



ENABLE INDIVIDUALS TO FIND OUT  
ABOUT AND USE SERVICES  
AND FACILITIES

*CONTINUOUS TRAINING PROGRAMME  
MODULE THIRTEEN*

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Candidate Name .....

Assessor .....



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# *4 Definitions that make up - CARE*

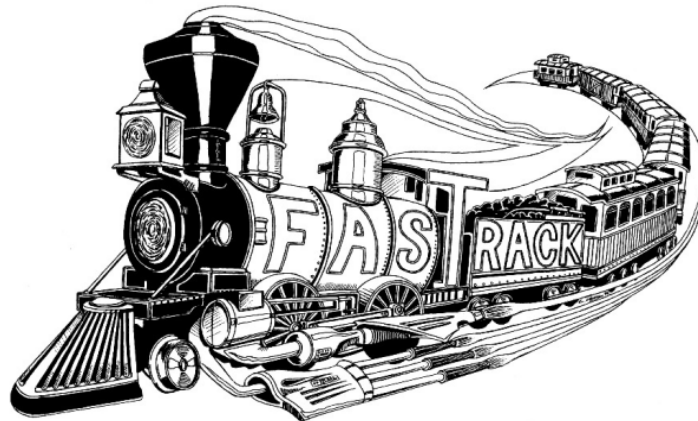
*C*  
*Concern for others*

*A*  
*Awareness  
of their needs*

*R*  
*Respect for  
their individuality*

*E*  
*Empathy with their  
problems / situations*





## **The Name of the Game is to Train**

### **FOREWARD**

*The Jet Continuous Training and Development Modules are designed to Inform, Educate and Probe the Candidates Knowledge and Understanding of the subject matter to confirm their competence on the subject*

This Continuous Training Programme Module is designed to help the candidate in several ways.

To aid the understanding of what the criteria is asking for

To give advice and guidance as to what is required

To gain definitions to help the candidate understand the wording that underpins the criteria

To give relevant answers to the Knowledge Specification Questioning

Information has been collected from previous NVQ training which still has validity as specific training needs and is specific to the subject matter.

Each Unit has its own Jet Certification

I wish you well with your training.

John Eaton RMN, RGN, RN (New York) DipRSA D32/33/34/36



*Certificate of  
Successful Completion*

*of the*



*Enable Individuals to Find out about and Use  
Services and Facilities Module  
recognises*

.....

*as having met the  
Competence Requirement of this Module*

*Date .....*

*Signature .....*



**SKILL FORCE**

# MODULE SUMMARY

This Module is concerned with enabling individuals to access and use available services, through obtaining relevant information, encouraging the individual to use services and facilities and supporting individuals as they use the facilities.

The support provided is appropriate to the individual and their abilities, with the aim of helping the individual to be a self-managing as possible by promoting and supporting their independence.

The services and facilities which might be included are wide ranging such as financial, legal, religious, recreation/leisure, employment, education and training, health, social welfare, everyday living (e.g. shops and laundrettes), transport and mobility and general assistance (e.g. Citizen's Advice Bureaux). It can also include access to individuals who provide services.

You will not be expected to enable individuals to access all the services and facilities to which the Module is potentially applicable. However, knowledge of the main services available and routes of access to them is required so that you will be able to support individuals in accessing a wider range of services than those for which performance evidence is provided.

This Module is designed to be applicable to all settings where such support and assistance is given to individuals.

You will be expected to identify and deal with conflicts which may arise between the individual's wishes and preferences, your own views about the appropriateness of the services requested and the risks to the individual in accessing particular services.

Individual rights of choice are key in this Module as is fair and open access for all individuals who require it.

