



Oxford Cambridge and RSA

Unit title:	Long-term conditions
Unit number:	9
Level:	5
Credit value:	15
Guided learning hours:	60
Unit reference number:	T/505/6990

### **UNIT AIM AND PURPOSE**

Long-term or chronic conditions are illnesses that usually cannot be cured and that people live with for a long time, such as asthma, diabetes and heart disease. However, the term can also be applied to long-term neurological conditions caused by disease or damage to the brain, spinal cord or other parts of the nervous system, for example cerebral palsy, motor neuron disease and multiple sclerosis. Almost three quarters of people aged over 75 suffer from one or more longstanding illnesses, but even among 16 to 24 year-olds, one-in-four will be living with a long-term condition. Although many of these diseases can be serious or even potentially fatal, modern medicine has meant that most people can control their condition with close supervision, medication, surgery and other treatments, therefore living with it for decades.

The purpose of this unit is for learners to explore the types, causes and physiology of long-term conditions. They will investigate the diagnosis, monitoring and possible treatments allowing them to understand the effects of these conditions on individuals and their resultant needs.

The learners will have the opportunity to develop a knowledge and understanding of how current regulatory frameworks and care practice encourages affected individuals to maintain as much independence and control over the condition as possible. This unit is, therefore, relevant for anyone considering working in the health care profession.

While some of these long-term conditions can be managed, if not cured, others are, unfortunately, terminal and the learners will be able to investigate the care and approaches available to the dying, their rights and choices. There are few, more contentious issues than euthanasia and the learners will have the opportunity to explore the ethics of this and assisted suicide.

## **LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

A pass grade is achieved by meeting **all** the requirements in the assessment criteria.

Learning Outcome (LO)	Pass
The learner will:	The assessment criteria are the pass requirements for this unit.  The learner can:
LO1 Understand concepts of long-term conditions	1.1 define types of long-term conditions 1.2 analyse known causes and physiology of long-term conditions 1.3 explain changes in the incidence of long-term conditions
LO2 Understand consequences of long-term conditions	2.1 assess daily effects on and needs of individuals with long-term conditions 2.2 analyse the effects on individuals of current practice in the diagnosis, monitoring and treatment of long-term conditions 2.3 recommend ways of overcoming barriers encountered by individuals with long-term conditions
LO3 Understand how health and social care strategies and services support individuals with long-term conditions	3.1 identify current strategies and frameworks for supporting individuals with long-term conditions 3.2 evaluate the effectiveness of current strategies and frameworks on the care provision for individuals with long-term conditions 3.3 evaluate local services available for individuals with long-term conditions

LO4 Understand individual rights in managing end of life	4.1 Evaluate strategies and interventions available to support individuals in the terminal stages of long-term conditions 4.2 describe potential impact of regulatory frameworks on individual choice during the terminal stages of long-term conditions 4.3 evaluate potential ethical tensions between individual choice and wider society
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### **GRADING CRITERIA**

A merit grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors

A distinction grade is achieved by meeting all the requirements in the pass criteria **and** the merit descriptors **and** the distinction descriptors.

<b>Merit Criteria (M1, M2, M3)</b>  (M1, M2, and M3 are mandatory to achieve a merit grade. Each must be achieved at least once per unit to achieve a merit grade)	<b>Distinction Criteria (D1, D2, D3)</b>  (D1, D2, and D3 are mandatory to achieve a distinction grade. Each must be achieved at least once per unit to achieve a distinction grade)  (In order to achieve a distinction grade, all merit criteria must also have been achieved)
<b>MANDATORY TO ACHIEVE A MERIT GRADE</b>	<b>MANDATORY TO ACHIEVE A DISTINCTION GRADE</b>
M1 Analyse concepts, theories or principles to formulate own responses to situations.	D1 Evaluate approaches to develop strategies in response to actual or anticipated situations.
M2 Analyse own knowledge, understanding and skills to define areas for development.	D2 Evaluate and apply strategies to develop own knowledge, understanding and skills.
M3 Exercise autonomy and judgement when implementing established courses of action.	D3 Determine, direct and communicate new courses of action.

## **TEACHING CONTENT**

The Teaching Content describes what has to be taught to ensure that learners are able to access the highest grade.

Learners must be able to apply relevant examples to their work. Where examples are given in the Teaching Content these are suggestions; they do not have to be the examples that the learner uses.

