

# Practitioner User Guide

How to make the most of your subscription

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# WELCOME TO COMMUNITY CARE INFORM ADULTS AND CONGRATULATIONS ON YOUR NEW LICENCE

Community Care Inform Adults is designed specifically for social work professionals working in adults services. The tool provides practical guidance on a range of topics in a quick and accessible format to support your practice and your CPD.

It is more than likely you are receiving a licence through your organisation, and they will have taken the initial steps to purchase licences and assign a licence to you, but you will still have to activate and set up your account before you can start using Community Care Inform Adults. This guide is designed to help you get started.

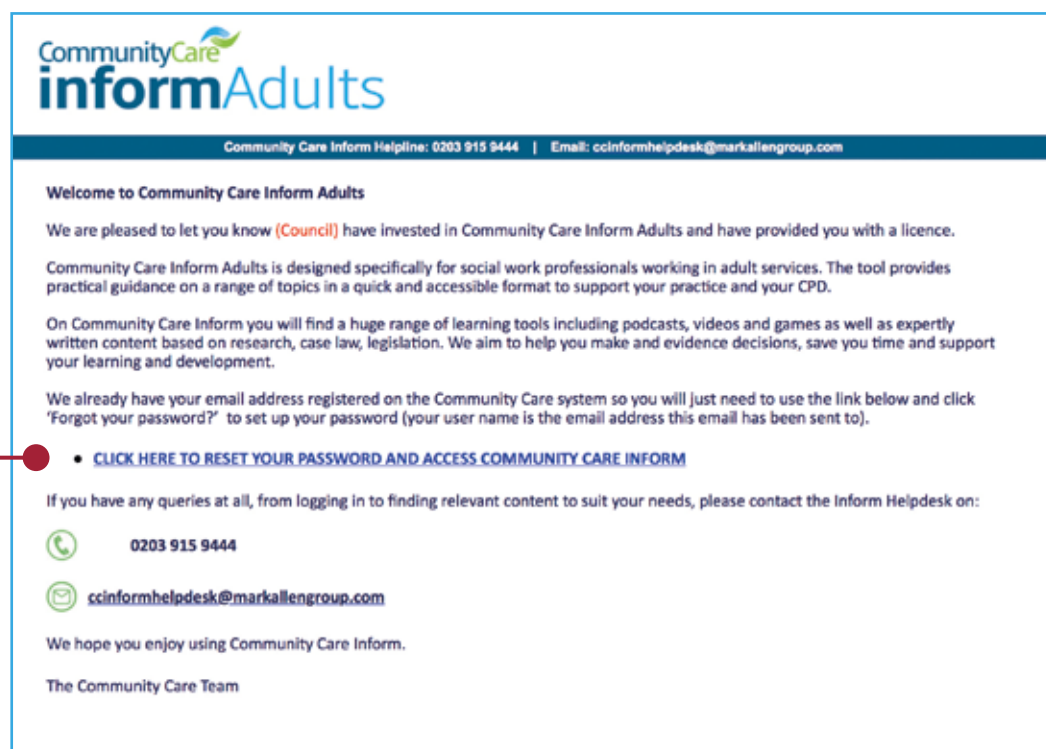
On Community Care Inform Adults you will find a huge range of learning tools including podcasts, videos and quizzes as well as expertly written content based on research, case law and legislation. We aim to help you make and evidence decisions, save you time and support your learning and development.

This guide gives instructions on setting up your account and making the most of your access to Community Care Inform Adults.

## GETTING STARTED

Once your licence has been assigned to you, you will receive an email to activate your account, which will look something like this:

Simply click on the link to activate your account and that will take you through to the log in page.



If you are unable to login please select "Forgot your password?" and change your password.

For help/support please contact customer success on 020 3915 9444 or  
ccinformhelpdesk@markallengroup.com

#### Organisation/Council login

If you've registered to access this resource, or have been given an individual login, please enter your details below.

Email

Password

[Forgot your password?](#)

☐ Remember me

Login

#### Institution login

Your institution or trust may have purchased access to this resource. Tell us who you are with and we'll check for you.

Find

Institutions near you:

- Heart of Worcestershire College
- North East Worcestershire College
- University of Worcester
- Bournville College
- University of Birmingham

When first activating your account, you should click on the 'Forgot your password?' link. This will take you through to the password reset page.

If you are unable to login please select "Forgot your password?" and change your password.

For help/support please contact customer success on 020 3915 9444 or  
ccinformhelpdesk@markallengroup.com

## Password reset

If you've forgotten your password, we can email you a link which will allow you to reset it. Just tell us your email address...

Email

Next

[Return to login page](#)

Simply enter the email address associated with your account (normally your work email address), click submit and you will receive an email with a link to reset your password. From this email, follow the on-screen instructions to set up your password.

