

Cambridge TECHNICALS LEVEL 3

HEALTH AND SOCIAL CARE

Cambridge
TECHNICALS
2016

Unit 14

The impact of long-term
physiological conditions

Y/507/4432

Guided learning hours: 60

Version 5 – October 2019

Assessment Guidance updated for LO3

LEVEL 3

UNIT 14: The impact of long-term physiological conditions

Y/507/4432

Guided learning hours: 60

Essential resources required for this unit: For LO2, learners will need access to relevant case studies from authoritative sources.

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

The human body is a complex machine performing a multitude of functions every day. Like any machine it can malfunction, possibly as the result of an inherent genetic condition, or as a consequence an infection, lifestyle choices, occupations or environmental exposure to harmful agents. The malfunction could also simply be a result of the natural ageing process, when the body systems become worn out. These malfunctions can be referred to as physiological conditions. Some will have little impact on either daily life or lifespan whilst others will result in dramatic life changes and a possible shortening of life.

This unit will allow you to support individuals with long-term physiological conditions in planning their care and support by introducing you to the types, causes and effects of these conditions on individuals, the day-to-day effects the conditions can have, the roles of practitioners who care for and support individuals and other forms of support provision and regulatory frameworks. This unit is, therefore, relevant for anyone considering working in the health care profession. You will also be able to investigate the care and approaches available to the terminally ill, their rights and choices and the ethics of assisted suicide (currently illegal in the UK).

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Know what long-term physiological conditions are; their causes and symptoms	<p>1.1 Types i.e.</p> <ul style="list-style-type: none"> • chronic illness (e.g. asthma, COPD, heart disease, kidney disease, liver disease, Hep B/C) • neurological conditions (e.g. motor neurone disease, multiple sclerosis, Alzheimer's disease, cerebral palsy) • degenerative conditions (e.g. motor neurone disease, multiple sclerosis, type II diabetes, coronary heart disease, emphysema, osteoarthritis, osteoporosis; • autoimmune conditions (e.g. multiple sclerosis, coeliac disease, rheumatoid arthritis, nephrotic syndrome) • genetic conditions (e.g. Cystic fibrosis, muscular dystrophy, phenylketonuria (PKU), Down's syndrome) <p>1.2 Causes (e.g. lifestyle, social influences, inherited, birth injury occupational)</p> <p>1.3 Symptoms i.e.</p> <ul style="list-style-type: none"> • observable signs of the conditions, • symptoms felt and experienced by the individuals with the long term conditions <p>1.4 Biological explanations i.e.</p> <ul style="list-style-type: none"> • effects/symptoms of conditions on body function.
2. Understand effects of long-term physiological conditions	<p>2.1 Daily effects (e.g. washing, dressing, shopping, finance, mobility, speech, social interaction, self-neglect)</p> <p>2.2 Ways of monitoring (e.g. clinical observation, body fluid tests, ECGs, X-rays, CAT/MRI scans, ultrasound, endoscopy, neurological assessment, cognitive testing, spirometry)</p> <p>2.3 Treatment (e.g. drug therapy, surgery, physiotherapy, complementary therapy, occupational therapy, alternative therapy, stem cells, physical activity, counselling, diet.)</p> <p>2.4 Barriers to treatment (e.g. resource availability, attitudes, financial, occupational, mobility, language and communication, travel, regional differences in services and provision, cultural)</p>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>3. Be able to support individuals with long-term physiological conditions to plan their care and support</p>	<p>3.1 Current frameworks (e.g. National Institute for Health and Care Excellence (NICE) guidance, NHS Outcomes Framework 2015-16, High blood pressure: action plan, Living Well With Dementia: a national dementia strategy)</p> <p>3.2 Local service provisions (e.g. hospital trusts, commissioning groups, GP surgeries, social services, domiciliary care agencies)</p> <p>3.3 Practitioners (e.g. GPs, health visitors, diabetic nurses, practice nurses, physiotherapists, speech and language therapists, dieticians, podiatrists, art therapists, drama therapists, complementary therapists, occupational therapists, pharmacists, counsellors, social worker, domiciliary care worker)</p> <p>3.4 Third sector (e.g. support groups, registered charities, associations, self-help groups, community groups)</p> <p>3.5 Best practice to support individuals i.e.</p> <ul style="list-style-type: none"> • appropriate communication skills (e.g. empathy, tone, reflective listening, paraphrasing, use of SOLER) • removal of barriers to communication (e.g. avoiding technical language, inappropriate environmental conditions, assistive technology) • applying the values of care (e.g. respect, dignity, individual rights, confidentiality) • person centered approaches
<p>4. Know about end of life care</p>	<p>4.1 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, advocacy, euthanasia, assisted suicide)</p> <p>4.2 Regulatory frameworks i.e.</p> <ul style="list-style-type: none"> • Suicide Act 1961 • Human Rights Act 1998 • Mental Capacity Act 2005 • Care Act 2014 <p>4.3 Ethics (e.g. palliative sedation, food and fluid intake, Right to Die, assisted suicide, active and passive euthanasia, voluntary and non-voluntary euthanasia)</p> <p>4.4 Morals (e.g. societal views, ulterior motives, manipulation, religious views, eugenics, personal wishes)</p>

