

## Unit 42: Supporting Individuals with Multiple Conditions and/or Disabilities

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<b>Level:</b>	3
<b>Unit type:</b>	Optional (Group B2)
<b>Credit value:</b>	4
<b>Guided learning hours:</b>	31

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### Unit introduction

In contemporary UK society, living with multiple conditions is increasingly common and it has an impact on all areas of an individual's life. Mental health issues are more prevalent among people with multiple conditions, with the risk increasing with the number of conditions with which an individual lives.

The number of individuals living with multiple conditions is higher (and occurs at a younger age) in areas of social deprivation. Older people are more likely to have more than one long-term condition, with many people aged 75 or over living with two or more conditions. As the population ages, multiple conditions are becoming more the rule, rather than the exception. Living with multiple conditions is challenging for the affected individuals and for unpaid carers and families.

This unit gives you the knowledge and skills you need to be able to support individuals with multiple conditions and/or disabilities. You will investigate the support available for individuals, the impact of living with multiple conditions on all aspects of an individual's life and your role in supporting people with multiple conditions. The unit will enable you to demonstrate your ability to assist individuals with multiple conditions and to evaluate the support given that enables them to engage in a variety of activities.

### Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand the impact of multiple conditions and/or disabilities on individuals	1.1	Explain possible multiple conditions and/or disabilities that individuals may have
		1.2	Explain how multiple conditions and/or disabilities may have an additional impact on the individual's wellbeing and quality of life
		1.3	Explain how multiple conditions and/or disabilities may impact on individuals' opportunity to participate in different activities
2	Understand own role in supporting individuals with multiple conditions and/or disabilities	2.1	Explain own role in supporting the wellbeing of individuals with multiple conditions and/or disabilities
		2.2	Explain the steps to take when actions may be outside the scope of own role and responsibilities
3	Understand the support available for individuals with multiple conditions and/or disabilities	3.1	Research the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities in own local area
		3.2	Explain the different equipment that is available to support the additional needs of individuals with multiple conditions and/or disabilities
		3.3	Explain the different resources that are available to support the additional needs of individuals with multiple conditions and/or disabilities
		3.4	Explain the importance of informal networks in providing support to individuals with multiple conditions and/or disabilities
4	Be able to assist individuals with multiple conditions and/or disabilities	4.1	Demonstrate that an individual had been supported in identifying needs and preferences
		4.2	Demonstrate that any resources or specialist equipment that may be required to support an individual to engage in activities has been identified
		4.3	Demonstrate that an individual had been given support to engage in activities that meet their needs and preferences

Learning outcomes	Assessment criteria
5 Be able to evaluate the support provided to an individual to engage in activities	5.1 Evaluate with the individual and/or others how well the activities have met identified needs and preferences 5.2 Reflect on own role to support an individual to engage in activities 5.3 Explain where additional advice, guidance or support can be accessed to improve own practice 5.4 Demonstrate how to adapt own practice to support the needs of the individual

## Unit content

### What needs to be learned

#### **Learning outcome 1: Understand the impact of multiple conditions and/or disabilities on individuals**

##### **Multiple conditions and/or disabilities**

- Could include a combination of factors relating to:
  - sensory loss, e.g. smell, taste, touch, sight, hearing.
  - physical health.
  - mental health.
  - physical disability.
  - learning difficulty/disability.
  - emotional health.

##### **Additional impact of multiple conditions and/or disabilities**

- Challenges for:
  - individuals
  - unpaid care givers
  - families.
- Challenges include:
  - a lack of person-centred support
  - poor communication and information sharing between different agencies and the individual
  - limited access to services
  - lack of 'ownership' for the individual.

##### **Impact on individuals' opportunity to participate in activities**

- People's health is increasingly conceptualised in terms of:
  - quality of life
  - what activities they can do
  - the areas of life they are able to participate in
  - what long-term support they need for living in the community.

##### **Activities**

- Could include:
  - education.
  - employment.
  - leisure activities.
  - social activities.
  - household or domestic tasks.
  - games, e.g. bingo, quizzes.
  - physical activities, e.g. dancing, wheelchair basketball, archery, carpet bowls.

