

# **Unit 52: Manage Provision to Support Users of Services with Multiple Conditions and/or Disabilities**

**Unit reference number: F/616/7424**

**Level: 5**

**Unit type: Optional**

**Credit value: 4**

**Guided learning hours: 38**

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## **Unit summary**

This unit provides the knowledge and skills needed to be able to review and improve service provision for users of services with multiple conditions and/or disabilities.

In contemporary UK society, living with multiple conditions and/or disabilities has become increasingly common and has an impact across all areas of people's lives. Mental health issues are more prevalent among people with multiple conditions, and the risk increases the more conditions a person lives with.

As a manager, you have the responsibility of reviewing the service provision for users of services who live with multiple conditions and/or disabilities. After a successful review, you will be responsible for researching ways to improve the service provision for these users. This may involve making recommendations for changes to service delivery, giving advice to support the assessment of users of services with multiple conditions and/or disabilities, and developing strategies to improve practice.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand the implications of multiple conditions and/or disabilities for users of services</p>	<p>1.1 Discuss the correlation between conditions and</p> <ul style="list-style-type: none"> <li>• disability</li> <li>• gender</li> <li>• age</li> <li>• ethnicity</li> <li>• socio-economic status</li> </ul> <p>1.2 Analyse ways in which multiple conditions and/or disabilities can impact on users of services</p> <p>1.3 Make justified recommendations for modifications to service delivery with a view to improving outcomes for users of services with multiple conditions and/or disabilities</p>
<p>2 Be able to support a user of services with multiple conditions and/or disabilities</p>	<p>2.1 Work collaboratively with the user of services and/or others to support the user of services, in line with organisational requirements</p> <p>2.2 Provide advice and expertise to support the assessment and/or referral of a user of services with multiple conditions and/or disabilities, in line with organisational requirements</p> <p>2.3 Use referral processes to secure services for the user of services</p>

Learning outcomes	Assessment criteria
<p>3 Be able to develop others to support users of services with multiple conditions and/or disabilities</p>	<p>3.1 Advise and inform others about the implications of multiple conditions and/or disabilities</p> <p>3.2 Evaluate strategies to improve the practice of others with regard to multiple conditions and/or disabilities, in terms of the effectiveness of the strategies in promoting positive outcomes:</p> <ul style="list-style-type: none"> <li>• at an individual level</li> <li>• at an organisational level</li> </ul>
<p>4 Be able to review service provision in respect of users of services with multiple conditions and/or disabilities</p>	<p>4.1 Reflect on own role in relation to providing a service for users of services with multiple conditions and/or disabilities in line with organisational requirements</p> <p>4.2 Evaluate, with others, the extent to which provision in own setting meets the needs of users of services with multiple conditions and/or disabilities using the setting</p> <p>4.3 Implement actions agreed as a result of evaluation within own role</p>

### What needs to be learned

#### **Learning outcome 1: Understand the implications of multiple conditions and/or disabilities for users of services**

##### **Correlation between conditions and disability, gender, age, ethnicity and socio-economic status**

- Multiple conditions and/or disabilities could include a combination of factors relating to:
  - sensory loss
  - physical health
  - mental health
  - physical disability
  - learning difficulty/disability
  - emotional health.

##### **Impact of multiple conditions and/or disabilities on users of services**

- Challenges could include:
  - limited person-centred support
  - poor communication between different agencies and users of services
  - limited access to services
  - lack of 'ownership' for users of services.

##### **Modifications to service delivery for improved outcomes**

- Modifications could include:
  - improvements to the treatment/management of conditions
  - a proactive, holistic and preventive model of care
  - encouraging users of services to play a central role in managing their own care.

#### **Learning outcome 2: Be able to support a user of services with multiple conditions and/or disabilities**

##### **Collaborative working**

- Should be developed in partnership with users of services.
- Should be led by users of services.
- Users of services should be supported by a range of resources.
- Partners could include care givers, friends, colleagues and neighbours.

##### **Others**

- Others, e.g. other professionals, care givers/family members, advocates, colleagues.

## What needs to be learned

### Assessment

- All staff carrying out assessments should be competent in:
  - relevant verbal and non-verbal communication skills
  - the perception of the problem(s) and their impact
  - tailoring information
  - supporting participation in decision-making
  - discussing treatment options.

### Referral processes

- Generally via the GP; discussions between user of services and GP to reach the right choice for the individual.

### Learning outcome 3: Be able to develop others to support users of services with multiple conditions and/or disabilities

#### Implications of multiple conditions and/or disabilities may include:

- fragmented, ineffective support for users of services, possibly undermining management of their conditions
- safety issues regarding medication
- the impact of living with multiple conditions on emotional and psychological health and wellbeing.

#### Others

- Others, e.g. other professionals, care givers/family members, advocates, colleagues.

#### Strategies to improve the practice of others

- Strategies may include:
  - the development of seamless, person-centred support, including key working, joint working between professionals, local area coordinators and cross-agency referral systems
  - improved communication and information sharing
  - improved ways to access services
  - reduction in the number of separate appointments that users of services are required to attend
  - improved support for self-management.

### Learning outcome 4: Be able to review service provision in respect of users of services with multiple conditions and/or disabilities

#### Own role in relation to providing a service for users of services with multiple conditions and/or disabilities

- Own role, including:
  - self-reflection
  - peer reviews
  - appraisal systems
  - feedback mechanisms for users of services requiring the service.

## What needs to be learned

### **Evaluation of the extent to which provision meets the needs of users of services with multiple conditions and/or disabilities**

- Regular review of care needs.
- Specific review as or when needs change.
- Care-planning meetings attended by users of services, care giver/family, professionals providing support.

### **Others**

- Others, e.g. other professionals, care givers/family members, advocates, colleagues.

### **Implementation of agreed actions**

- Actions implemented as a result of action planning, feedback from users of services/care givers/family, following appraisals, peer reviews, self-reflection.

## Information for tutors

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### Suggested resources

#### Book

Lorig K et al – *Self-Management of Long-Term Health Conditions – Third Edition* (Bull Publishing 2014) ISBN 9781936693627

#### Websites

[www.ageuk.org.uk](http://www.ageuk.org.uk)

Age UK – charity dedicated to helping everyone make the most of later life.

[www.kingsfund.org.uk/sites/files/kf/field/field\\_publication\\_file/self-management-long-term-conditions-patients-perspectives-sara-corben-rebecca-rosen-kings-fund-26-july-2005.pdf](http://www.kingsfund.org.uk/sites/files/kf/field/field_publication_file/self-management-long-term-conditions-patients-perspectives-sara-corben-rebecca-rosen-kings-fund-26-july-2005.pdf)

Self-management for long-term conditions: Patients' Perspectives on the Way Ahead

[www.nice.org.uk](http://www.nice.org.uk)

National Institute for Health and Care Excellence – improving health and social care through evidence-based guidance.

[www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)

Skills for Care – provides practical tools and support to help adult social care organisations in England recruit, develop and lead their workforce.

#### Other

Long Term Conditions Alliance Scotland – *Living with Multiple Conditions: Issues, Challenges and Solutions* (2011)

The Health and Social Care Alliance Scotland – *Many Conditions, One Life* (2014)

## Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

### Unit assessment requirements

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

Assessment decisions for learning outcomes 2, 3 and 4 must be made based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for learning outcomes 2, 3 and 4.

Assessment of learning outcome 1 may take place in or outside of a real work environment.