<b>LO1 Understand concepts of long-term conditions</b>	
Types	Chronic illness, neurological conditions, degenerative conditions, autoimmune conditions, genetic conditions
Causes	(e.g. lifestyle, social influences, inherited, degenerative, infection, occupational, birth accident)
Physiology	Effects on body function
Changes in incidence	(e.g. education, changes in lifestyle, health and safety in the work place, vaccination/immunisation, living conditions, life span, environmental factors).
<b>LO2 Understand consequences of long-term conditions</b>	
Daily effects	(e.g. washing, dressing, shopping, finance, mobility, speech, social interaction)
Needs	(e.g. financial, spiritual, sexual, cultural, physical)
Diagnosis/monitoring	(e.g. clinical observation, ECGs, X-rays, CAT/MRI scans, neurological assessment, cognitive testing, spirometry)
Treatment	(e.g. drug therapy, surgery, physiotherapy, art therapy, CAM, stem cells)
Barriers	(e.g. attitudes, financial, occupational, mobility, language, travel, regional differences in services and provision).

<b>LO3 Understand how health and social care strategies and services support individuals with long-term conditions</b>	
Strategies	(e.g. National Occupational Standards, Care Quality Commission, Nursing Care Quality Forum, Equality and Excellence, Transforming Community Services, NHS Next Stage Review)
Frameworks	(e.g. National Service Frameworks, Equality Act, Carers Act, Health and Social Care Act, Mental Capacity Act, policies, procedures)
Local services:	(e.g. hospital trusts, commissioning groups, health practices, physiotherapists, chiropodists, speech therapists, art therapists, CAM practitioners, occupational therapists, pharmacists, social services, home help agencies, support groups, charities).
<b>LO4 Understand individual rights in managing end of life</b>	
End of life strategies and interventions	(e.g. National End of Life Care Programme, Gold Standards Framework, , NICE, Commission on Assisted Dying, palliative care, hospice care, refusing treatment, DNACPR, advocacy, euthanasia, assisted suicide)
Regulatory frameworks	(e.g. Suicide Act of 1961, Human Rights Act, Mental Capacity Act, End of Life Care Strategy, LCP, NICE)
Ethics	(e.g. palliative sedation, food and fluid intake, Right to Die, assisted suicide, active and passive euthanasia, voluntary and non-voluntary euthanasia)
Morals	(e.g. societal views, ulterior motives, manipulation, religious views, eugenics).

## **GUIDANCE**

### **Delivery guidance**

It would be beneficial to deliver this unit in a ‘real world’ context. Delivery would ideally propose ‘real world’ concepts, situations and entities, and offer the learner the opportunity to explore, develop and apply the fundamental principles of the sector/subject area.

Typical delivery contexts could include researching selected conditions, their diagnosis, monitoring and treatment while taking the opportunity to assess how the selected conditions effect sufferers and their resulting needs. Discussions with key professionals or individuals affected by a condition should be encouraged where possible with reference being made to strategies and services available as well as the influence and effectiveness of regulatory frameworks.

Learners will benefit from being encouraged to exercise autonomy and judgement when evaluating local services. They will need to be able to adapt their thinking and reach considered conclusions, when evaluating potential ethical tensions between individual choice and the morals of wider society.

Learners would benefit from being presented with subject/sector-relevant problems from a variety of perspectives and from being given the opportunity to explore them using diverse approaches and schools of thought.

### **Assessment evidence guidance**

Evidence produced must demonstrate how a learner has met each of the Learning Outcomes and be submitted in the form of assignments, booklets, essays, project portfolios, presentations or, where appropriate, well researched reflective accounts.

Where group work/activities contribute to assessment evidence, the individual contribution from each learner must be clearly identified.

All evidence must be available for the visiting moderator to review. Where learners are able to use real situations or observations from work placement, care should be taken to ensure that the record of observation accurately reflects the learner’s performance. This should be signed, dated, and included in the evidence. It is best practice to record another individual’s perspective of how a practical activity was carried out. Centres may wish to use a witness statement as a record of observation. This should be signed and dated and included in the evidence.

## **RESOURCES**

### **Books**

S Randall & H Ford (2011) *A textbook of long term Conditions*. Wiley-Blackwell ISBN: 9781444332490

J.Carrier. (2009) *Managing Long term Conditions and Chronic Illness in Primary Care*. Routledge ISBN: 978 0415450881

E.Nolte (2008) *Caring for People with Chronic Conditions: A Health System Perspective*. Open university Press. ISBN 978 0335233700

### **Journals**

*Journal of Chronic Diseases*

*Chronic Illness*

*Journal of Nursing and Healthcare of Chronic Illness*

### **Websites**

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

[www.bbc.co.uk](http://www.bbc.co.uk)

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

### **Signposting to other units within the qualification**

Unit 4: Working in partnership

Unit 6: Research project

Unit 8: Adulthood ageing and end of life

Unit 12: Empowering users of health and social care services

Unit 14: Final physiological principles for health and social care

Unit 23: Complementary therapies

Unit 25: Independent living