

Level 2, 3 & 5 Awards and Certificates in End of Life Care (3571-02-03-04-05)

August 2017 Version 5.1



Qualification at a glance

Subject area	End of life care
City & Guilds number	3571
Age group approved	16-18, 19+
Entry requirements	Level 2
Assessment	Assignment, portfolio of evidence.
Fast track	Available
Support materials	Centre handbook Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 2 Award in Awareness of End of Life Care	28	30	3571-02	600/6919/3
Level 3 Award in Awareness of End of Life Care	89	100	3571-03	600/6842/5
Level 3 Certificate in Working in End of Life Care	191	260	3571-04	600/6841/3
Level 5 Certificate in Leading and Managing Services to Support End of Life and Significant Life Events	127	170	3571-05	600/6843/7

Version and date	Change detail	Section
2.0 November 2012	Amend rules of combination for the L3 Award in End of Life. Unit 665 replaced with Unit 664.	Section 1 Structure
3.0 January 2013	City & Guilds unit numbers changed: 664 changed to 306 665 changed to 307.	Throughout handbook
4.0 March 2013	Amended number of credits in Unit 306 in 3571-03 structure. Rectified error in the total credits and 3571-04.	Section 1 Structure Rules of combination
	Approved age group amended	Qualification at a glance
5.0 May 2013	Amended the titles of units 310-312. Unit 307 has been amended to 306 in the structures for 3571-03 and 3571-05.	Section 1 Structure
	Unit 660 has been amended to 303.	Section 1 Structure (for 3571-04 and 3571-05) and Section 5 Units
	Deleted 'infer' in first sentence and replaced with 'evidence'.	Section 4 Assessment – Knowledge evidence requirements
5.1 August 2017	Added GLH and TQT details	Qualification at a glance and Introduction
	Removed QCF	Throughout

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1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	<p>The qualifications are relevant to people working in health and social care settings where individuals who are supported are approaching the end of their life. This may include health residential, domiciliary care and palliative care settings throughout England and Northern Ireland. The learners taking these qualifications could be care assistants, support workers or health care assistants.</p> <p>The level 5 qualification is aimed at leaders of the services in order to ensure best practice in end of life care across services.</p>
What do the qualifications cover?	<p>They allow learners to learn, develop and practise the skills required for employment and/or career progression in the health and social care sector.</p> <p>Learners will learn about various aspects of end of life care, communication, managing discomfort and supporting individuals with loss. The level 5 covers managing end of life services and advanced care planning.</p>
What opportunities for progression are there?	<p>This suite allows progression from a level 2 Award to a level 5 Certificate. Learners can also progress on to a Diploma in Health & Social Care or to work towards one of the many smaller qualifications available for continuing professional development, such as the award or certificate in dementia care.</p>

Structure

To achieve the Level 2 Award in Awareness of End of Life Care, learners must achieve 3 credits from the mandatory unit.

Level 2 Award in Awareness of End of Life (3571-02)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
A/503/8085	201	Understand how to work in end of life care	3

To achieve the Level 3 Award in Awareness of End of Life Care, learners must achieve 10 credits from the mandatory units.

Level 3 Award in Awareness of End of Life (3571-03)

Mandatory			
A/503/8085	201	Understand how to work in end of life care	3
Y/503/8689	301	Understand how to provide support when working in end of life care	4
J/503/8137	306	Understand how to support individuals during the last days of life	3

To achieve the Level 3 Certificate Working in End of Life Care, learners must achieve 17 credits from the mandatory units and a minimum of 9 credits from the optional units available.

Level 3 Certificate in Working in End of Life Care (3571-04)

Mandatory			
Y/503/8689	301	Understand how to provide support when working in end of life care	4
Y/503/8644	302	Managing symptoms in end of life care	3
A/503/8135	303	Understand advance care planning	3
D/503/8645	305	Supporting individuals with loss and grief before death	2
T/601/8282	310	Support individuals with specific communication needs	5
Optional			
R/601/8256	202	Contribute to the care of a deceased person	3
L/601/8725	203	Support individuals undergoing healthcare activities	3

L/601/8143	204	Support individuals who are distressed	3
K/601/9025	205	Provide support to manage pain and discomfort	2
M/503/8133	304	Support the spiritual wellbeing of individuals	3
J/503/8137	306	Understand how to support individuals during the last days of life	3
F/503/8704	307	End of life and dementia care	2
T/601/9495	308	Support individuals at the end of life	7
A/601/9028	309	Provide support to continue recommended therapies	3
M/601/7907	311	Support individuals during a period of change	4
A/601/7909	312	Support individuals who are bereaved	4
F/601/9029	401	Work with families, carers and individuals during times of crisis	5
F/503/8685	402	Support individuals during the last days of life	5

To achieve the Level 5 Certificate in **Leading and Managing Services to Support End of Life and Significant Life Events** learners must achieve 11 credits from the mandatory units and a minimum of 6 credits from the optional units available.

Level 5 Certificate in Leading and Managing Services to Support End of Life and Significant Life Events (3571-05)

Mandatory

T/503/8134	501	Lead and manage end of life care services	7
L/503/8138	502	Lead a service that supports individuals through significant life events	4

Optional

A/503/8135	303	Understand advance care planning	3
M/503/8133	304	Support the spiritual wellbeing of individuals	3
J/503/8137	306	Understand how to support individuals during the last days of life	3
F/601/9029	401	Work with families, carers and individuals during times of crisis	5
F/503/8685	402	Support individuals during the last days of life	5

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 2 Award in Awareness of End of Life Care	28	30
Level 3 Award in Awareness of End of Life Care	89	100
Level 3 Certificate in Working in End of Life Care	191	260
Level 5 Certificate in Leading and Managing Services to Support End of Life and Significant Life Events	127	170



2 Centre requirements

Approval

Fast-track approval is available to centres currently offering the 4222 health and social care diplomas, the 4223 health diplomas, the 3565 dementia care qualifications, or 3978 leadership qualifications at the appropriate levels. Other centres wishing to become approved to offer a qualification must go through the qualification approval process.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

Resource requirements

Human resources

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Quality Assurance Coordinator
- Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal Quality Assurer

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but must never internally quality assure their own assessments.

Continuing professional development

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

Role requirements

Assessor requirements

The Assessors of competence based units must:

- be occupationally competent – this means that each assessor must be able to carry out the full requirements within the competency units that they are assessing. Occupational competence means that they are also occupationally knowledgeable.
- maintain their occupational competence through clearly demonstrable continuing learning and professional development.
- hold or be working towards one of the following qualifications:
 - D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
 - A1 Assess candidate performance using a range of methods
 - Level 3 Certificate in Assessing Vocational Achievement
 - Qualified Teacher Status (eg PGCE)
 - Certificate in Education in Post Compulsory Education (PCE)
 - Certificate in Teaching in the Lifelong Learning Sector (or full Level 3/4 equivalents)
 - Diploma in Teaching in the Lifelong Learning Sector
 - Social Work Post qualifying Award in Practice Education/Teaching (CCETSW/GSCC)
 - Teaching and Assessing in Clinical Practice (ENB 998)
 - Mentorship in Clinical/Health Care Practice (NMC Principles and Standards).

Where a qualification in workplace assessment practice does not appear above, this may be acceptable subject to a centre's discussion with their Qualification Consultant.

Assessors of competence based units may also make assessment decisions on knowledge based unit and learning outcomes.

Assessors of knowledge based units and knowledge-based learning outcomes must:

- be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.
- maintain their occupational knowledge through clearly demonstrable continuing learning and professional development.
- hold an A1 or be working towards one of the A1 replacement qualifications:
 - Level 3 Award in Assessing Vocational Competence **or**
 - Level 3 Award in Assessing Vocationally Related Achievement **or**
 - Level 3 Certificate in Assessing Vocational Achievement **or**
 - another suitable qualification in the assessment of knowledge. This must be agreed in advance with the Qualification Consultant .

Expert witness

An expert witness **must**:

- have a working knowledge of the units on which their expertise is based
- be occupationally competent in their area of expertise
- have either any qualification in assessment of workplace performance or
- a professional work role which involves evaluating the every day practice of staff
- (SfC and SfH assessment principles).