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Know what long-term physiological conditions are; their causes and symptoms	P1: * Summarise types of long-term physiological conditions	M1: Provide biological explanations for symptoms of long-term physiological conditions	
	P2: * Describe known causes of long-term physiological conditions		
	P3: * Describe possible symptoms of long-term physiological conditions		
2. Understand effects of long-term physiological conditions	P4: * Explain possible effects of two long-term physiological conditions on the daily lives of individuals	M2: Analyse the impact of current monitoring and treatment of long-term physiological conditions on an individual's life	D1: Recommend ways of overcoming barriers encountered by individuals with long-term physiological conditions
	P5: Describe two possible ways of monitoring a long-term physical condition		
	P6: Describe treatment available for two long-term physiological conditions		
	P7: Explain two barriers to accessing treatment for long-term physiological conditions		
3. Be able to support individuals with long-term physiological conditions to plan their care and support	P8: Suggest services within the health and social care sector that can best support the needs of individuals with long-term physiological conditions	M3: Analyse local service provision available for an individual with a long-term physiological condition	D2: Evaluate the impact of current frameworks on the support of individuals with long term physiological conditions

LO	Pass	Merit	Distinction
	P9: Explain the purpose of local service provision for people with long term physiological conditions P10*: Explain the importance of best practice when supporting individuals with long-term physiological conditions		
4. Know about end of life care	P11: * Describe strategies and frameworks available to support individuals in the terminal stages of long-term physiological conditions	M4: Describe moral and ethical conflicts surrounding end of life care	D3: Summarise potential ethical and moral conflicts between individual choice and wider society

SYNOPTIC ASSESSMENT

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We have identified those opportunities in the grading criteria (shown with an asterisk) and provided more detail in the assessment guidance. Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

Unit	Related LO	Relevant synoptic assessment opportunities in unit 14.
Unit 1 Building positive relationships in health and social care	<p>LO2 Understand the factors that influence the building of relationships</p> <p>LO3 Understand how a person-centred approach builds positive relationships in health, social care or child care environments</p> <p>LO4 Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment</p>	Learners will be able to apply the learning from these LO to LO 3 in this unit to support the assessment of best practice to support individuals - communication
Unit 2 Equality, diversity and rights in health and social care	<p>LO1 Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments</p> <p>LO3 Understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and child care environments</p> <p>LO4 Understand how equality, diversity and rights in health, social care and child care environments are promoted.</p>	The learning form these LO should be applied to the assessment of LO2 and the Rights of individuals to treatment and overcoming barriers to access.
Unit 4 Anatomy and physiology for health and social care	All LO Understand different system, malfunctions and their impact on individuals	Knowledge of human anatomy and physiology will support learners in their understanding of different types of long term physiological conditions and their biological explanations.
Unit 5 Infection control	LO3 Be able to control the spread of infection	The learning from this LO should be applied to LO 2 and the monitoring and treatment of long term physiological conditions.
Unit 6 Personalisation and person-centred approach to care	LO1 Understand personalisation in health and social care	Learners will be able to apply the learning from these LO to LO 3 in this unit to support the assessment of best practice to support individuals - person centred approaches

