pointing out what service users can expect from a service and what actions, practices and treatments they can refuse to accept.

A list of human rights includes the right to:

- ▶ life
- ▶ good death
- ▶ be respected
- ▶ liberty
- ▶ be treated in a dignified way
- ▶ respect for private and family life
- ▶ be protected from danger and harm
- ▶ freedom of expression
- ▶ be free from discrimination in respect of these rights and freedoms.

Your assessment criteria:

- 3.3** Explain how to ensure an individual's rights and preferences are promoted when accessing and using services and facilities.



Individual rights and preferences should be considered, to meet the requirements of the Human Rights Act

Work with key principles

The Act is underpinned by a set of five principles, which you should be aware of as these influence an individual's ability to access services and facilities:

- ▶ A presumption of capacity – every adult has the right to make his or her own decisions and must be assumed to have capacity to do so unless it is proved otherwise.
- ▶ Support – individuals being supported to make their own decisions must be given all practicable help before being judged as unable to make their own decisions.
- ▶ Freedom to make decisions – unwise decisions might be made by the individual but they should not be treated as if lacking capacity to make that decision.
- ▶ Best interests – anyone acting on behalf of the individual, must always do so in their best interests.
- ▶ Preservation of rights – anything done for or on behalf of a person who lacks capacity should be the least restrictive of their basic rights and freedoms.

These principles and rights can be achieved by ensuring that those delivering the service or facility are also aware of them.

Communicate preferences clearly

The Disability Discrimination Act 1995 (updated in 2005) prohibits discrimination against a disabled person. The individual's preferences need to be clearly communicated and acknowledged, preferably in writing as part of the needs assessment.

Practical Assessment Task

3.1**3.2****3.3**

An individual who has identified local services or facilities that they wish to make use of, may require the support and assistance of a health or social care practitioner to actually access and use them. In this activity you need to show that you are able to:

1. identify with an individual the resources, support and assistance required to access and use selected services and facilities
2. carry out agreed responsibilities to enable the individual to access and use services and facilities
3. explain how to ensure an individual's rights and preferences are promoted when accessing and using services and facilities.

Your evidence for this task must be based on your practice and experience in a real work environment. Keep any written work that you produce for this activity as evidence towards your assessment. Your assessor may also want to observe or ask you questions about the way you implement security measures in the work setting.

Support individuals to review their access to and use of services and facilities

Evaluate services

It is important to evaluate services or facilities to establish whether they have met the individual's assessed needs, delivering as planned. Having previously identified an individual's needs and preferences, it is usually easy to see which services have been successful, meeting the person's needs, and which haven't. The individual can be encouraged to conduct their own evaluation of services by giving feedback to the team. Services which have not delivered can be discontinued or adapted, and those that have been successful can be continued or enhanced.

How do you carry out an evaluation?

When carrying out an evaluation, you should work with the service user to check that:

- ▶ all contributors to the plan carried out their responsibilities as agreed
- ▶ straightforward care, such as meals on wheels or limited day care, has been monitored on an ongoing basis for satisfaction
- ▶ other aspects of the plan have delivered the anticipated benefits
- ▶ as a vulnerable adult, they have been protected from the risk of harm
- ▶ the resources, support and assistance provided to enable access to the services and facilities were effective.

What do you do if services haven't delivered?

In cases where a service is judged not to have delivered the anticipated benefits:

- ▶ changes to existing plans should be discussed and agreed with the individual
- ▶ if the individual has expressed dissatisfaction with a service or facility, the care worker should liaise with all those who have contributed to the plan, with a view to making improvements.

Reviewing the service user's needs

This evaluation process is also the time to review the service user's needs in case these have changed since the plan was put in place. Some individuals who have difficulties with communication may need an **advocate** to speak up on their behalf; this may become apparent if they have failed to access services due to communication difficulties.

Your assessment criteria:

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

Key terms

Advocate: someone who speaks on someone else's behalf

Reflect

Reflect on how you, as a care worker, can help an individual in your practice placement to evaluate whether the services or facilities they have accessed are meeting their assessed needs and preferences. Write 100 words in your journal.



Individuals can evaluate services and feed back to the team

Supporting individuals to give feedback

It is important that you help the individual recognise whether or not they have benefitted from attending a service or facility. The anticipated benefits may have been achieved, even if there have been some problems or negative experiences along the way. Present this opportunity to give feedback as part of a process to ensure that they are getting access to the best services to meet their needs.

Support individuals to analyse their experiences by:

- ▶ encouraging them to make comments regarding the services they have accessed
- ▶ helping them complete any formal feedback process.

Feedback, whether positive or negative, can help to improve standards and quality of care for the individual.

Evaluate the support provided

As well as evaluating the services and facilities provided, the individual needs to be given the opportunity to evaluate the support provided; how useful was this in helping them access services and facilities? Other contributors to the plan should also be asked for their views on the support given.

You can support this evaluation can by working your way down a simple checklist of questions:

- ▶ What type of support was received?
- ▶ Was this the right type of support?
- ▶ Was it the right amount of support?
- ▶ Was this support helpful when making decisions about choices of services and facilities?
- ▶ Did the individual receive the right information to help them make decisions about support and about the facilities and services on offer?

Your assessment criteria:

- 4.2** Support an individual to provide feedback on their experience of accessing and using services and facilities.
- 4.3** Work with an individual to evaluate the support provided for accessing and using services or facilities.