Internal quality assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

Although it is not a requirement to hold a qualification to quality assure this qualification, City & Guilds recommends that it is best practice to hold a V1/IQA qualification or a suitable alternative.

Suitable alternatives include:

- D34 or V1
- The V1 replacements, eg the City & Guilds 6317 such as the:
 - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

If the Internal Quality Assurer does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IV standards which clearly link to V1 or other equivalent standards for Internal Quality Assurance.

Guidance for the assessment and verification of imported units

Where units have been developed by Sector Skills Councils or Standard Setting Bodies other than Skills for Health or Skills for Care and Development, any specific assessment requirements will be detailed in the unit itself.

Candidate entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

City & Guilds cannot accept any registrations for candidates under 16 as these qualifications are not approved for under 16s.



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualifications.
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification[s], their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.



4 Assessment

Assessment of the qualification

Candidates must:

- successfully complete one assignment for each mandatory unit
- successfully complete one assignment for each chosen optional unit

Competence based units

There will be a combination of assessment methods for this qualification which meets competence units. Direct observation of candidate's performance by a qualified occupationally competent assessor and the assessor's judgement on testimony from an Expert Witness Testimony are the **main methods of assessment and main source of evidence**. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

Knowledge based units

Learners may choose to undertake the knowledge one of two ways,

- portfolio of evidence, using diverse range of assessment methods
- externally set and internally verified assignments

The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

This qualification is internally assessed and externally verified. Independence of assessment is achieved via robust external and internal verification processes, supported by City & Guilds reporting systems, which identifies areas of risk for each centre.

4.1 Observation requirements

The prime source of evidence for competency based learning outcomes within this qualification is assessor observation. Where assessor observation would be difficult because of intrusion into areas of privacy and/or because activities occur rarely, expert witnesses may provide testimony for the occupationally specific units.

4.2 Additional assessment methods or evidence sources

In addition to observation, assessors should identify an appropriate mix of other assessment methods from the list below, to ensure that all the assessment criteria are sufficiently evidenced to allow them to make the consistency of the candidate's practice for each unit.

- **Expert witnesses** may observe candidate practice and provide testimony for competence based units which will have parity with assessor observation for all competence based units across the qualification. If an assessor is unable to observe their candidate she/he will identify an expert witness in the workplace, who will provide testimony of the candidates work based performance.
- **Work products** can be any relevant products of candidates' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.
- **Professional discussion** should be in the form of a planned and structured review of candidates' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that candidates can evaluate their knowledge and practice across the qualification.
- **Candidate/ reflective accounts** describe candidates' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide evidence that candidates' can evaluate their knowledge and practice across the activities embedded in this qualification.
- **Questions** asked by assessors and answered by candidates to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing candidate practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.
- **Witness testimonies.** These should be from people who are in a position to provide evidence of candidate competence. Where testimony is sought from individuals who are service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.
- **Projects/Assignments.** Candidates may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used
- **Case studies** must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

NB Confidential records must not to be included in candidates' portfolios but must be referred to in the assessment records.

4.3 Evidence requirements

Competence evidence requirements

Detailed additional guidance is provided on a unit basis for the use of these and all other acceptable performance assessment methods.

The structure of this qualification makes it unlikely that any one assessor will have the necessary vocational competence to be able to assess every unit. Therefore the use of experts, able to contribute to candidate's assessment, will be of considerable assistance to centres in providing candidates with access to those who can testify to their competence in the workplace.

Evidence of candidate performance will be derived from assessor observation and/or testimony from an expert witness of the candidate carrying out real work activities in the workplace, except for the knowledge units, where assessor observation is not required.

The qualified and occupationally competent assessor or coordinating assessor will decide on the appropriateness of all evidence including expert witness testimony and on whether or not it should be included in candidates' portfolios.

Regardless of the evidence source, assessment method and means of recording, the legal requirements and best practice in relation to maintaining the confidentiality and rights to dignity and privacy must be upheld.

4.4 Knowledge evidence requirements

If the assessor cannot positively evidence the knowledge and understanding from candidates' work practice they should question the candidate or, if appropriate, use professional discussion to elicit the required knowledge. Assessors must retain records of questions and answers or the focus and outcomes of professional discussion.

Professional discussion, where used, must be conducted by candidates' qualified occupationally knowledgeable assessors and is most appropriately used in the qualification to elicit underpinning knowledge to explain how to deal with contingencies and clarify or expand on evidence presented in portfolios. Professional discussion must be included in candidates' assessment plans and thereby agreed in advance with candidates. The assessor should not use professional discussion merely to ask a set of prescribed knowledge questions.

4.5 Recognition of prior learning (RPL)

RPL is allowed and is also sector specific.



5 Units

Availability of units

The following units can also be obtained from the centre resources section of the City & Guilds website, They are also on The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 201

Understand how to work in end of life care

UAN:	A/503/8085
Level:	Level 2
Credit value:	3
GLH:	28
Aim:	The purpose of this unit is to assess the learner's knowledge and understanding when beginning to work in end of life care.

Learning outcome
The learner will: 1. Know different perspectives on death and dying
Assessment criteria
The learner can: 1.1 outline the factors that can affect an individual's views on death and dying 1.2 outline the factors that can affect own views on death and dying 1.3 outline how the factors relating to views on death and dying can impact on practice 1.4 define how attitudes of others may influence an individual's choices around death and dying.

Learning outcome
The learner will: 2. Understand the aims, principles and policies of end of life care
Assessment criteria
The learner can: 2.1 explain the aims and principles of end of life care 2.2 explain why it is important to support an individual in a way that promotes their dignity 2.3 describe the importance of maintaining comfort and well being in end of life care 2.4 explain the stages of the local end of life care pathway 2.5 describe the principles of advance care planning 2.6 define local and national policy and guidance for care after death.

Learning outcome
The learner will: 3. Understand factors regarding communication in end of life care
Assessment criteria
The learner can: 3.1 explain how an individual's priorities and the ability to communicate may vary over time 3.2 explain your role in responding to key questions and cues from individuals and others regarding their end of life experience 3.3 describe how you might respond to difficult questions from individuals and others 3.4 outline strategies to manage emotional responses from individuals and others 3.5 explain the importance of sharing appropriate information according to the principles and local policy on confidentiality and data protection.

Learning outcome
The learner will: 4. Know how to access the range of support services available to individuals and others
Assessment criteria
The learner can: 4.1 identify the range of support services and facilities available to an individual and others 4.2 identify the key people who may be involved within a multi-disciplinary end of life care team 4.3 identify the potential barriers an individual may face when accessing end of life care 4.4 suggest ways to minimise the barriers an individual may face when accessing end of life care.

Unit 201 Understand how to work in end of life care

Supporting information

Guidance

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Unit range

Factors may include:

- social
- cultural
- religious
- spiritual
- psychological
- emotional.

Individual is the person receiving support or care in the work setting.

Others may include:

- partner
- family
- friends
- neighbours
- care worker
- colleague
- manager
- social worker
- occupational therapist
- GP
- speech & language therapist
- physiotherapist
- pharmacist
- nurse
- psychologist
- independent mental capacity advocate
- community psychiatric nurse
- clinical nurse specialists.

Support services and facilities may include eg:

- pastoral services
- other professionals
- citizens advice
- self help organisations
- hospices.

Unit 202

Contribute to the care of a deceased person

UAN:	R/601/8256
Level:	Level 2
Credit value:	3
GLH:	24
Relationship to NOS:	This unit is linked to HSC 239.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care and Development.
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to the care, preparation and transfer of the deceased individual and provide immediate support to those affected by the death.

Learning outcome
The learner will: 1. Know the factors that affect how individuals are cared for after death
Assessment criteria
The learner can: 1.1 outline legal requirements and agreed ways of working that underpin the care of deceased individuals 1.2 describe how beliefs and religious and cultural factors affect how deceased individuals are cared for 1.3 identify the physical changes that take place after death and how this may affect laying out and moving individuals 1.4 identify diseases and conditions that necessitate specialist treatment or precautions when caring for and transferring deceased individuals 1.5 describe the precautions needed when undertaking the care and transfer of deceased individuals with specific high risk diseases and conditions.