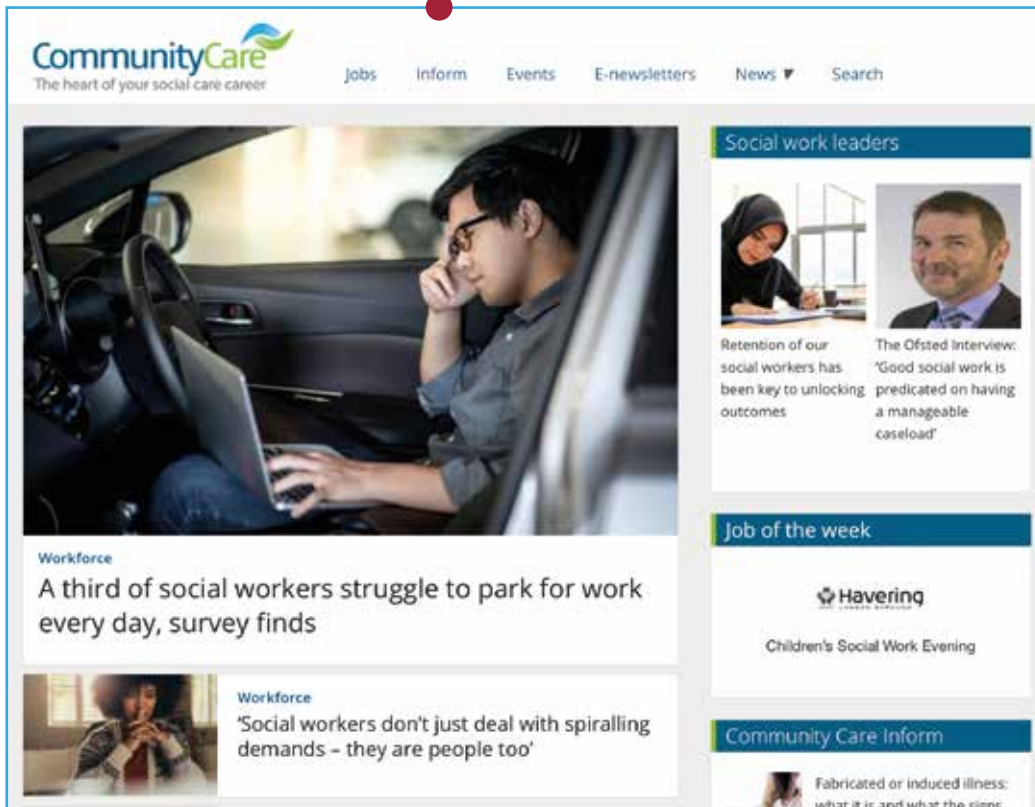
**YOU ARE NOW READY TO LOG IN TO  
COMMUNITY CARE INFORM ADULTS**

## ACCESSING COMMUNITY CARE INFORM ADULTS FOR THE FIRST TIME

Community Care Inform Adults is a web-based practice support tool and can be found via any search engine - simply type in **Community Care Inform Adults**.

For ease of use you can always add our url **adults.ccinform.co.uk** to your favourites.


It can also be found on the main Community Care site **www.communitycare.co.uk** – click on the **'Inform'** tab at the top of the page.



If accessed from the main Community Care website you will then be given the choice to visit the **Children** or **Adults** site.

Once on the home page, click the green **'Login'** button, which will take you through to the login page where you should enter your email address and password.





If you are unable to login please select "Forgot your password?" and change your password.

For help/support please contact customer success on 020 3915 9444 or [ccinformhelpdesk@markallengroup.com](mailto:ccinformhelpdesk@markallengroup.com)

### Organisation/Council login

If you've registered to access this resource, or have been given an individual login, please enter your details below.

**Email**

**Password**

[Forgot your password?](#)

☐ Remember me

### Institution login

Your institution or trust may have purchased access to this resource. Tell us who you are with and we'll check for you.

Institutions near you:

- Heart of Worcestershire College
- North East Worcestershire College
- University of Worcester
- Bournville College
- University of Birmingham

Don't forget to click **'Remember me'** so you don't have to keep re-entering your log in details each time you use Community Care Inform Adults.



Community Care Inform Adults is accessible on PCs, laptops, tablets and mobile phones and one login will allow you access via multiple devices, even when out of the office or at your home.

This is the Community Care Inform Adults home page which you will come to when you first log in to the site.

The very first thing you should do to make logging in even easier is create a shortcut on your desktop when using a PC or laptop. This can be done by going to the bottom of the home page and clicking and dragging the Desktop shortcut icon onto your desktop (and don't forget you can rename this shortcut into something that is easier for you).

Don't forget, you can bookmark the login page or add it to your favourites when using a mobile device.

