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|  | ***Learner Resource*** |
| **Reviews in adult social care** | |

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Version 1.March 2024

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# Types of review

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|  | Different types of reviews-Notes  1.  2.  3.  4.  ---------------------------------------------------------------------------------------  --------------------------------------------------------------------------------------- |

**The Process**

**Information**

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| --- | --- |
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**The unplanned review**

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|  | Questions  1. Can you think of any occasions when an unplanned review would be required?  ----------------------------------------------------------------------------------------  2. What are some of the issues with an unplanned review? |

**The requested review**

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| --- | --- |
|  | You receive an email from a relative of an older person receiving care and support at home. The email informs you that the person’s condition is deteriorating and supplies evidence from the GP of recent visits.   1. Would you offer a review and why?   ------------------------------------------------------------------------------- |

**Substantial difficulty**

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|  | *Activity:*  What is meant by substantial difficulty? |

**Advocacy**

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|  | **What is advocacy?**  “Advocacy is taking action to help people say what they want, secure their rights, represent their interests, and obtain services they need. Advocacy promotes social inclusion, equality, and social justice. “  (The Advocacy Charter, 2018).  https://www.voiceability.org/about-advocacy/types-of-advocacy/care-act-advocacy |

**Strengths-based approach**

|  |  |
| --- | --- |
|  | <https://www.yourlifeyourway.uk/> |

**Accessible information standards**

**Communication**

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| --- | --- |
|  | An e-learning course is available via elfh (NHS England) Accessible Information Standard – e-learning for healthcare (e-lfh.org.uk)  (More info https://www.england.nhs.uk/about/equality/equality-hub/patient-equalities-programme/equality-frameworks-and-information-standards/accessibleinfo/ ) |

**Crib sheet**

Activity

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | Activity: Reflecting on all the information you have seen so far and your own experiences please work together in groups to devise your own ‘crib sheet’- a tick list for you to refer to when carrying out a review. It may help to use the three columns suggested in your learner resource: Prior, During, and After. You have 15 minutes for this task.     |  |  |  | | --- | --- | --- | | **Prior** | **During** | **After** | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |

**Positive behaviour support**

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|  | <https://www.challengingbehaviour.org.uk/wp-content/uploads/2021/02/003-Positive-Behaviour-Support-Planning-Part-3.pdf> |

**Reviewing 1-1**

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| --- | --- |
|  | What are the benefits of reviewing 1-1 care and support?  ---------------------------------------------------------------------------------------- |

**Any questions and resources**

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| --- | --- |
|  | <https://www.voiceability.org/about-advocacy/types-of-advocacy/care-act-advocacy>  <http://helensandersonassociates.co.uk/about/how-can-we-help-you/our-courses/person-centred-thinking/>  <https://www.england.nhs.uk/about/equality/equality-hub/patient-equalities-programme/equality-frameworks-and-information-standards/accessibleinfo/> |