Learning outcome
The learner will: 2. Be able to contribute to supporting those who are close to deceased individuals
Assessment criteria
The learner can: 2.1 describe the likely immediate impact of an individual's death on others who are close to the deceased individual 2.2 support others immediately following the death of the individual in ways that: <ul style="list-style-type: none"> • reduce their distress • respect the deceased individual.

Learning outcome
The learner will: 3. Be able to contribute to preparing deceased individuals prior to transfer
Assessment criteria
The learner can: 3.1 follow agreed ways of working to ensure that the deceased person is correctly identified 3.2 carry out agreed role in preparing the deceased individual in a manner that respects their dignity, beliefs and culture 3.3 use protective clothing to minimise the risk of infection during preparation of the deceased individual 3.4 contribute to recording any property and valuables that are to remain with the deceased individual.

Learning outcome
The learner will: 4. Be able to contribute to transferring deceased individuals
Assessment criteria
The learner can: 4.1 carry out agreed role in contacting appropriate organisations 4.2 carry out agreed role in transferring the deceased individual in line with agreed ways of working and any wishes expressed by the individual 4.3 record details of the care and transfer of the deceased person in line with agreed ways of working.

Learning outcome
The learner will: 5. Be able to manage own feelings in relation to the death of individuals
Assessment criteria
The learner can: 5.1 identify ways to manage own feelings in relation to an individual's death 5.2 utilise support systems to deal with own feelings in relation to an individual's death.

Unit 202 Contribute to the care of a deceased person

Supporting information

Guidance

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Assessment

This unit will be assessed by a portfolio of evidence.

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment in ways that do not intrude on the privacy of those involved.

Unit 203

Support individuals undergoing healthcare activities

UAN:	L/601/8725
Level:	Level 2
Credit value:	3
GLH:	22
Relationship to NOS:	This unit is linked to HSC 222 (GEN 5).
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care and Development.
Aim:	This unit is aimed at those working in a wide range of settings involved in supporting individuals during and after a healthcare activity.

Learning outcome
The learner will: 1. Understand healthcare activities in order to support individuals
Assessment criteria
The learner can: 1.1 describe relevant anatomy and physiology in relation to the healthcare activity 1.2 explain the purposes and use of medical equipment and devices required for the procedure 1.3 explain the roles and responsibilities of team members 1.4 state protection/precautionary measures: <ul style="list-style-type: none">• appropriate to the procedure being carried out• how they should be applied• the implications and consequences of not applying these measures 1.5 explain how to manage the privacy and dignity of an individual in both conscious and unconscious states 1.6 explain how to complete records of the actions taken and the individual's condition during the healthcare activity.

Learning outcome
The learner will: 2. Be able to prepare individuals to undergo healthcare activities
Assessment criteria
The learner can: 2.1 confirm the individual's identity and gain valid consent 2.2 describe any concerns and worries that an individual may have in relation to healthcare activities 2.3 describe ways of responding to these concerns 2.4 explain the procedure to the individual 2.5 agree the support needed with the individual in a way that is sensitive to their personal beliefs and preferences 2.6 refer any concerns or questions to others if unable to answer 2.7 support an individual to prepare and position for the procedure ensuring that privacy and dignity is maintained at all times.

Learning outcome
The learner will: 3. Be able to support individuals undergoing healthcare activities
Assessment criteria
The learner can: 3.1 inform and reassure individuals 3.2 apply standard precautions for infection prevention and control 3.3 apply health and safety measures relevant to the healthcare activity and environment 3.4 recognise any ill effects or adverse reactions 3.5 take actions in response to any ill effects or adverse reactions 3.6 ensure that an individual's privacy and dignity is maintained at all times.

Learning outcome
The learner will: 4. Be able to support individuals following the healthcare activities
Assessment criteria
The learner can: 4.1 provide the individual with the facilities and support for the period of recovery 4.2 monitor an individual and recognise signs of ill effects or adverse reactions 4.3 take action in response to any ill effects or adverse reactions 4.4 give individuals and relevant others instructions and advice where this is within own role 4.5 confirm any requirements for transport and escorts 4.6 maintain confidentiality of information in accordance with guidelines and procedure.

Unit 203 **Support individuals undergoing healthcare activities**

Supporting information

Guidance

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Unit range

Prepare and position includes assisting the individual to move into the required position.

Others may include:

- the individual
- family members
- line manager
- other health professionals
- others who are important to the individual's well-being.

Unit 204

Support individuals who are distressed

UAN:	L/601/8143
Level:	Level 2
Credit value:	3
GLH:	21
Relationship to NOS:	This unit is linked to HSC 226.
Aim:	<p>This unit is aimed at those working in a wide range of settings.</p> <p>It provides the learner with the knowledge and skills required to provide support to individuals through periods of distress.</p>

Learning outcome
The learner will: 1. Understand causes and effects of distress
Assessment criteria
The learner can: 1.1 identify common causes of distress 1.2 describe signs that may indicate an individual is distressed 1.3 explain how distress may affect the way an individual communicates 1.4 explain how working with an individual who is distressed may impact on own well being.

Learning outcome
The learner will: 2. Be able to prepare to support individuals who are experiencing distress
Assessment criteria
The learner can: 2.1 access information and advice about supporting an individual through a time of distress 2.2 establish signs of distress that would indicate the need for specialist intervention 2.3 describe how to access specialist intervention 2.4 identify sources of support to manage own feelings when working with an individual who is distressed.

Learning outcome
The learner will: 3. Be able to support individuals through periods of distress
Assessment criteria
The learner can: 3.1 communicate empathy and reassurance in ways that respect the individual's dignity, culture and beliefs 3.2 demonstrate ways to alleviate immediate distress 3.3 adapt support in response to the individual's reactions 3.4 demonstrate how to involve others in supporting an individual who is distressed.

Learning outcome
The learner will: 4. Be able to support individuals to reduce distress
Assessment criteria
The learner can: 4.1 encourage the individual to express thoughts and feelings about troubling aspects of their life 4.2 work with the individual and others to identify triggers for distress 4.3 work with an individual and others to reduce triggers or alleviate causes of distress 4.4 encourage the individual to review their usual ways of coping with distress.

Learning outcome
The learner will: 5. Be able to record and report on an individual's distress
Assessment criteria
The learner can: 5.1 identify ways to manage own feelings in relation to an individual's death 5.2 utilise support systems to deal with own feelings in relation to an individual's death.

Unit 204 Support individuals who are distressed

Supporting information

Guidance

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Unit range

Causes of distress may be:

- internal to the individual
- related to support needs
- related to support provision
- related to loss
- related to change.

Individual: An individual is someone requiring care or support.

Others may include:

- family
- friends
- advocates
- line manager
- other professionals
- others who are important to the individual's well-being.

Unit 205

Provide support to manage pain and discomfort

UAN:	K/601/9025
Level:	Level 2
Credit value:	2
GLH:	15
Relationship to NOS:	This unit is linked to HSC 216 and CHS 6.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care and Development.
Aim:	This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills to provide support for managing pain and discomfort. It covers approaches to pain management, assistance in minimising pain and discomfort and monitoring, recording and reporting on the management of pain and discomfort.

Learning outcome
The learner will: 1. Understand approaches to managing pain and discomfort
Assessment criteria
The learner can: 1.1 explain the importance of a holistic approach to managing pain and discomfort 1.2 describe different approaches to alleviate pain and minimise discomfort 1.3 outline agreed ways of working that relate to managing pain and discomfort.

Learning outcome
The learner will: 2. Be able to assist in minimising individuals' pain or discomfort
Assessment criteria
The learner can: 2.1 describe how pain and discomfort may affect an individual's wellbeing and communication 2.2 encourage an individual to express feelings of discomfort or pain 2.3 encourage an individual to use self-help methods of pain control 2.4 assist an individual to be positioned safely and comfortably 2.5 carry out agreed measures to alleviate pain and discomfort.