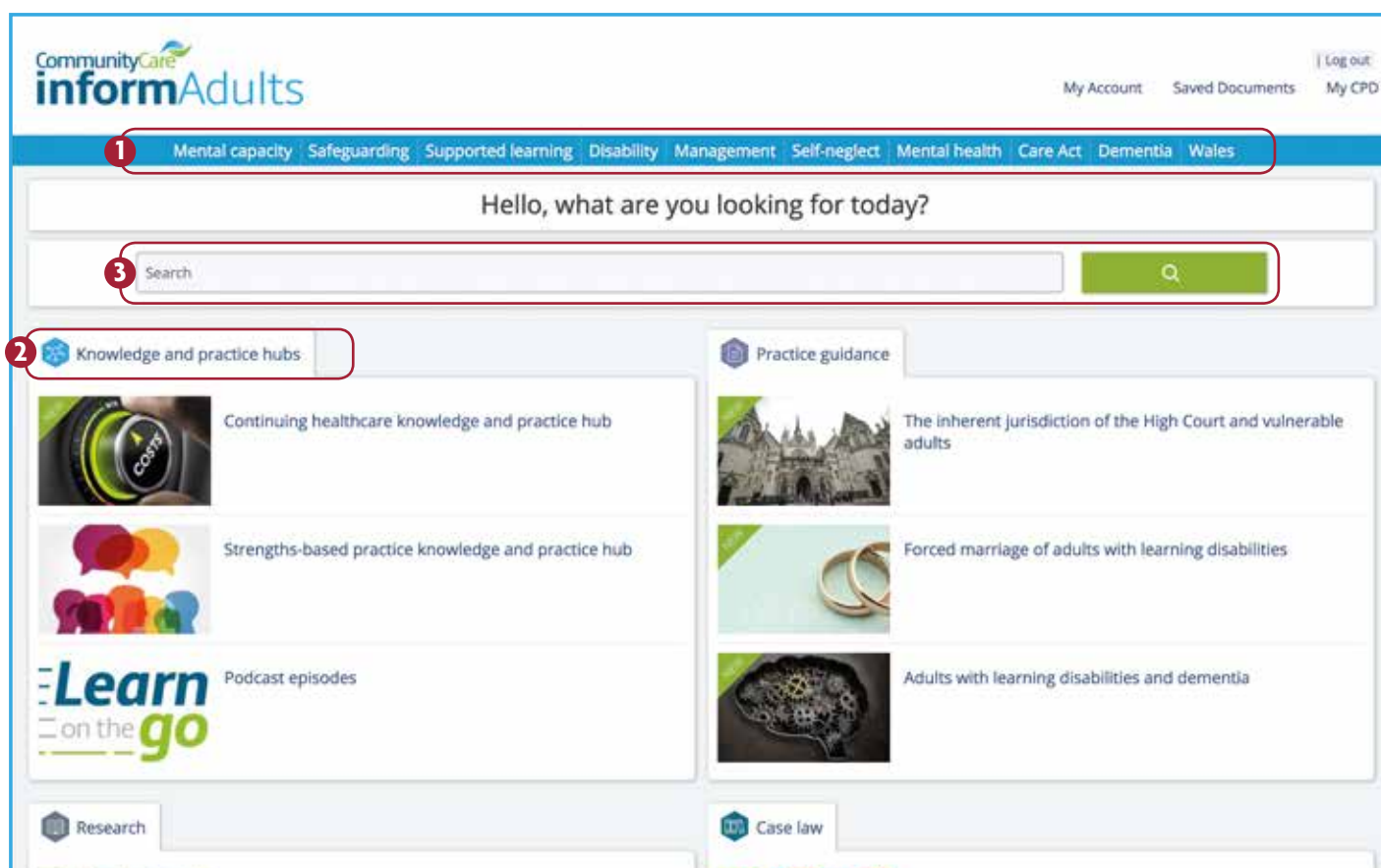
Now that we've shown you how to log in, whether for the first time or subsequent uses, it's time for us to show you how to get the most from this tool.

## MAKING THE MOST OF COMMUNITY CARE INFORM ADULTS

### Finding content:

You can review the latest hubs, guidance and research available by scrolling through the home page.

Alternatively there are other ways to search the site:



- 1 Through our knowledge and practice hubs, with key topics available in the blue bar at the top of the page.
- 2 Via the first tab, which pulls together current trending knowledge and practice hubs. If you click on the tab itself, it will take you to a full library of all the knowledge and practice hubs available on Community Care Inform Adults.
- 3 Entering the term or topic you wish to find information on using the search bar (we'll talk more about this later).



## Knowledge and practice hubs

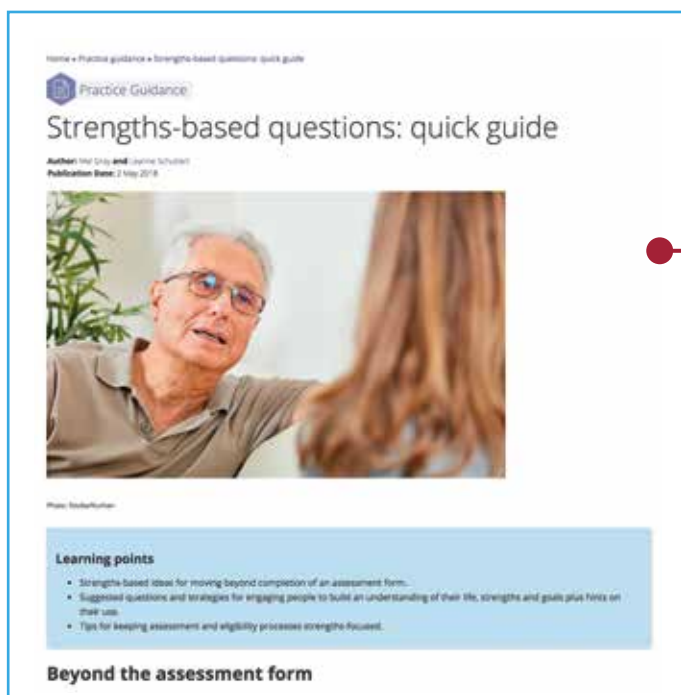
If we look at the safeguarding knowledge and practice hub as an example, you can see all the content available in this area. We split it up into useful sub-sections so you can easily navigate your way through the content, for example, within the safeguarding hub we have:

- Safeguarding and the law
- Safeguarding in practice
- Training and resources

We know that practitioners are often extremely short of time, so our quick guides are designed with that in mind and provide you with a one-page overview - ideal if you just want a recap or are new to that particular area of practice. Let's take a look...



Clicking on this quick guide link will take you through to this page, which we can see is broken down into learning points, examples of questions, tips, points for practice, and in this particular guide, a handy list of relevant, strengths-based words to help refresh and expand your vocabulary.