# **ENABLE INDIVIDUALS TO FIND OUT ABOUT AND USE SERVICES AND FACILITIES**

# **ENABLE INDIVIDUALS TO FIND OUT ABOUT AND USE SERVICES AND FACILITIES**

Clients have differing needs. Each has to grasp knowledge in their own way, in their own manner and at a pace and level that they can cope with and absorb information. When they need information and assistance these principles need to be applied. They may have a physical or mental disability that impedes the gathering of that information. They may need a greater amount of time and be allowed the opportunity to grasp the information and need tolerance in any delays in expressing their requirements

|                         |                          |                          |   |
|-------------------------|--------------------------|--------------------------|---|
| Candidate Understanding | Y                        | N                        | Candidate Initial                         |
|                         | <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 60px;" type="text"/> |

Where possible and practical, clients should be allowed to find the information themselves and be as self-managing as possible. Staff should not intervene in this process unless asked to, or to enquire if the client needs assistance if it is believed that help may be required.

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| Candidate Understanding | Y                        | N                        | Candidate Initial                         |
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Any help given must be of a level and type that in a manner appropriate to their needs, not too much, not too little.

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The level, manner and pace of the discussion must include the right of that client to have a choice where an opportunity for choice exists, and a respect for client's choice should be paramount.

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Any service and facilities required by the client which are relevant to their circumstances, their personal beliefs and their preferences should be available to them. Staff, families, agencies and others involved should use their influence to encourage the client to access the services or facilities required.

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| Candidate Understanding | Y                        | N                        | Candidate Initial                         |
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Where the service or facility needs investigating for suitability, time, space cost, interest, access or other reason, the issues are discussed with the client in order to ensure that the clients needs are fully catered for and the service or facility meets the needs of the client

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| Candidate     | Y                        | N                        | Candidate Initial    |
| Understanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |

Any information given must be given at the appropriate time, place and environment at a pace, level manner and format that the client can understand. This may be written or unwritten, visual or touch sensitive or by electronic process.

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| Candidate     | Y                        | N                        | Candidate Initial    |
| Understanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |

The client after discussion with the carer should understand all aspects of the service or facility being discussed and able to absorb the necessary information. The carer must be quite clear that the client understands what to do and where to go. If the carer feels that there is not enough understanding, then more information is provided in regard to the service or facility

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| Understanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |

The information given must be current, accurate and checked as being consistent with the clients request and needs.

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| Candidate     | Y                        | N                        | Candidate Initial    |
| Understanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |

Once the information regarding a service of facility is given to the client, the client is encouraged to evaluate the information and feedback their thoughts to the carer or the client's team and be encouraged to seek further services and facilities.

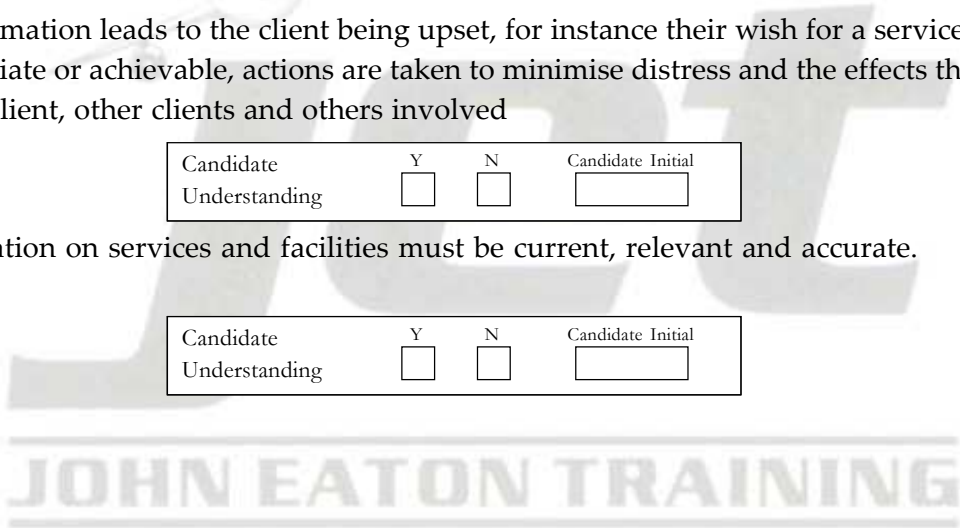
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| Understanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |

Where information leads to the client being upset, for instance their wish for a service or facility is not appropriate or achievable, actions are taken to minimise distress and the effects that has on the individual client, other clients and others involved

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| Candidate     | Y                        | N                        | Candidate Initial    |
| Understanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |

The information on services and facilities must be current, relevant and accurate.