Learning outcome

The learner will:

3. Be able to monitor, record and report on the management of individuals' pain or discomfort

Assessment criteria

The learner can:

- 3.1 carry out required monitoring activities relating to management of an individual's pain or discomfort
- 3.2 complete records in required ways
- 3.3 report findings and concerns as required.

Unit 205 Provide support to manage pain and discomfort

Supporting information

Guidance

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2 and 3 must be assessed in a real work situation.

Unit range

An individual is someone requiring care or support.

Agreed ways of working will include policies and procedures where these exist.

Unit 301

Understand how to provide support when working in end of life care

UAN:	Y/503/8689
Level:	Level 3
Credit value:	4
GLH:	33
Aim:	The aim of this unit is to assess the learner's knowledge and understanding surrounding the provision of support in end of life care

Learning outcome
The learner will: 1. Understand current approaches to end of life care
Assessment criteria
The learner can: 1.1 analyse the impact of national and local drivers on current approaches to end of life care 1.2 evaluate how a range of tools for end of life care can support the individual and others 1.3 analyse the stages of the local end of life care pathway.

Learning outcome
The learner will: 2. Understand an individual's response to their anticipated death
Assessment criteria
The learner can: 2.1 evaluate models of loss and grief 2.2 describe how to support the individual throughout each stage of grief 2.3 explain the need to explore with each individual their own specific areas of concern as they face death 2.4 describe how an individual's awareness of spirituality may change as they approach end of life.

Learning outcome
The learner will: 3. Understand factors regarding communication for those involved in end of life care
Assessment criteria
The learner can: 3.1 explain the principles of effective listening and information giving, including the importance of picking up on cues and non-verbal communication 3.2 explain how personal experiences of death and dying may affect capacity to listen and respond appropriately 3.3 give examples of internal and external coping strategies for individuals and others when facing death and dying 3.4 explain the importance of ensuring effective channels of communication are in place with others.

Learning outcome
The learner will: 4. Understand how to support those involved in end of life care situations
Assessment criteria
The learner can: 4.1 describe possible emotional effects on staff working in end of life care situations 4.2 evaluate possible sources of support for staff in end of life situations 4.3 identify areas in group care situations where others may need support in end of life care situations 4.4 outline sources of emotional support for others in end of life care situations.

Learning outcome
The learner will: 5. Understand how symptoms might be identified in end of life care
Assessment criteria
The learner can: 5.1 identify a range of symptoms that may be related to an individual's condition, pre-existing conditions and treatment itself 5.2 describe how symptoms can cause an individual and others distress and discomfort 5.3 describe signs of approaching death 5.4 identify different techniques for relieving symptoms.

Learning outcome
The learner will: 6. Understand advance care planning
Assessment criteria
The learner can: 6.1 explain the difference between a care or support plan and an advance care plan 6.2 identify where to find additional information about advance care planning 6.3 describe own role in advance care planning 6.4 explain why, with their consent, it is important to pass on information about the individual's wishes, needs, and preferences for their end of life care.

Unit 301 Understand how to provide support when working in end of life care

Supporting information

Guidance

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Unit range

Tools for end of life care may include e.g.

- Liverpool Care Pathway
- Gold Standards Framework or equivalent
- Preferred priorities of care
- Advance care plan approaches
- Welsh integrated care pathway

Individual is the person receiving support or care in the work setting

Others may include.

- Partner
- Family
- Friends
- Neighbours
- Care worker
- Colleague
- Manager
- Social Worker
- Occupational Therapist
- GP
- Speech & Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Psychologist
- Independent Mental Capacity Advocate
- Community Psychiatric Nurse
- Clinical nurse specialists

Symptoms includes anything that might hinder the well being of an individual and is not confined to medical symptoms

They may include physical, emotional or psychological symptoms and includes maintaining comfort and well being eg

- reduced tissue viability
- breathlessness
- loss of appetite
- fatigue
- anxiety
- sadness
- discomfort
- pain

Unit 302

Managing symptoms in end of life care

UAN:	Y/503/8644
Level:	Level 3
Credit value:	3
GLH:	22
Aim:	The purpose of this unit is to assess the learner's understanding, knowledge and skills in managing symptoms in end of life care.

Learning outcome
The learner will: 1. Understand the effects of symptoms in relation to end of life care
Assessment criteria
The learner can: 1.1 identify a range of conditions where you might provide end of life care 1.2 identify common symptoms associated with end of life care 1.3 explain how symptoms can cause an individual distress and discomfort 1.4 evaluate the significance of the individual's own perception of their symptoms.

Learning outcome
The learner will: 2. Be able to manage symptoms of end of life care
Assessment criteria
The learner can: 2.1 demonstrate a range of techniques to provide symptom relief 2.2 describe own role in supporting therapeutic options used in symptom relief 2.3 respond to an individual's culture and beliefs in managing their symptoms 2.4 actively support the comfort and well being in end of life care 2.5 recognise symptoms that identify the last few days of life may be approaching.

Learning outcome
The learner will: 3. Understand how to manage symptoms of pain
Assessment criteria
The learner can: 3.1 identify signs that may indicate that an individual is experiencing pain 3.2 describe factors that can influence an individual's perception of pain 3.3 describe a range of assessment tools for monitoring pain in individuals, including those with cognitive impairment 3.4 explain how to maintain regular pain relief.

Learning outcome
The learner will: 4. Be able to integrate symptom management in the care management process
Assessment criteria
The learner can: 4.1 explain how symptom management is an important part of the care planning process 4.2 regularly monitor symptoms associated with end of life care 4.3 report changes in symptoms according to policies and procedures in own work setting 4.4 support the implementation of changes in the care plan.

Unit 302 Managing symptoms in end of life care

Supporting information

Guidance

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Unit range

Symptoms includes anything that might hinder the well being of an individual and is not confined to medical symptoms. They may include physical, emotional or psychological symptoms and includes maintaining comfort and well being eg:

- nausea / vomiting
- constipation
- agitation
- restlessness
- reduced tissue viability
- breathlessness
- loss of appetite
- fatigue
- anxiety
- sadness
- discomfort
- pain
- respiratory tract secretions.

Conditions, for example:

- chronic obstructive pulmonary disease
- heart conditions
- organ failure.

Therapeutic options may include:

- syringe drivers
- artificial hydration and nutrition
- medication administration
- oxygen therapy
- intravenous infusions
- subcutaneous infusions
- complementary therapies
- community or practical support
- hormone therapy
- surgery
- physical therapies
- counselling
- spiritual support
- social workers
- spiritual support
- social workers.

Unit 303

Understand advance care planning

UAN:	A/503/8135
Level:	Level 3
Credit value:	3
GLH:	25
Aim:	The purpose of this unit is to assess the learner's knowledge and understanding of advance care planning.

Learning outcome
The learner will: 1. Understand the principles of advance care planning
Assessment criteria
The learner can: 1.1 describe the difference between a care or support plan and an Advance Care Plan 1.2 explain the purpose of advance care planning 1.3 identify the national, local and organisational agreed ways of working for advance care planning 1.4 explain the legal position of an Advance Care Plan 1.5 explain what is involved in an 'Advance Decision to Refuse Treatment' 1.6 explain what is meant by a 'Do Not Attempt Cardiopulmonary Resuscitation' (DNACPR) order.

Learning outcome
The learner will: 2. Understand the process of advance care planning
Assessment criteria
The learner can: 2.1 explain when advance care planning may be introduced 2.2 outline who might be involved in the advance care planning process 2.3 describe the type of information an individual may need to enable them to make informed decisions 2.4 explain how to use legislation to support decision-making about the capacity of an individual to take part in advance care planning 2.5 explain how the individual's capacity to discuss advance care planning may influence their role in the process 2.6 explain the meaning of informed consent 2.7 explain own role in the advance care planning process 2.8 identify how an Advance Care Plan can change over time 2.9 outline the principles of record keeping in advance care planning 2.10 describe circumstances when you can share details of the Advance Care Plan.