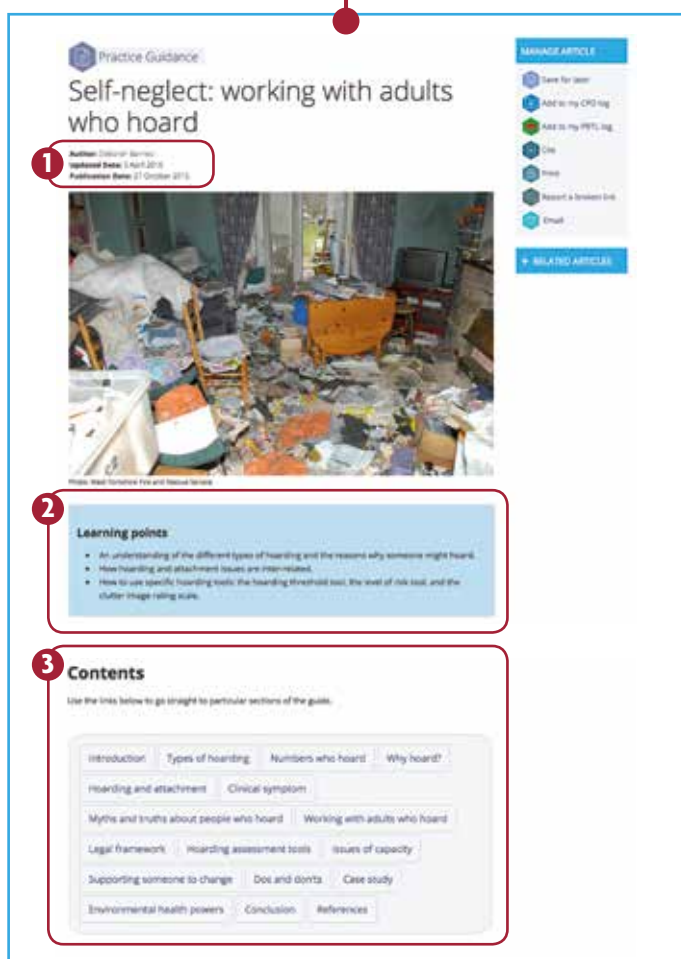


However, if you are looking for further information and in-depth guidance, you will find our more extensive guides invaluable. If you go back to the safeguarding knowledge and practice hub home page, you will see our guide to working with adults who hoard.

This is a more extensive guide with even more useful features.



- 1 At the top you will see the author and date published. Sometimes you might see an updated date if case law or the content has been updated since the initial publication date.
- 2 These guides include learning points so that you know what you'll get out of it.
- 3 Contents list, so you can easily navigate around the article. For example, you might just want to look at 'Gathering and analysing information' as you are short on time; you can click that heading and you will be taken straight to that area of the site.



## Case study

Dave is a 46-year-old man who suffers from acute depression and anxiety and uses mental health services. Substance misuse services are also involved, predominantly because of his excessive use of alcohol. Alcohol consumption has resulted in peripheral neuropathy (nerve damage) which means that he uses a wheelchair.

Using the clutter rating tool, Dave's flat would be rated seven on the scale. He has collected huge amounts of computer equipment and electrical goods over the years with the intention of restoring them and selling them on the internet.



Photo: FotniaPera Novack

Dave was an electrician until 10 years ago when his mental health declined following the death of his mother and a divorce from his wife. Dave blames himself for the divorce saying that he was drunk and aggressive. Dave describes himself as a nasty person.

Dave's kitchen is filled with empty takeaway cartons which have caused mould and flies to accumulate and have made the neighbours concerned about rats.

Dave smokes in the house and drops cigarettes on the floor causing a severe fire risk to himself and others. He cannot independently get out of the house as he refused to engage with occupational therapy services to get a better wheelchair and a stairlift. He lives in an upstairs flat with no accessible escape route.

[+ Read how Dave was supported to change his hoarding behaviour](#)

## Environmental health powers

Environmental health services become involved when there is an absolute need because the hoarding is impacting on the wider community. Environmental health services are part of the regulatory arm of local authorities with access to a range of enforcement powers which can be used in hoarding cases.

[+ Read more about the environmental health powers that can be used](#)

## Conclusion

Social work history acknowledges the complexity of social work practice. Jordan (2000, p77) says, "Social work practice has always worked in the space between law and policy on one hand and family,

You will often come across blue boxes and plus signs – you can click on these to expand the information available. In this instance it gives further information of a real-life case scenario which shows how these points affect practice. In fact, wherever you see a plus sign you can click on it to reveal more in-depth information.

There are also support tools to help you in your role. If we go back to the contents list and click on Hoarding assessment tools, you'll be taken to a range of assessment tools available for this area of practice.

## Contents

Use the links below to go straight to particular sections of the guide.

Introduction	Types of hoarding	Numbers who hoard	Why hoard?
Hoarding and attachment	Clinical symptom		
Myths and truths about people who hoard	Working with adults who hoard		
Legal framework	Hoarding assessment tools	Issues of capacity	
Supporting someone to change	Dos and don'ts	Case study	
Environmental health powers	Conclusion	References	

## Hoarding assessment tools

Alongside their standard assessment procedures or safeguarding procedures, local authorities and their partners may have specific protocols or assessment tools regarding hoarding. For areas that do not have specific protocols or tools, these tools may prove helpful in assessing and responding to hoarding cases.

The following screening questions may help you determine whether an adult is hoarding, and, if so, provide the information needed to alert other agencies.

### + Screening questions to ask when you suspect a risk of hoarding

Following your assessment, if you have concluded that the person in question is hoarding, the hoarding threshold tool, the level of risk tool, and the clutter image rating scale (below) are more extensive assessment tools designed to assess the level of risk posed by a person's hoarding, and determine what action to take next.

The threshold tool enables practitioners to assess the seriousness of the person's hoarding – whether low, moderate or high risk – by referencing a table of factors. Practitioners can also ask questions to assess levels of risk in relation to the person's vulnerability, background to their hoarding, impact on others, suspected abuse or neglect or the need for legal intervention. The level of risk tool has been designed to be used in combination with the clutter image rating scale.



Again, you will see each of these is expandable by clicking on the blue box and plus sign.

As you will see, the clutter image rating scale is a useful visual tool to help you when making an assessment.

+ Hoarding threshold tool
+ Level of risk tool
Clutter Image rating scale

Select the photo that most accurately reflects the amount of clutter in the room.