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| Understanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |



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| Assessor Initial ..... | Competent Y [ ] N [ ] ..... Date |









Candidate Name:

*2a. Access*

*Give an example of when a client can go to a service or facility directly:*

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Trainee Signed ..... Date .....  
Assessor Initial ..... Competent Y [ ] N [ ] ..... Date



# ALTERNATIVE STATEMENTS

A CARER SHOULD UNDERSTAND THE FOLLOWING

*One of the four answers below is correct*

- 1  It was close to the end of a shift so I rushed the information to the client and left  
 I garbled the information deliberately so I could confuse the client  
 I gave sufficient time and opportunity to allow the client to express their wishes  
 I allowed the client full opportunities to identify their needs and then left
- 2  The client was able to find the information himself  
 I found the information for the client  
 The client asked for help but I told him to find it himself  
 The client wanted help, so I found all the information myself
- 3  I gave inappropriate help  
 I gave appropriate help but spoke quickly  
 I spoke at the level and manner that the client could understand  
 I used technical terms to show the client that I was an expert in the field
- 4  The level and manner spoken was correct though I restricted the choice available  
 The choice was correct though I demeaned the client by talking down to him  
 The choice, level, pace and manner was appropriate to the client  
 I did not like the choice so I stuck my nose up and walked away
- 5  Access to the facilities and services were restricted  
 The preferences and beliefs of the client was taken into consideration before offering the facility  
 Access to the facilities were encouraged even though the client preferred not to go  
 Church services were offered even though the client was an atheist and had strong feelings against the deity
- 6  I discussed the sources of information with the client to see if it met their needs  
 The client did not require any information  
 Information and its source was given even though it was not appropriate  
 Appropriate information was given though the client did not understand

Trainee Signed ..... Date .....

Assessor Initial ..... Competent Y [ ] N [ ] ..... Date .....

- 7  The client understood everything that was discussed  
 The client would have understood everything but could not understand the accent  
 I faxed the information to the client who had visual problems  
 I did everything right regarding giving of the information to the wrong client
- 8  I assumed that the client understood the information  
 I checked that they understood the information and the client said they did, but I did not believe them  
 There was no doubt in my mind that the client understood the information as I ran through it with them again  
 The client clearly did not understand the information and I was not going to go through it again
- 9  Information is libellous, ridiculous and cruel  
 Information is factual, honest and unfair  
 Information current accurate and consistent with client need  
 Information is erroneous, calculated and bizarre
- 10  Feedback is a disease that needs treatment  
 Feedback is encouraged and leads to more requests for information  
 Feedback is useful but I make my own assumptions  
 Feedback can lead to negative feelings that can cause bad relations
- 11  The client became angry and distressed so I shouted at them  
 The client became angry and distressed so I shut the door on them  
 The client became angry and distressed, so I discussed the issues and helped reduce the anger  
 The client became angry and distressed but it was their fault in attempting to gain a service that was unobtainable
- 12  Accurate and current information is kept on services and facilities for others to keep continuity of knowledge  
 Accurate and current information is not kept on services and facilities for others to keep continuity of knowledge  
 Inaccurate and current information is kept on services and facilities for others to keep continuity of knowledge  
 Accurate and historical information is kept on services and facilities for others to keep continuity of knowledge