Learning outcome
The learner will: 3. Understand the person centred approach to advance care planning
Assessment criteria
The learner can: 3.1 describe the factors that an individual might consider when planning their Advance Care Plan 3.2 explain the importance of respecting the values and beliefs that impact on the choices of the individual 3.3 identify how the needs of others may need to be taken into account when planning advance care 3.4 outline what actions may be appropriate when an individual is unable to or does not wish to participate in advance care planning 3.5 explain how individual's care or support plan may be affected by an Advance Care Plan.

Unit 303 Understand advance care planning

Supporting information

Guidance

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Unit range

Advance Care Planning is a process of discussion between an individual and people who provide care. It specifically allows the individual to make advance decisions about their future care and may include preferred place of death, funeral arrangements, and specific requests for their care as they are dying and following death. It is not the same as the more general care planning process.

Individual is the person receiving support or care in the work setting.

Others may include.

- partner
- family
- friends
- neighbours
- care worker
- colleague
- manager
- social worker
- occupational therapist
- GP
- speech & language therapist
- physiotherapist
- pharmacist
- nurse
- psychologist
- independent mental capacity advocate
- community psychiatric nurse
- clinical nurse specialists.

Unit 304

Support the spiritual wellbeing of individuals

UAN:	M/503/8133
Level:	Level 3
Credit value:	3
GLH:	26
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills in supporting the spiritual wellbeing of individuals.

Learning outcome
The learner will: 1. Understand the importance of spirituality for individuals
Assessment criteria
The learner can: 1.1 outline different ways in which spirituality can be defined 1.2 define the difference between spirituality and religion 1.3 describe different aspects of spirituality 1.4 explain how spirituality is an individual experience 1.5 explain how spirituality defines an individual's identity 1.6 outline the links between spirituality, faith and religion 1.7 explain how an individual's current exploration of spirituality may be affected by their previous experience of spirituality, faith or religion.

Learning outcome
The learner will: 2. Be able to assess the spiritual needs of an individual
Assessment criteria
The learner can: 2.1 support the individual to identify their spiritual needs and how and by whom these can be addressed 2.2 identify how an individual's emphasis on spirituality may vary at different stages of their life experience 2.3 take action to ensure that the individual's spiritual wellbeing is recognised appropriately in their care plan.

Learning outcome
The learner will: 3. Understand the impact of values and beliefs on own and an individual's spiritual wellbeing
Assessment criteria
The learner can: 3.1 analyse how your own values and beliefs may impact on others when communicating about the individual's spiritual wellbeing 3.2 identify how the values and beliefs of others may impact on the individual 3.3 identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others.

Learning outcome
The learner will: 4. Be able to support individuals' spiritual wellbeing
Assessment criteria
The learner can: 4.1 access resources and information to support the individual's spiritual wellbeing 4.2 contribute to the creation of an environment that enables individuals to express aspects of their spiritual wellbeing 4.3 support the individual to take opportunities to explore and express themselves in ways that support their spiritual wellbeing 4.4 support the individual to participate in their chosen activities to support their spiritual wellbeing 4.5 access any additional expertise required to meet the individual's spiritual needs 4.6 outline the benefits of working in partnership with faith and non-religious communities to support the spiritual needs and preferences of the individual.

Unit 304 Support the spiritual wellbeing of individuals

Supporting information

Guidance

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Unit range

Spirituality can be defined in many ways and can include:

- life force
- personal values and beliefs
- uniqueness
- life pilgrimage
- how desires are channelled
- creativity
- search for hope, harmony and wholeness.

Individual is the person receiving support or care in the work setting.

Others may include:

- partner
- family
- friends
- neighbours
- care worker
- colleague
- manager
- social worker
- occupational therapist
- GP
- speech & language therapist
- physiotherapist
- pharmacist
- nurse
- psychologist
- independent mental capacity advocate
- community psychiatric nurse
- clinical nurse specialists.

Activities may include formal or informal ceremonies, traditions and practices in addition to any other activity which might enable the individual to explore or express their own spirituality.

Unit 305

Supporting individuals with loss and grief before death

UAN:	D/503/8645
Level:	Level 3
Credit value:	2
GLH:	15
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills in supporting individuals with loss and grief before death.

Learning outcome
The learner will: 1. Understand the impact of loss and grief on individuals approaching end of life and others
Assessment criteria
The learner can: 1.1 describe what is meant by loss and grief before reaching end of life 1.2 explain how the experience of loss and grief is unique to individuals and others 1.3 describe stages of loss and grief commonly experienced by individuals with a life-limiting illness 1.4 describe the effects of loss and grief on individuals and others.

Learning outcome
The learner will: 2. Be able to support individuals and others through their experience of loss and grief
Assessment criteria
The learner can: 2.1 support individuals and others to identify the losses they may experience 2.2 according to their preferences and wishes support individuals and others to communicate the losses they may experience 2.3 support the individual and others through each stage of grief they experience 2.4 support individuals and others experiencing loss and grief to access support services.

Learning outcome

The learner will:

3. Be able to manage own feelings in relation to loss and grief

Assessment criteria

The learner can:

- 3.1 describe how own feelings about loss and grief can impact on the support provided
- 3.2 use support systems to manage own feelings brought on by loss & grief.

Unit 305 Supporting individuals with loss and grief before death

Supporting information

Guidance

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Unit range

Individual is the person receiving support or care in the work setting.

Others may include:

- partner
- family
- friends
- neighbours
- care worker
- colleague
- manager
- social worker
- occupational therapist
- GP
- speech & language therapist
- physiotherapist
- pharmacist
- nurse
- psychologist
- independent mental capacity advocate
- community psychiatric nurse
- clinical nurse specialists.

Losses may include:

- emotional
- physical
- financial
- social.

Unit 306

Understand how to support individuals during the last days of life

UAN:	J/503/8137
Level:	Level 3
Credit value:	3
GLH:	28
Aim:	The purpose of this unit is to assess the learner's knowledge and understanding of how to support individuals during the last days of life.

Learning outcome
The learner will: 1. Understand common features of support during the last days of life
Assessment criteria
The learner can: 1.1 describe the common signs of approaching death 1.2 define the circumstances when life-prolonging treatment can be stopped or withheld 1.3 analyse the importance of any advance care plan in the last days of life 1.4 identify the signs that death has occurred.

Learning outcome
The learner will: 2. Understand the impact of the last days of life on the individual and others
Assessment criteria
The learner can: 2.1 describe the possible psychological aspects of the dying phase for the individual and others 2.2 explain the impact of the last days of life on the relationships between individuals and others 2.3 outline possible changing needs of the individual during the last days of life.

Learning outcome
The learner will: 3. Know how to support individuals and others during the last days of life
Assessment criteria
The learner can: 3.1 describe a range of ways to enhance an individual's wellbeing during the last days of life 3.2 explain the importance of working in partnership with key people to support the individual's wellbeing during the last days of life 3.3 describe how to use an integrated care pathway according to agreed ways of working 3.4 define key information about the process following death that should be made available to appropriate people according to agreed ways of working .

Learning outcome
The learner will: 4. Understand the actions to be taken following an individual's death
Assessment criteria
The learner can: 4.1 explain national guidelines, local policies and procedures relating to care after death 4.2 explain the importance of being knowledgeable about an individual's wishes for their after-death care 4.3 explain the importance of acting in ways that respect the individual's wishes immediately after death 4.4 describe agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person 4.5 describe ways to support others immediately following the death of a close relative or friend.

Learning outcome
The learner will: 5. Know how to manage own feelings in relation to an individual's dying or death
Assessment criteria
The learner can: 5.1 define possible impact of an individual's death on own feelings 5.2 identify available support systems to manage own feelings in relation to an individual's death.

Unit 306 Understand how to support individuals during the last days of life

Supporting information

Guidance

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Unit range

Agreed ways of working include policies and procedures where these exist.

Individual is the person receiving support or care in the work setting.

Others may include:

- partner
- family
- friends
- neighbours
- care worker
- colleague
- manager
- social worker
- occupational therapist
- GP
- speech & language therapist
- physiotherapist
- pharmacist
- nurse
- psychologist
- independent mental capacity advocate
- community psychiatric nurse
- clinical nurse specialist.