Reflect

Reflect on how you, as a care worker, can support an individual in your practice placement to provide feedback on their experience of accessing and using services. Write 100 words in your journal.

Identify and agree changes

It is important to encourage the individual to identify any changes needed to improve their experience of and the quality of outcome from accessing and using services or facilities. This has several important benefits:

- ▶ It allows them to express their own ideas about potential changes in the services and facilities that are on offer.
- ▶ It will help the individual to appreciate the positive aspects of their experiences.
- ▶ Participating in their own plan will help to build their confidence when accessing services in the future.
- ▶ It will make them a more discerning service user who takes responsibility for the plan and is able to comment on their care.

Record views and pass on feedback

When supporting an individual to identify and agree changes in their care:

- ▶ Record a summary of their comments and ask the individual to agree that you have recorded their views correctly and accurately.
- ▶ At the earliest opportunity, provide feedback to them regarding actions that are being taken as a result of their feedback.
- ▶ Ensure that comments and feedback are passed on through the appropriate channels in a timely and professional manner.

Ask questions

Remember to use open questions, not leading questions when asking for the individual's assessment of services or support. Ask 'How did you find that leaflet I gave you?' not 'That leaflet was great wasn't it?' If you take an impartial approach, the information you gain will be much more useful to you.

Improve outcomes

As you develop your skills in supporting individuals to access and use services and facilities, they will benefit more. So, taking an impartial approach, try to find out how effective *you* have been in providing guidance on services and facilities. Act on this feedback and you will continue to develop and improve, enabling better access to more appropriate services for individuals. You can also feedback to other members of the team to help improve the general standard of care.

Your assessment criteria:

- 4.4** Identify and agree any changes needed to improve the experience and outcomes of accessing and using services or facilities.

Reflect

Give this activity plenty of thought before you start. Reflect on the relationships you have had with individuals in your practice placement. Consider how you would support an individual to evaluate the support they have received when accessing services or facilities.

Write 100 words and keep this information as evidence.

Case study

Rebecca is 30 years old and lives in sheltered accommodation with her dog and cat. She is confined to a wheelchair and would like to be more active. She has few social contacts and recognises that she needs to go out more.

Following an assessment of need, Rebecca has just started accessing a range of services. She has a home help who comes in twice a week and has joined a local woman's group that she attends once a week. Various speakers attend to give talks. Rebecca has signed up at the local college to attend computer classes – she enjoys spending time on the computer but is a novice. The local council has arranged for a driver to take her to these events.

1. How would you encourage Rebecca to evaluate the services she has started receiving?
2. How would you support her to provide feedback on her experiences of accessing and using services?
3. What strategies would you use in working with her to evaluate the support that has been provided to access the services?
4. How would you identify and agree any changes needed to improve the experience?

Practical Assessment Task

4.1

4.2

4.3

4.4

Review and evaluation are important parts of ensuring that the care and support an individual receives are appropriate and effective in meeting their needs. As a health or social care practitioner you should be able to support individuals to review their access to and use of services and facilities. To demonstrate this you should:

1. work with an individual to evaluate whether services or facilities have met their assessed needs and preferences
2. support the individual to provide feedback on their experience of accessing and using services and facilities
3. work with the individual to evaluate the support provided for accessing and using services or facilities
4. identify and agree any changes needed to improve the experience and outcomes of accessing and using services or facilities.

Your evidence for this task must be based on your practice and experience in a real work environment. Keep any written work that you produce for this activity as evidence towards your assessment. Your assessor may also want to observe or ask you questions about the way you implement security measures in the work setting.

Are you ready for assessment?

| AC | What do you know now? | Assessment task | ✓ |
|-----|--|-----------------|---|
| 1.1 | Describe how accessing a range of services and facilities can be beneficial to an individual's wellbeing | Page 8 | |
| 1.2 | Identify barriers that individuals may encounter in accessing services and facilities | Page 8 | |
| 1.3 | Describe ways of overcoming barriers to accessing services and facilities | Page 8 | |
| 1.4 | Explain why it is important to support individuals in challenging information about services that may present a barrier to participation | Page 9 | |



| AC | What can you do now? | Assessment task | ✓ |
|-----|---|-----------------|---|
| 2.1 | Work with an individual to identify a range of services and facilities likely to meet their assessed needs | Page 13 | |
| 2.2 | Agree with an individual their preferred options for accessing services and facilities | Page 13 | |
| 2.3 | Work with an individual to select services or facilities that meet their assessed needs and preferences | Page 13 | |
| 3.1 | Identify with an individual the resources, support and assistance required to access and use selected services and facilities | Page 17 | |
| 3.2 | Carry out agreed responsibilities to enable the individual to access and use services and facilities | Page 17 | |
| 3.3 | Explain how to ensure an individual's rights and preferences are promoted when accessing and using services and facilities | Page 17 | |
| 4.1 | Work with an individual to evaluate whether services or facilities have met their assessed needs and preferences | Page 21 | |
| 4.2 | Support an individual to provide feedback on their experience of accessing and using services and facilities | Page 21 | |
| 4.3 | Work with an individual to evaluate the support provided for accessing and using services or facilities | Page 21 | |
| 4.4 | Identify and agree any changes needed to improve the experience and outcomes of accessing and using services or facilities | Page 21 | |