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# ***RANGE***

## ***INFORMATION***

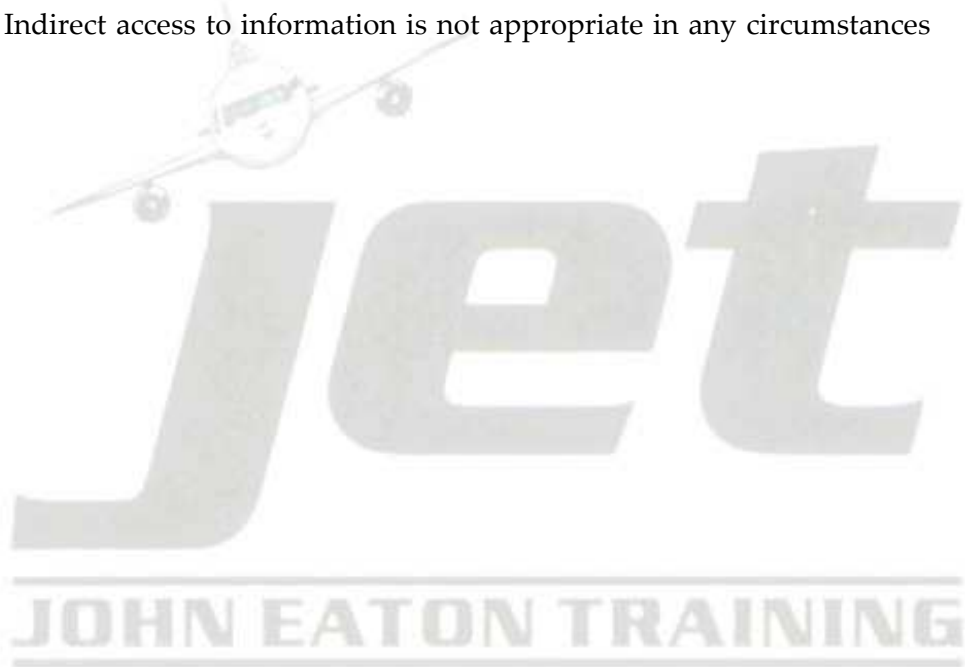
*Three out of six are correct*

- 1
- Unwritten information is not worth the paper it is not written on
  - Unwritten information forms the majority of information flows between carers and clients
  - Written information is helpful in establishing whether a service or facility is available
  - Written information is not worth the paper it is written on
  - Visual information can enhance understanding of a particular facility or service
  - Visual information is always helpful to those with sight impediment

# ***ACCESS***

*Two out of four is correct*

- 1
- Direct access to information can be achieved if the client is capable of accessing it
  - Direct access to information is impossible for any client
  - Indirect access to information is appropriate in certain circumstances
  - Indirect access to information is not appropriate in any circumstances



|                        |                             |            |
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| Assessor Initial ..... | Competent Y [ ] N [ ] ..... | Date ..... |

## ENABLE INDIVIDUALS TO USE SERVICES AND FACILITIES

Clients are given and have the support they need, which is offered to individuals and that support respects their rights and choice and encourages them to be as self managing as possible

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| Candidate Understanding | Y<br><input type="checkbox"/> | N<br><input type="checkbox"/> | Candidate Initial<br><input style="width: 100%;" type="text"/> |
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All clients are encouraged to use services and facilities at a time which is relevant to their appointment or journey to ensure that the effort will achieve the best outcome

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| Candidate Understanding | Y<br><input type="checkbox"/> | N<br><input type="checkbox"/> | Candidate Initial<br><input style="width: 100%;" type="text"/> |
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Any problems in accessing services and facilities are identified and discussed with the individual and agreed actions are taken to reduce them

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| Candidate Understanding | Y<br><input type="checkbox"/> | N<br><input type="checkbox"/> | Candidate Initial<br><input style="width: 100%;" type="text"/> |
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The appropriateness and level of the assistance required by individuals is agreed with them as part of their accessing services and facilities

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| Candidate Understanding | Y<br><input type="checkbox"/> | N<br><input type="checkbox"/> | Candidate Initial<br><input style="width: 100%;" type="text"/> |
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| Trainee Signed .....   | Date .....                       |
| Assessor Initial ..... | Competent Y [ ] N [ ] ..... Date |







# ALTERNATIVE STATEMENTS

A CARER SHOULD UNDERSTAND THE FOLLOWING

*One of the four answers below are correct*

- 1  We do not uphold services and facilities choice's for clients  
 We uphold services and facilities choice's for clients  
 We uphold services and facilities choice's for clients for a small fee  
 We do not uphold services and facilities choice's for clients except in certain circumstances
  