Range of ways may include:

- appropriate comfort measures in the final hours of life
- environmental factors
- non-medical interventions
- use of equipment and aids
- alternative therapies.

UAN:	F/503/8704
Level:	Level 3
Credit value:	2
GLH:	20
Aim:	The purpose of this unit is to assess the learner's knowledge and understanding of how end of life care can be different with individuals with dementia.

Learning outcome
The learner will: 1. Understand considerations for individuals with dementia at end of life
Assessment criteria
The learner can: 1.1 outline in what ways dementia can be a terminal illness 1.2 compare the differences in the end of life experience of an individual with dementia to that of an individual without dementia 1.3 explain why it is important that end of life care for an individual with dementia must be person-centred 1.4 explain why individuals with dementia need to be supported to make advance care plans as early as possible.

Learning outcome
The learner will: 2. Understand how to support individuals with dementia affected by pain and distress at end of life
Assessment criteria
The learner can: 2.1 explain why pain in individuals with dementia is often poorly recognised and undertreated 2.2 describe ways to assess whether an individual with dementia is in pain or distress 2.3 describe ways to support individuals with dementia to manage their pain and distress at end of life using: <ul style="list-style-type: none"> • medication • non medication techniques.

Learning outcome
The learner will: 3. Understand how to support carers of individuals with dementia at end of life
Assessment criteria
The learner can: 3.1 explain why carers may experience guilt and stress at the end of life of an individual with dementia 3.2 describe ways of supporting carers to understand how the end of life process may differ for individuals with dementia 3.3 describe how others caring for individuals with dementia may experience loss and grief 3.4 describe ways of supporting carers when difficult decisions need to be made for individuals with dementia at end of life 3.5 give examples of how to support carers and others to support an individual with dementia in the final stages of their life.

Unit 307 End of life and dementia care

Supporting information

Guidance

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Unit range

Individual is the person receiving support or care in the work setting.

Carer is the unpaid carer, often a relative or friend.

Others may include:

- partner
- family
- friends
- neighbours
- care worker
- colleague
- manager
- other professionals.

Difficult decisions may include the carers, families, friends and others making some decision on behalf of the individual with dementia. It may mean that where an advanced decision to refuse treatment does not exist or there is no one appointed to make such decisions then a collective decision must be made using the best interests framework of the Mental Capacity Act.

Unit 308

Support individuals at the end of life

UAN:	T/601/9495
Level:	Level 3
Credit value:	7
GLH:	53
Relationship to NOS:	This unit is linked to HSC385.
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Care and Development.
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support end of life care.

Learning outcome
The learner will: 1. Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life
Assessment criteria
The learner can: 1.1 outline legal requirements and agreed ways of working designed to protect the rights of individuals in end of life care 1.2 explain how legislation designed to protect the rights of individuals in end of life care applies to own job role.

Learning outcome
The learner will: 2. Understand factors affecting end of life care
Assessment criteria
The learner can: 2.1 outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death 2.2 explain how the beliefs, religion and culture of individuals and key people influence end of life care 2.3 explain why key people may have a distinctive role in an individual's end of life care 2.4 explain why support for an individual's health and well-being may not always relate to their terminal condition.

Learning outcome
The learner will: 3. Understand advance care planning in relation to end of life care
Assessment criteria
The learner can: 3.1 describe the benefits to an individual of having as much control as possible over their end of life care 3.2 explain the purpose of advance care planning in relation to end of life care 3.3 describe own role in supporting and recording decisions about advance care planning 3.4 outline ethical and legal issues that may arise in relation to advance care planning.

Learning outcome
The learner will: 4. Be able to provide support to individuals and key people during end of life care
Assessment criteria
The learner can: 4.1 support the individual and key people to explore their thoughts and feelings about death and dying 4.2 provide support for the individual and key people that respects their beliefs, religion and culture 4.3 demonstrate ways to help the individual feel respected and valued throughout the end of life period 4.4 provide information to the individual and/or key people about the individual's illness and the support available 4.5 give examples of how an individual's well-being can be enhanced by: <ul style="list-style-type: none"> • environmental factors • non-medical interventions • use of equipment and aids • alternative therapies 4.6 contribute to partnership working with key people to support the individual's well-being.

Learning outcome
The learner will: 5. Understand how to address sensitive issues in relation to end of life care
Assessment criteria
The learner can: 5.1 explain the importance of recording significant conversations during end of life care 5.2 explain factors that influence who should give significant news to an individual or key people 5.3 describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care 5.4 analyse ways to address such conflicts.

Learning outcome
The learner will: 6. Understand the role of organisations and support services available to individuals and key people in relation to end of life care
Assessment criteria
The learner can: 6.1 describe the role of support organisations and specialist services that may contribute to end of life care 6.2 analyse the role and value of an advocate in relation to end of life care 6.3 explain how to establish when an advocate may be beneficial 6.4 explain why support for spiritual needs may be especially important at the end of life 6.5 describe a range of sources of support to address spiritual needs.

Learning outcome
The learner will: 7. Be able to access support for the individual or key people from the wider team
Assessment criteria
The learner can: 7.1 identify when support would best be offered by other members of the team 7.2 liaise with other members of the team to provide identified support for the individual or key people.

Learning outcome
The learner will: 8. Be able to support individuals through the process of dying
Assessment criteria
The learner can: 8.1 carry out own role in an individual's care 8.2 contribute to addressing any distress experienced by the individual promptly and in agreed ways 8.3 adapt support to reflect the individual's changing needs or responses 8.4 assess when an individual and key people need to be alone.

Learning outcome
The learner will: 9. Be able to take action following the death of individuals
Assessment criteria
The learner can: 9.1 explain why it is important to know about an individual's wishes for their after-death care 9.2 carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working 9.3 describe ways to support key people immediately following an individual's death.

Learning outcome
The learner will: 10. Be able to manage own feelings in relation to the dying or death of individuals
Assessment criteria
The learner can: 10.1 identify ways to manage own feelings in relation to an individual's dying or death 10.2 utilise support systems to deal with own feelings in relation to an individual's dying or death.

Unit 308 Support individuals at the end of life

Supporting information

Guidance

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 4, 7, 8, 9 and 10 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life.

Unit range

Legislation and agreed ways of working will include policies and procedures where these apply, and may relate to:

- equality, diversity and discrimination
- data protection, recording, reporting, confidentiality and sharing information
- the making of wills and living wills
- dealing with personal property of deceased people
- removal of medical equipment from deceased people
- visitors
- safeguarding of vulnerable adults.

Systems for advance care planning may include:

- Gold Standard Framework
- Preferred Priorities for Care.

An **individual** is the person requiring end of life care.

Key people may include:

- family members
- friends
- others who are important to the well-being of the individual.

Support organisations and specialist services may include:

- nursing and care homes
- specialist palliative care services
- domiciliary, respite and day services
- funeral directors.

Other members of the team may include:

- line manager
- religious representatives
- specialist nurse
- occupational or other therapist
- social worker
- key people.

Actions may include:

- attending to the body of the deceased
- reporting the death through agreed channels
- informing key people.

Agreed ways of working will include policies and procedures where these exist.

Unit 309

Provide support to continue recommended therapies

UAN:	A/601/9028
Level:	Level 3
Credit value:	3
GLH:	20
Aim:	This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to continue recommended therapies. It covers encouraging and supporting individuals to continue recommended therapies, carrying out observations and reviewing the therapy.

Learning outcome
The learner will: 1. Understand the importance of supporting individuals to continue recommended therapies
Assessment criteria
The learner can: 1.1 analyse the potential benefits of recommended therapies to an individual's health and wellbeing 1.2 describe barriers that may prevent individuals from continuing recommended therapies, and the possible consequences of discontinuation.

Learning outcome
The learner will: 2. Be able to encourage individuals to complete activities recommended by therapists
Assessment criteria
The learner can: 2.1 establish agreement on an individual's needs and preferences about continuing a recommended therapy 2.2 provide opportunities for an individual to access information about the benefits of continuing the recommended therapy 2.3 describe how to overcome an individual's fears or concerns about continuing the recommended therapy.