## What needs to be learned

- hobbies, e.g. photography, arts and crafts.

### **Learning outcome 2: Understand own role in supporting individuals with multiple conditions and/or disabilities**

#### **Own role in supporting individuals**

- Providing advice and expertise to support an individual with multiple conditions and/or disabilities.
- Assessing an individual's needs.
- How needs impact on their wellbeing.
- How the individual wants to live their life.
- Aims of the individual.
- How care needs are met:
  - identifying how preventative services may support them
  - simple aids (such as devices to open jars and tins more easily)
  - adaptations to their home (such as handrails)
  - information about support available in the community that might meet their needs ('Meals on Wheels').

#### **Wellbeing**

- Emotional.
- Psychological.
- Physical.

#### **Steps to take when actions may be outside the scope of own role and responsibilities**

- Report to your line manager.
- Refer to the individual's care plan for clarification/to support you with informing the individual why it wasn't possible.
- Refer to your employer's policies and procedures, guidelines, risk assessments.
- Advise the individual that you would try to find out who could help them.
- Work in partnership with others in your team or other professionals, such as community nurses, benefits advisors, physiotherapists.
- Keep the individual informed.

### **Learning outcome 3: Understand the support available for individuals with multiple conditions and/or disabilities**

#### **Roles of local professionals**

- Physiotherapists.

## What needs to be learned

- Occupational therapists.
- General practitioners.
- Pharmacists.
- Community support workers.
- Community nurses.

### **Different equipment**

- Handrails.
- Stairlifts.
- Ramps.
- Wheelchairs.
- Accessible transport.

### **Resources**

- Personal assistants.
- Voluntary drivers.
- Community care assistants.
- Day centres.

### **Informal networks**

- Could include:
  - family.
  - friends.
  - neighbours.
  - special interest groups.

## **Learning outcome 4: Be able to assist individuals with multiple conditions and/or disabilities**

### **Needs and preferences**

- Mobility needs, e.g. wheelchairs, walking aids.
- Sensory needs, e.g. spectacles, hearing aid, interpreter, translator.
- Health needs, e.g. diet, medication, rest.

### **Resources and equipment**

- Transport.
- Daily living aids.
- Mobility aids.

### **Support to engage in activities**

- Assisting individuals with, for example, personal care, daily tasks (shopping, cooking), hobbies.

## What needs to be learned

- Partnering them on activities, e.g. sporting events.

## Learning outcome 5: Be able to evaluate the support provided to an individual to engage in activities

### Review the activities

- Evaluation.
- Feedback.

### Others

- Could include:
  - other professionals.
  - carers/family members.
  - advocates.
  - colleagues.

### Reflect on own support

- Self-reflection.
- Peer reviews.
- Appraisal systems.

### Additional guidance and support

- Managers.
- Training providers.

### Adapt practice

- Additional training.

## Essential information for tutors and assessors

### Essential resources

There are no special resources needed for this unit.

### Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Assessment decisions for learning outcomes 4 and 5 (competence) 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 4 and 5.

Assessment of learning outcomes 1, 2 and 3 (knowledge) may take place in or outside of a real work environment.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

## Suggested resources

This section lists resource materials that can be used to support the delivery of the qualification.

### Textbooks

Lorig K – *Self-management of Long-term Health Conditions*, 3rd edition  
(Bull Publishing, 2014) ISBN 9781936693627

### Other publications

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

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

Older people with social care needs and multiple long-term conditions  
(NICE NG22, November 2015)

### Websites

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

Age UK is the country's largest charity dedicated to helping everyone make the most of later life. Age UK help more than 7 million people every year, providing companionship, advice and support for older people who need it most.

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

The National Institute for Health and Care Excellence (NICE) provides national guidance and advice to improve health and social care.

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

Skills for Care helps create a better-led, skilled and valued adult social care workforce. Skills for Care provides practical tools and support to help adult social care organisations in England recruit, develop and lead their workforce.

