

Unit 27: Manage Provision to Support Users of Services with Multiple Conditions and/or Disabilities

Level:	5
Unit type:	Optional
Credit value:	4
Guided learning hours:	38

Unit introduction

The purpose of this unit is to provide the knowledge and skills needed 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 of mental health problems increases the more conditions a person lives with.

As a manager in the health and social care sector, there is a requirement to review service provision for users of services living with multiple conditions and/or disabilities. Following the successful review, it will be your responsibility to research ways to improve the service provision for these users of services. This could involve making recommendations for changes to service delivery, providing 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, 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
<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"> • disability • gender • age • ethnicity • socio-economic status <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>
<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"> • at an individual level • at an organisational level

Learning outcomes		Assessment criteria	
4	Be able to review service provision in respect of users of services with multiple conditions and/or disabilities	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
		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
		4.3	Implement actions agreed as a result of evaluation within own role

Unit content

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 the user of services
 - limited access to services
 - lack of 'ownership' for the user 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 the user of services.
- Should be led by the user of services.
- The user of services should be supported by a range of resources.
- Partners could include care givers, friends, colleagues and neighbours.

Others could include:

- other professionals
- care givers/family members
- advocates
- colleagues.

What needs to be learned

Assessment

- All staff carrying out assessment 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; discussion between user of services and GP to reach the right choice for the user of services.

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 could 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 could include:

- other professionals
- care givers/family members
- advocates
- colleagues.

Strategies to improve the practice of others could 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, including:

What needs to be learned

- self-reflection
- peer reviews
- appraisal systems
- feedback mechanisms for users of services requiring the service.

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 care needs change.
- Care planning meetings attended by the user of services, care giver/family, professionals providing support.

Others could include:

- other professionals
- care givers/family members
- advocates
- colleagues.

Implementation of agreed actions

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

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.

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 may not 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.

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.

Websites

www.ageuk.org.uk	Age UK
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	National Institute for Health and Care Excellence
www.skillsforcare.org.uk	Skills for Care

Other

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

http://www.alliancescotland.org.uk/download/library/lib_4e858df323e51

Lorig, Dr. Kate – *Self-Management of Long Term Health Conditions – Third Edition* (Bull Publishing 2014)

The Health and Social Care Alliance Scotland – *Many Conditions, One Life* (2014) PDF available online at:

<http://www.jitscotland.org.uk/resource/many-conditions-one-life-living-well-multiple-conditions/>