Learning outcome

The learner will:

3. Be able to provide support to continue recommended therapy

Assessment criteria

The learner can:

- 3.1 clarify with the therapist the information needed before providing support for the therapy
- 3.2 promote active participation during therapy
- 3.3 address difficulties encountered during therapy
- 3.4 provide constructive feedback and encouragement to the individual during therapy.

Learning outcome

The learner will:

4. Be able to observe, record and report on observations during recommended therapy

Assessment criteria

The learner can:

- 4.1 establish with the individual and others what observations need to be made during therapy sessions
- 4.2 carry out agreed observations
- 4.3 record agreed observations as required
- 4.4 report on the findings of observations to individuals and others.

Learning outcome

The learner will:

5. Be able to contribute to evaluation and review of recommended therapies

Assessment criteria

The learner can:

- 5.1 work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided
- 5.2 carry out agreed role to support the evaluation, using observations and feedback from the individual and others
- 5.3 agree changes to therapy sessions or the support provided.

Unit 309 Provide support to continue recommended therapies

Supporting information

Guidance

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work situation.

Unit range

Therapies may include:

- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy.

An **individual** is someone requiring care or support.

Information may include:

- intended outcomes of the therapy
- activities needed to continue the therapy
- learner's role and responsibilities
- how to set up the environment and use equipment and materials
- most effective ways of supporting an individual.

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Ways to address difficulties may include:

- making adjustments to the level or type of support provided
- stopping therapy activities if individual is in pain or distress
- seeking additional support from therapists and others when problems and difficulties are beyond own competence.

Others may include:

- family
- friends
- advocates
- specialist therapists
- others who are important to the individual's well-being.

Unit 310

Support individuals with specific communication needs

UAN:	T/601/8282
Level:	Level 3
Credit value:	5
GLH:	35
Aim:	This unit is for those who support individuals with specific communication needs. It provides the learner with the knowledge and skills that address personal interaction and the use of special methods and aids to promote communication.

Learning outcome
The learner will: 1. Understand specific communication needs and factors affecting them
Assessment criteria
The learner can: 1.1 explain the importance of meeting an individual's communication needs 1.2 explain how own role and practice can impact on communication with an individual who has specific communication needs 1.3 analyse features of the environment that may help or hinder communication 1.4 analyse reasons why an individual may use a form of communication that is not based on a formal language system 1.5 identify a range of communication methods and aids to support individuals to communicate 1.6 describe the potential effects on an individual of having unmet communication needs.

Learning outcome
The learner will: 2. Be able to contribute to establishing the nature of specific communication needs of individuals and ways to address them
Assessment criteria
The learner can: 2.1 work in partnership with the individual and others to identify the individual's specific communication needs 2.2 contribute to identifying the communication methods or aids that will best suit the individual 2.3 explain how and when to access information and support about identifying and addressing specific communication needs.

Learning outcome
The learner will: 3. Interact with individuals using their preferred communication
Assessment criteria
The learner can: 3.1 prepare the environment to facilitate communication 3.2 use agreed methods of communication to interact with the individual 3.3 monitor the individual's responses during and after the interaction to check the effectiveness of communication 3.4 adapt own practice to improve communication with the individual.

Learning outcome
The learner will: 4. Be able to promote communication between individuals and others
Assessment criteria
The learner can: 4.1 support the individual to develop communication methods that will help them to understand others and be understood by them 4.2 provide opportunities for the individual to communicate with others 4.3 support others to understand and interpret the individual's communication 4.4 support others to be understood by the individual by use of agreed communication methods.

Learning outcome
The learner will: 5. Know how to support the use of communication technology and aids
Assessment criteria
The learner can: 5.1 identify specialist services relating to communication technology and aids 5.2 describe types of support that an individual may need in order to use communication technology and aids 5.3 explain the importance of ensuring that communication equipment is correctly set up and working properly.

Learning outcome
The learner will: 6. Be able to review an individual's communication needs and the support provided to address them
Assessment criteria
The learner can: 6.1 collate information about an individual's communication and the support provided 6.2 contribute to evaluating the effectiveness of agreed methods of communication and support provided 6.3 work with others to identify ways to support the continued development of communication.

Unit 310 Support individuals with specific communication needs

Supporting information

Guidance

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment.

Unit range

Aids may include:

- technological aids
- human aids.

An **individual** is someone with specific communication needs who requires care or support.

Others may include:

- family
- advocates
- specialist communication professionals
- others who are important to the individual's well-being.

Information may include:

- observations
- records
- feedback from the individual and others.

Unit 311

Support individuals during a period of change

UAN:	M/601/7907
Level:	Level 3
Credit value:	4
GLH:	29
Relationship to NOS:	This unit is linked to the HSC 382 Support individuals to prepare for, adapt to and manage change.
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals during a period of change.

Learning outcome
The learner will: 1. Understand reasons for and responses to change
Assessment criteria
The learner can: 1.1 describe types of change that may occur in the course of an individual's life 1.2 analyse factors that may make change a positive or a negative experience 1.3 describe approaches likely to enhance an individual's capacity to manage change and experience change positively.

Learning outcome
The learner will: 2. Be able to support individuals to plan how to manage or adapt to change
Assessment criteria
The learner can: 2.1 work with individuals and others to identify recent or imminent changes affecting them 2.2 support the individual to assess the implications and likely impacts of the change identified 2.3 work with the individual and others to plan how to adapt to or manage the change 2.4 explain the importance of both practical support and emotional support during a time of change 2.5 identify and agree roles and responsibilities for supporting a change.

Learning outcome
The learner will: 3. Be able to support individuals to manage or adapt to change
Assessment criteria
The learner can: 3.1 carry out agreed role and responsibilities for supporting change, in ways that promote active participation 3.2 provide information and advice to support the individual to manage change 3.3 support the individual to express preferences and anxieties when going through change 3.4 adapt support methods to take account of preferences or anxieties 3.5 describe how and when to seek additional expertise and advice when supporting an individual through change.

Learning outcome
The learner will: 4. Be able to evaluate the support provided during a period of change
Assessment criteria
The learner can: 4.1 agree with the individual and others how the support provided will be evaluated, and who will be involved 4.2 work with the individual and others to identify positive and negative aspects of a change 4.3 work with the individual and others to evaluate the effectiveness of methods used to support the change process 4.4 record and report on the effectiveness of support for the change process.

Unit 311 Support individuals during a period of change

Supporting information

Guidance

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Unit range

Types of change include changes that are:

- positive
- negative
- chosen
- unchosen
- temporary
- permanent.

An **individual** is someone requiring care or support.

Others may include:

- carers
- friends and relatives
- professionals
- others who are important to the individual's well-being.

The **plan** to manage a change may incorporate:

- the individual's preferences associated with the change
- existing skills or knowledge the individual has that will help them manage the change
- new skills or knowledge the individual may need to develop in order to manage the change
- resources and expertise for managing the change that exist within the individual's personal network
- additional resources, support or expertise needed
- ways to address risks that may arise from a change.

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unit 312

Support individuals who are bereaved

UAN:	A/601/7909
Level:	Level 3
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is linked to the HSC 384.
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals who are bereaved.

Learning outcome
The learner will: 1. Understand the effects of bereavement on individuals
Assessment criteria
The learner can: 1.1 describe how an individual may feel immediately following the death of a loved one 1.2 analyse how the bereavement journey may be different for different individuals.

Learning outcome
The learner will: 2. Understand principles for supporting individuals who are bereaved
Assessment criteria
The learner can: 2.1 compare the key points of theories of bereavement that assist in supporting individuals who are bereaved 2.2 explain the importance of acting in accordance with an individual's culture and beliefs when providing support for bereavement 2.3 explain the importance of empathy in supporting a bereaved individual.

Learning outcome
The learner will: 3. Be able to support individuals to express their response to loss
Assessment criteria
The learner can: 3.1 create an environment where the individual has privacy to express their emotions 3.2 demonstrate active listening skills to support the individual to express their thoughts, feelings and distress.