Bedroom

Under section 2 of the MCA, a person lacks capacity to make a decision if they are unable to make the decision at the material time because of an impairment or disturbance in the functioning of the mind or brain. As set out above, this is likely to apply to a person who hoards because it is often a symptom of a mental health condition or can be seen as a disorder in its own right.

Under section 3, a person is unable to make a decision if they are unable to:

- Understand the information relevant to the decision.



You can always click the blue arrow in the bottom right hand corner of your screen which will take you straight back to the top of the page.

**Multimedia learning**  
Webinar: safeguarding under the Care Act 2014

**Multimedia learning**  
Research podcast: safeguarding adults reviews and self-neglect

**Multimedia learning**  
Video: how family group conferences can safeguard adults


If we take another look at the safeguarding knowledge and practice hub we can see, under the training and resources heading, there are other types of content available to suit different learning styles, for example webinars, podcasts and videos.

Please see page 17 for more about different learning tools available and podcast listening guidance.

## Mental Capacity

Let's take a closer look at the mental capacity knowledge and practice hub where we have a range of different information dealing with this subject area, broken down under the following headings:

- At a glance
- Assessing mental capacity
- Deprivation of liberty
- The law: what you need to know
- Best interests assessor role
- Important case law on deprivation of liberty
- Best interests
- Further resources







 Knowledge and Practice Hubs

# Mental capacity, deprivation of liberty and best interests knowledge and practice hub

**Author:** Community Care Inform  
**Updated Dates:** 18 March 2019  
**Publication Dates:** 16 June 2016

### Learning points

- The key steps to follow when assessing capacity or making a best interests decision.
- Using the Guzzardi test to determine whether a situation amounts to a deprivation of liberty.
- What case law says about the capacity to consent to sexual relations and marriage.
- Test your knowledge of the law on mental capacity and deprivation of liberty (only available to organisations with a workforce licence).

At a glance	Assessing mental capacity	Deprivation of liberty
		
<a href="#">Quick guide to assessing capacity</a>	 <b>Supported learning</b> <i>Supported learning content is only available to organisations with a workforce licence. Find out more about supported learning <a href="#">here</a>.</i>	 <b>Supported learning</b> <i>Supported learning content is only available to organisations with a workforce licence. Find out more about supported learning <a href="#">here</a>.</i>
<a href="#">Quick guide to making best interests decisions</a>	<a href="#">Learn as a group: a practical analysis of a mental capacity assessment</a>	 <b>Multimedia learning</b> <a href="#">Video: Mr and Mrs E and the story of the Bournewood gap</a>
<a href="#">Quick guide to the Deprivation of Liberty Safeguards framework</a>	<a href="#">Case law and the process of assessing capacity</a>	<a href="#">Flowchart: deprivation of liberty – a legal overview</a>
<a href="#">Quick guides to deprivation of liberty in different scenarios:</a> <ul style="list-style-type: none"><li>• in care homes</li><li>• in supported living</li><li>• in psychiatric settings</li></ul>	<a href="#">Case law and capacity to</a>	

As you will see we have quick guides, for example this quick guide to assessing capacity, which offers a useful overview on how to assess capacity in six key steps.

You will see the guide offers a number of opportunities to expand on the information available; in this example, we can click and expand on:

Home » Practice guidance » Assessing capacity: quick guide

Practice Guidance

# Assessing capacity: quick guide

Author: Emma Bishop  
Publication Date: 7 April 2018

MANAGE ARTICLE

- Save for later
- Add to my CPD
- Add to my PKTL
- File
- Print
- Report a broken link
- Share

+ RELATED ARTICLES

## Key steps

**Step 1: the starting point**  
The principles of presumption of capacity and respecting a person's entitlement to make unwise decisions (principles 1 and 3 of the Mental Capacity Act 2005) is the starting point for any capacity assessment.

The Mental Capacity Act 2005 (MCA) makes the starting point for professionals very clear - you must start from the assumption that a person has capacity to take a decision unless it is established that they lack capacity. This applies even when the person has some impairment or disability or is unable to function independently in the community in every aspect of their life. This is fittingly also the first principle of the MCA:

**Principle 1:** A person must be assumed to have capacity unless it is established that he lacks capacity.

The second important point to remember from the outset of any capacity assessment is that people can make unwise decisions and that professionals must respect this, even when these decisions seem extremely foolish or irrational. We all make unwise decisions from time to time, but as long as we understand the reasonably likely consequences of these decisions we are perfectly entitled to make them. This point is enshrined in the third principle of the MCA:

**Principle 3:** A person is not to be treated as unable to make a decision merely because he makes an unwise decision.

**Step 2: capacity is decision and time specific**  
Saying that someone lacks capacity is meaningless. You must ask yourself: "what is the specific decision that needs to be made at this point in time?" If you do not define this question before you start undertaking the assessment, the exercise will be pointless and may lead to the wrong outcome.

The MCA code of practice supports this point in paragraph 4.4: "An assessment of a person's capacity must be based on their ability to make a specific decision at the time it needs to be made, and not their ability to make decisions in general."

**Step 3: preparation for capacity assessments**  
Remember that a crucial step of assessing capacity is to prepare yourself for the assessment - don't go in with a blank canvas.

**Points to carefully consider in advance**

**Step 4: take all practicable steps**  
Remember to take all practicable steps to help someone make their own decision (principle 2 of the MCA).

You have to ask yourself if there is something that you can do which might mean that an individual would be able to make the decision for themselves. This is also the second principle of the MCA:

**Principle 2:** "A person is not to be treated as unable to make a decision unless all practicable steps to help him to do so have been taken without success".

There are several ways in which people can be helped and supported to enable them to make a decision for themselves. These will vary depending on the decision to be made, the timescale for making the decision and the individual circumstances of the person making that decision.