	LO2 Understand what is meant by a person-centred approach to care	
Unit 7 Safeguarding	LO2 Understand factors which may lead to abusive situations	While there is no direct link between unit 7 and this unit the learning from LO 2 could support the assessment of LO 1 and the symptoms of conditions which may be misinterpreted. In addition LO3 local service provision may be identified as unsuitable and lead to potentially abusive situations.
Unit 9 Supporting people with learning disabilities	LO2 Understand the difficulties that may be experienced by individuals with learning disabilities LO3 Be able to support individuals with learning disabilities to plan their care and support	The learning from LO2 in unit 9 should be applied to LO1 types of long term conditions, their causes and symptoms. The learning from LO3 should be applied to LO3 in this unit, illustrating support for individuals with long term neurological or genetic conditions.
Unit 11 Career planning for health and social care	LO2 Understand the roles and responsibilities in health, social care and child care LO4 Understand the concept of multidisciplinary working in health, social care and child care	The learning from LO2 and LO4 should be applied to LO3 in this unit illustrating practitioners which may be involved in the provision of support.
Unit 15 Promoting health and wellbeing	LO1 Understand reasons for maintaining a healthy lifestyle	The learning from this LO will support the assessment of LO 2 and the effects of long term physiological conditions on the individual.
Unit 16 Supporting people with dementia	LO1 Understand types of dementia and the impact of dementia and diagnosis on individuals LO3 Be able to support individuals with dementia to plan their care and support	The learning from LO1 in unit 16 should be applied to LO1 types of long term conditions, their causes and symptoms. The learning from LO3 should be applied to LO3 in this unit, illustrating support for individuals with long term neurological or degenerative conditions.
Unit 18 Caring for older people	LO1 Understand the ageing process	The learning from LO1 in unit 18 should be applied to LO1 types of long term conditions, their causes and symptoms.

	LO2 Be able to support older people to plan their care and support	The learning from LO2 should be applied to LO3 in this unit, illustrating support for individuals with long term chronic illness, neurological or degenerative conditions.
Unit 22 Psychology for health and social care	<p>LO1 Be able to apply psychological theories and approaches to health, social care and child care</p> <p>LO3 Understand the impact of chronic illness and long-term health conditions on individuals</p> <p>LO4 Know the psychological impacts of requiring care</p>	The learning from unit 22 LO1, 3, 4, should be applied to LO 2 the effects of long term physiological conditions.
Unit 23 Sociology for health and social care	LO2 Understand sociological perspectives about health and social care	The learning from Unit 23 LO 2 should be applied to LO 2 the effects of long term physiological conditions.

ASSESSMENT GUIDANCE

LO1. Know what long-term physiological conditions are; their causes and symptoms

Learners will be expected to summarise types of long-term conditions from those listed in the unit content and to describe the known causes and possible symptoms of at least **two** long-term physiological conditions. In addition for M1 learners need to further explain the possible causes and symptoms in terms of the underlying physiology. They need to provide biological explanations for the possible reasons and effects of the identified conditions. For this LO learners will benefit from drawing on learning from Unit 4 Anatomy and physiology,

LO2 Understand effects of long-term physiological conditions

Learners must be able to explain the effects of two long-term physiological conditions on the daily life of individuals, describe ways in which their condition may be monitored, the treatment available and barriers they may face in accessing treatment for the conditions. Additionally, for M2 learners must also be able to assess the impact of the monitoring regime on their daily lives and routines. For D1 learners need to identify potential barriers and then make appropriate recommendations for removing or minimising these barriers For this LO learners will benefit from drawing on learning from Unit 4 Anatomy and physiology, Unit 22 Psychology for health and social care, LO1,2,3. Unit 23 Sociology for health and social care LO2,3,4. Unit 7 Safeguarding, Unit 9 Supporting people with a learning disability

LO3 Be able to support individuals with long-term physiological conditions to plan their care and support

Learners must be able to identify and describe suitable support services for the two identified individuals with long-term conditions. This can be through the use of case studies. This must also include an explanation of best practice in the support of people with long-term conditions. M3 requires learners to select **one** individual with a long-term condition. This could be one of their previously chosen individuals or a new choice. The learner will then investigate what support is available for that individual in their own area. In order to achieve D2, the strengths and weaknesses of any appropriate regulatory framework needs to be evaluated. For this LO learners will benefit from drawing on learning from mandatory Unit 1 Building positive relationships in health and social care. Unit 2 Equality, diversity and rights in health and social care Unit 6 Personalisation and a person centred approach to care. Unit 11 Career planning for health and social care LO2. Unit 15 Promote health and well-being. Unit 16 Supporting people with dementia. Unit 18 Caring for older people.

LO4 Know about end of life care

Learners must describe existing strategies and frameworks that are designed to provide support for individuals and their families at end of life. In addition, to achieve M4, learners must also be able to describe the moral and ethical conflicts which may exist around end of life care. In order to achieve D3, learners must also summarise the potential moral and ethical conflicts which may exist between an individual's choice and that of wider society. For this LO learners will benefit from drawing on learning from Unit 5 Infection control LO3.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

To find out more

ocr.org.uk/healthandsocialcare

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2019 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.