- 2  Clients recieve best outcomes from services and facilities  
 I got them their at the right time, pity it was the wrong day  
 Clients should not recieve best outcomes from services and facilities  
 They made their way to the appointment, but it had been cancelled and no one told the client
  
- 3  There were no problems in accessing services and facilities, but we made them  
 The client weanted utopia and we gave it to them  
 There were problems in accessing services and facilities, but we worked through them  
 The client weanted utopia but I said we dont play board games here
  
- 4  The level of assitance was agreed with the client even though it was inappropriate  
 The level of assitance was dis-agreed with the client even though it was appropriate  
 The level of assitance was agreed with the client even though it caused a lack of independance and confidence  
 The level of assitance was agreed with the client as it helped the clients independance and confidence
  
- 5  The activity was a success, so the we agreed that the client could be more independant next time  
 The activity was not a success, so the we agreed that the client could be more independant next time  
 The activity was a success, so the we agreed that the client could not be more independant next time  
 The activity was a success, so the we agreed that the client could be more dependant next time
  
- 6  Once the activity has been achieved, the individual was belittled for their attainment  
 Once the activity has been achieved, the individual was bypassed for their attainment  
 Once the activity has been achieved, the individual was praised for their attainment  
 Once the activity has been achieved, the individual was braised for their attainment

Trainee Signed ..... Date .....

Assessor Initial ..... Competent Y [ ] N [ ] ..... Date

# *RANGE*

## *SERVICES AND FACILITIES*

*Two out of four are correct*

- 1
- Facilitating help and advice for accessing services and facilities are available
  - Facilitating help and advice for accessing services and facilities are unavailable
  - I am quo vadis in helping clients to achieve services and facilities
  - I am proactive in helping clients to achieve services and facilities



|                        |                           |            |
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| Trainee Signed .....   | Date .....                |            |
| Assessor Initial ..... | Competent Y[ ] N[ ] ..... | Date ..... |

# KNOWLEDGE AND UNDERSTANDING QUESTIONS

Why should a client be self-managing:

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Why would it be necessary for the client to discuss the nature and purpose of accessing a service or facility:

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Why should the client be informed of their rights:

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Why is it important to respect the client's wishes about the service they wish to access:

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Give an example of why confidentiality is needed when a client wishes to access a service or facility:

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|------------------------|-----------------------------|
| Trainee Signed .....   | Date .....                  |
| Assessor Initial ..... | Competent Y [ ] N [ ] ..... |
|                        | Date .....                  |

How would you maintain and enhance that confidentiality:

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When would a client need full support for accessing a service or facility and why would the support be gradually withdrawn:

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What services are accessed within your Home at this time:

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Give an example of how you would help access a service or facility when there is a problem accessing it:

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What restrictions may prevent a client accessing a service or facility:

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What factors may prevent a client gaining access to a service or facility:

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| Trainee Signed .....   | Date .....                  |            |
| Assessor Initial ..... | Competent Y [ ] N [ ] ..... | Date ..... |

Give an example of how a client may become distressed by not being able to access a service or facility:

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If you were concerned that the access for services or facilities was not appropriate to the need, how would you resolve the conflict of views:

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Give an indication of the difficulties and risks that may arise as a result of accessing a service or facility:

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What would your strategy be for dealing with a client who is too independent for their setting, and what risks would that entail:

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Who and how would you contact regarding accessing services of facilities which may be involved in the care plan:

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| Trainee Signed .....   | Date .....                  |            |
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How would you maintain confidentiality about a client's access to services or facilities:

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How would you attempt to enable a client to access services and facilities where there are access difficulties:

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How would you assess whether an individual is utilising the support they require to access a service or facility to their needs and what would you do if they were not:

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| Trainee Signed .....   | Date .....                  |            |
| Assessor Initial ..... | Competent Y [ ] N [ ] ..... | Date ..... |