**Points to check**

Photo: tashatuvanga/Fotolia

**Step 5: applying the test**  
The MCA test for capacity has two aspects, consisting of the diagnostic element (that is, is there an impairment of, or a disturbance in the functioning of, the mind or brain) and the functional element (unable to make a decision which means being unable either to understand, retain or 'use or weigh' information relevant to the decision. A person is also unable to make a decision if unable to communicate their decision).

But what case law shows is the need for a link between these two aspects of the test: the 'because of' element, also known as 'the causative nexus'. This requires us to ask whether the inability to make the decision (functional element) is 'because of' the impairment or disturbance (diagnostic test).

**Test for capacity**

**Step 6: pointers for the functional test**  
For the purposes of the MCA a person is unable to make a decision if they are unable to understand, retain or weigh or use the relevant information or communicate their decision. This aspect tends to be referred to as the functional test.

**Help with the functional test**

**Further information**

- In-depth guide to case law and the process of assessing capacity
- Case study: a practical analysis of a mental capacity assessment
- Guide to assessing mental capacity and making best interests decisions

This guide forms part of Inform Adults' knowledge and practice hub on mental capacity and deprivation of liberty.

Test for capacity

Help with the functional test

Points to carefully consider in advance

Points to check



If we go back to the mental capacity knowledge and practice hub, you will see that, if you have a little more time, you can view our in-depth guide on 'Assessing mental capacity and making best interests decisions' which includes:

- Learning points
- Contents
- Numerous case studies
- Links to in depth case law guidance
- Details of how to record assessments of capacity
- A handy checklist summary
- Plus much more

### Case study 2

Consider a couple, Mr and Mrs Jones, who have been married for 40 years. Mrs Jones develops Alzheimer's disease and gradually her faculties diminish. Mr Jones is the principal carer for his wife, supported by occasional domiciliary carers. He becomes increasingly frustrated at his wife's inability to help herself and to follow directions. One day, in front of a domiciliary worker, his frustrations boil over and he slaps his wife in the face. This is raised as a safeguarding alert by the care agency and a meeting takes place at which it is decided that Mrs Jones should be placed in respite care whilst an investigation is carried out. A worker is asked to assess Mrs Jones' capacity to decide on moving into respite care. In consultation with their manager, the worker argues that this is the wrong question. The assessment of capacity, the worker argues, should be about Mrs Jones' ability to decide to stay in the marital home rather than go into respite care.

### In-depth case law guidance

In addition to this guide, Inform Adults has a suite of in-depth guidance on the lessons from case law on applying capacity, including:

- A general guide to case law and the process of assessing capacity.
- A guide to case law and capacity to consent to sexual relations and marriage.
- A guide to case law and capacity to consent to contraception, birth and terminations.

All of these resources are available on our mental capacity and deprivation of liberty knowledge and practice hub.

### Recording assessments of capacity

Your employer may well have a standard form on which to record assessments of capacity. These will usually be found attached to policy documents or electronically available on the staff internet or intranet. It is important to follow the policies as you are asked but most forms will follow the format of questions below:

- 1 What prompted the assessment? That is, what are the particular issues or circumstances with this particular individual which give rise to a concern regarding their capacity? This might be a formal illness such as a mental illness, an infection, or something less well defined.
- 2 What is the specific decision or decisions which need to be made at this time?
- 3 Is there an impairment of or disturbance in the functioning of the mind or brain? Is this disturbance permanent, temporary or fluctuating? It's important to note that if there is no impairment or disturbance then the person has capacity to make their own decision.
- 4 Is the person unable to make this decision because of that impairment or disturbance? Are they able to understand the decision and the information given to them to help them make that decision; are they able to retain any information given to them; are they able to use that information in the decision-making process and can they communicate that decision to you?
- 5 What evidence do you have to support any assertions you have made about the person's abilities?

Record keeping is, of course, essential in this assessment. You need to be able to show that you have followed the principles of the act as far as possible and that you have evidence to reinforce your views should you decide that the client lacks capacity. Saunders (2012) provides an interesting example of what can go wrong when the principles are not followed. In this case, provision of hearing equipment in line with

Home • Practice guidance • Assessing mental capacity and making best interests decisions

Practice Guidance

## Assessing mental capacity and making best interests decisions

Author: Michael Lyne  
Updated Date: 20 June 2016  
Publication Date: 23 July 2014



Photo: Olivier Le Moal/Photo12

### Learning points

- An understanding of the presumption of capacity.
- The type of practicable steps you can take to support someone to make a decision.
- How to make use of the best interests checklist.

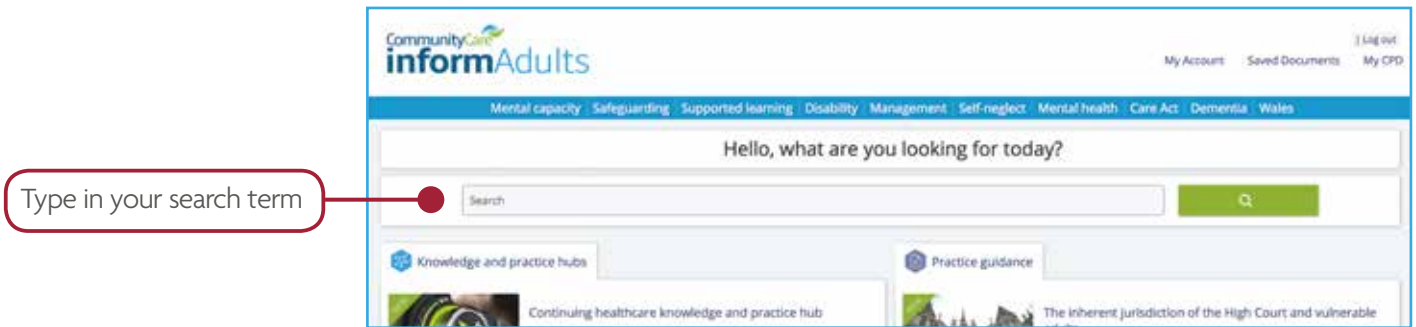
### Contents

Use the links below to go straight to particular sections of the guide. If you are short of time, go straight to our quick guides to assessing capacity and making best interests decisions.

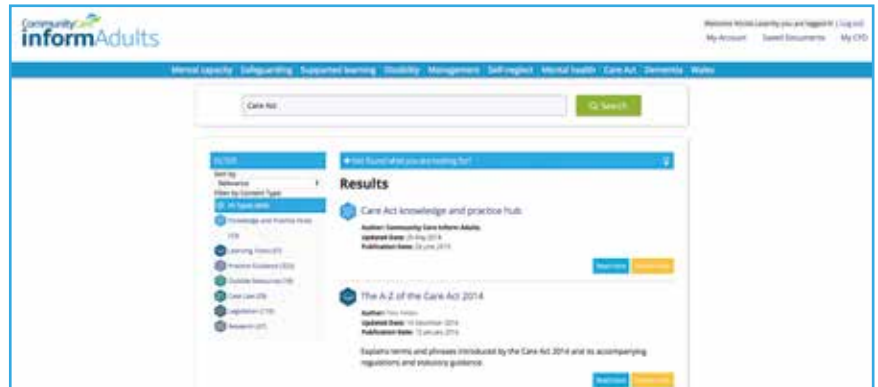
- Introduction
- The presumption of capacity
- The test for assessing capacity
- Practicable steps to support decision making
- Unwise decisions
- Recording assessments of capacity
- Best interests
- Considering a less restrictive alternative
- Conclusion
- CPD questions
- References
- Relevant case law

## Using the search bar:

You can use the search bar to look for something more specific.



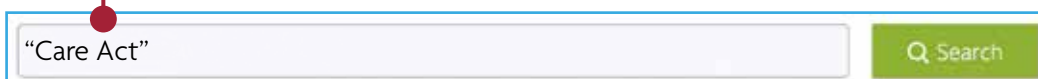
The results will be broken down by content type, allowing you to easily access information suitable to your requirements, for example, Knowledge and Practice Hubs, Learning Tools, Practice Guidance, Outside Resources, Case Law, Legislation and Research.



Sometimes it is helpful to use speech marks if you are searching for a particular phrase.

For example, if you type in Care Act you will be shown any documents that contain the phrase Care Act (which is what we want) but also any document that just has the word Care in it somewhere and any document that just has the word Act in it somewhere. This means there could be results that are not as specific or in the right context for what you are looking for.

In this case it is better to group phrases you are looking for with speech marks as below:



This will ensure that only documents that contain the phrase together will appear in the results.



You can then drill down by the content type that is available on the left-hand side.



You can also filter to have the most recently published at the top by selecting 'Date' in the Sort by drop down on the left-hand side.

## LEARNING TOOLS

We split these learning tools by type:

- Learning exercises (including Learn as a group)
- Video
- Podcasts
- Webinars
- Case Studies

We also have a range of group learning tools to be used in teams which can be easily accessed from the main Community Care Inform Adults home page.



**Learn as a group** tools are aimed at between 5 and 15 practitioners and are facilitated sessions to promote effective practice. There are group discussion points to promote reflection and you are guided on how long to take on each exercise.

**Videos** and **webinars** are embedded in the site for you to watch/listen to at a convenient time.

For our **Learn on the Go** podcasts there are a few ways for you to gain access. See below for details.

## LEARN ON THE GO



### Podcast listening guidance

The Community Care Inform podcast Learn on the Go is designed to help you stay up-to-date with the latest research, theories and practice issues. It means you can access essential learning when and where it suits you, not just at your desk.

There are three main ways to access the podcast:

#### 1 On Community Care Inform Adults website

Each episode of the podcast has its own dedicated Inform page, with a podcast player, key points and a written transcript. This is best for listening at work or in a group learning session.

#### 2 On the podcasting app on your phone

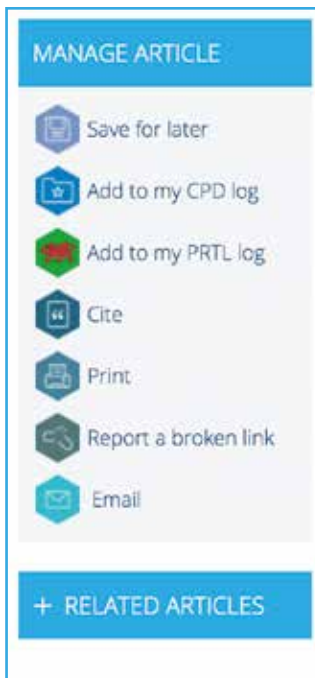
If you have a smartphone, it should have a podcasting app of some kind on it, and we're on them all. iPhone users can find our podcast on iTunes, those with Android phones can use Acast, and for everyone else we're on Spotify, CastBox, Stitcher, TuneIn... the list goes on. Whatever app you use, just search 'Community Care Learn on the Go' and we should come up. Listening on an app is great for when you're out and about, and you can subscribe to the series so that you never miss an episode.

#### 3 On our podcast platform, Spreaker

This is where we host all our Community Care podcasts, so you can have a look at other podcasts we offer, and see all episodes of Learn on the Go. You can also download episodes – useful if you're going to be somewhere without internet access.

## MANAGE ARTICLE

On all of our content, you will see a manage article box on the right-hand side of the page, which you can use to help support your CPD, save documents, cite and reference for your case recording, print or email articles to colleagues.



### Save for later

If you see something you don't have time to look at, you can save for later and it will appear under Saved documents (which you'll find in the top right-hand side of the screen) so that you can come back and find it easily at a convenient time.

### Add to my CPD log

Throughout the pages of our site there's a wide and comprehensive range of information, and as you read on, you'll continue learning, so it's important you record your learning to your CPD log. Simply click 'Add to my CPD log' and you can fill out the four questions in line with HCPC requirements, then click 'Save' when you're done to save them to your log.

To find all your recorded CPD entries, go to the top right-hand corner of the page and click on 'My CPD' which will show you your complete, up-to-date file.

Don't forget, you can export your CPD log to a Word document or print it to take to supervision meetings. You can also add new items to the log – it doesn't have to be from Community Care Inform Adults, but can be from other learning or training you undertake.

### Cite

You can also use the citation tool on an article, which will bring up the full referencing, which you can use in your case recording.



### Print

Prints the page you are currently looking at - perfect for taking guidance to supervision or team meetings.

### Report a broken link

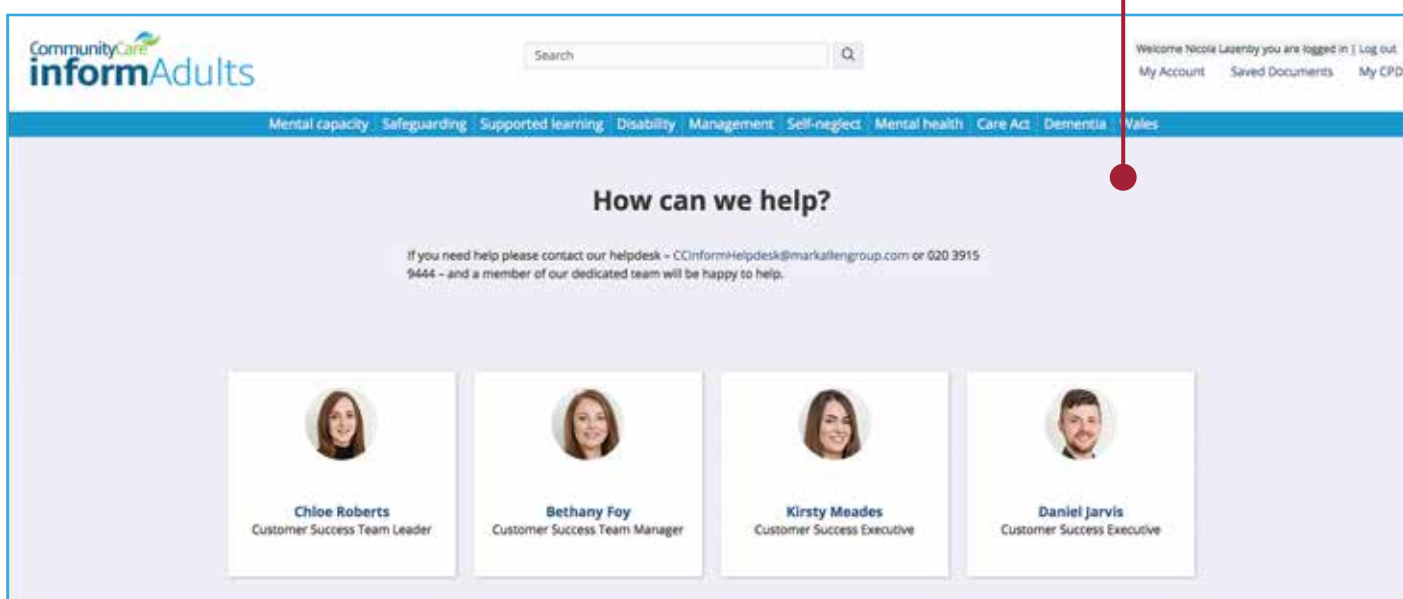
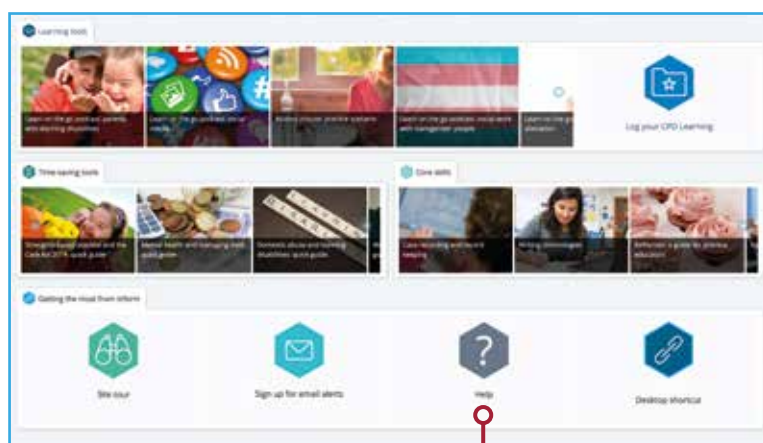
An easy way to let us know if something is not working as it should.

### Email

This allows you to email content to other licence holders.

## HELP WITH COMMUNITY CARE INFORM ADULTS

There is a vast change to amount of content on Community Care Inform Adults for you to explore using these various techniques, but if you ever need any help, have difficulty finding something, or have technical issues, you can click on the **Help icon** at the bottom of the Community Care Inform Adults web pages, or contact the Community Care Inform Customer Success Team who are contactable between 9am and 5.30pm, Monday to Friday, via email at **ccinformhelpdesk@markallengroup.com** or telephone on **020 3915 9444**.





**Please get in touch if you have any questions.**



[adults.ccinform.co.uk](https://adults.ccinform.co.uk)



[ccinformhelpdesk@markallengroup.com](mailto:ccinformhelpdesk@markallengroup.com)



020 3915 9444