Learning outcome

The learner will:

4. Be able to support individuals who are bereaved

Assessment criteria

The learner can:

- 4.1 assess the individual's level of distress and their capacity for resilience
- 4.2 agree a programme of support with the individual and **others**
- 4.3 carry out own role within the support programme
- 4.4 support the individual to identify any changes they may need to make as a result of their loss
- 4.5 explain the importance of working at the individual's pace during the bereavement journey
- 4.6 support the individual to manage conflicting emotions, indecision or fear of the future.

Learning outcome

The learner will:

5. Understand the role of specialist agencies in supporting individuals who are bereaved

Assessment criteria

The learner can:

- 5.1 compare the roles of specialist agencies in supporting individuals who are bereaved
- 5.2 describe how to assess whether a bereaved individual requires specialist support
- 5.3 explain the importance of establishing agreement with the individual about making a referral to a specialist agency.

Learning outcome

The learner will:

6. Be able to manage own feelings when providing support for individuals who are bereaved

Assessment criteria

The learner can:

- 6.1 identify ways to manage own feelings while providing support for an individual who is bereaved
- 6.2 use support systems to help manage own feelings.

Unit 312 Support individuals who are bereaved

Supporting information

Guidance

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 3, 4 and 6 must be assessed in a real work environment but in ways that do not intrude on the individual's privacy.

Unit range

An **individual** is someone requiring care or support.

Active listening includes:

- ability to pick up on non-verbal cues
- listening for key words as signposts to emotions
- understanding the meaning of silence
- using body language and facial expression to indicate interest and empathy.

Others may include:

- carers
- friends and relatives
- line manager
- others who are important to the individual's well-being.

Unit 401

Work with families, carers and individuals during times of crisis

UAN:	F/601/9029
Level:	Level 4
Credit value:	5
GLH:	35
Relationship to NOS:	This unit is linked to HSC392 (MH13).
Aim:	This unit is aimed at health & social care workers working with individuals and their carers and families.

Learning outcome
The learner will: 1. Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis
Assessment criteria
The learner can: 1.1 describe current legislation relevant to risk assessment and risk management 1.2 describe legislation, policy and practice relating to the recording, storing and sharing of information by a service provider 1.3 explain the different types of support and intervention available to individuals, carers and families in times of crisis 1.4 explain the factors that influence the kinds of support offered.

Learning outcome
The learner will: 2. Be able to develop risk management strategies when working with individuals, carers and families in times of crisis
Assessment criteria
The learner can: 2.1 assess the risk of crisis situations occurring 2.2 encourage the participation of individuals, carers and families during the agreement and review of a risk management strategy 2.3 provide opportunities for individuals, carers and families to contribute to the identification and agreement of a risk management strategy 2.4 formulate a risk management strategy using risk assessments 2.5 ensure that activities, roles and responsibilities within a risk management strategy are agreed, clarified and understood by all parties 2.6 complete documentation in line with agreed ways of working .

Learning outcome
The learner will: 3. Be able to respond during times of crisis
Assessment criteria
The learner can: 3.1 evaluate the seriousness and urgency of a request for action 3.2 work with families, carers and individuals to agree the response to a crisis situation 3.3 record and communicate the agreed actions 3.4 implement agreed actions promptly in line with agreed ways of working .

Learning outcome
The learner will: 4. Be able to review the outcomes of requests for action during times of crisis
Assessment criteria
The learner can: 4.1 explain how to conduct a valid, reliable and comprehensive review 4.2 review outcomes of actions taken and decisions made 4.3 analyse the results of the review to inform future risk management strategies and actions to be taken.

Unit 401 **Work with families, carers and individuals during times of crisis**

Supporting information

Guidance

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Unit range

Factors:

- economic and social factors
- any illnesses which the individual may have
- risk assessment
- restrictions which may apply under legislation.

Agreed ways of working will include policies and procedures where these exist.

Unit 402

Support individuals during the last days of life

UAN:	F/503/8685
Level:	Level 4
Credit value:	5
GLH:	33
Aim:	The purpose of this unit is to assess the learner's understanding, knowledge and skills when supporting individuals during the last days of life.

Learning outcome
The learner will: 1. Understand the impact of the last days of life on the individual and others
Assessment criteria
The learner can: 1.1 describe psychological aspects of the dying phase for the individual and others 1.2 analyse the impact of the last days of life on the relationships between individuals and others.

Learning outcome
The learner will: 2. Understand how to respond to common symptoms in the last days of life
Assessment criteria
The learner can: 2.1 describe the common signs of approaching death 2.2 explain how to minimise the distress of symptoms related to the last days of life 2.3 describe appropriate comfort measures in the final hours of life 2.4 explain the circumstances when life-prolonging treatment can be stopped or withheld 2.5 identify the signs that death has occurred.

Learning outcome
The learner will: 3. Be able to support individuals and others during the last days of life
Assessment criteria
The learner can: 3.1 demonstrate a range of ways to enhance an individual's well-being during the last days of life 3.2 work in partnership with others to support the individual's well-being 3.3 describe how to use a range of tools for end of life care according to agreed ways of working 3.4 support others to understand the process following death according to agreed ways of working .

Learning outcome
The learner will: 4. Be able to respond to changing needs of an individual during the last days of life
Assessment criteria
The learner can: 4.1 explain the importance of following the individual's advance care plan in the last days of life 4.2 record the changing needs of the individual during the last days of life according to agreed ways of working 4.3 support the individual when their condition changes according to agreed ways of working.

Learning outcome
The learner will: 5. Be able to work according to national guidelines, local policies and procedures, taking into account preferences and wishes after the death of the individual
Assessment criteria
The learner can: 5.1 implement actions immediately after a death that respect the individual's preferences and wishes according to agreed ways of working 5.2 provide care for the individual after death according to national guidelines, local policies and procedures 5.3 explain the importance of following the advance care plan to implement the individual's preferences and wishes for their after-death care 5.4 follow agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person 5.5 explain ways to support others immediately following the death of the individual.

Learning outcome
The learner will: 6. Be able to manage own feelings in relation to an individual's dying or death
Assessment criteria
The learner can: 6.1 identify ways to manage own feelings in relation to an individual's death 6.2 use support systems to manage own feelings in relation to an individual's death.

Unit 402 Support individuals during the last days of life

Supporting information

Guidance

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Unit range

Individual is the person receiving support or care in the work setting.

Others may include:

- partner
- family
- friends
- neighbours
- care worker
- colleague
- manager
- social worker
- occupational therapist
- GP
- speech & language therapist
- physiotherapist
- pharmacist
- nurse
- psychologist
- independent mental capacity advocate
- community psychiatric nurse
- clinical nurse specialist.

Distress may include:

- physical
- emotional
- financial
- social.

Range of ways may include:

- environmental factors
- non-medical interventions
- use of equipment and aids
- alternative therapies.

Tools for end of life care may include, for example:

- Liverpool Care Pathway
- Gold Standard Framework or equivalent
- Preferred priorities of care
- Advance care planning
- Welsh Integrated Care Pathway.

Agreed ways of working refers to policies and procedures where they exist.

Unit 501

Lead and manage end of life care services

UAN:	T/503/8134
Level:	Level 5
Credit value:	7
GLH:	45
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills in leading and managing end of life care services.

Learning outcome
The learner will: 1. Be able to apply current legislation and policy in end of life care in order to develop end of life services
Assessment criteria
The learner can: 1.1 summarise current legislation relating to the provision of best practice end of life care services 1.2 apply local and national policy guidance for end of life care to the setting in which you work 1.3 analyse legal and ethical issues relating to decision making at end of life 1.4 explain how issues of mental capacity could affect end of life care.

Learning outcome
The learner will: 2. Understand current theory and practice underpinning end of life care
Assessment criteria
The learner can: 2.1 describe the theoretical models of grief, loss and bereavement 2.2 explain how grief and loss manifest in the emotions of individuals who are dying and others 2.3 analyse how a range of tools for end of life care can support the individual and others 2.4 explain the pathway used by your local health authority 2.5 critically reflect on how the outcomes of national research can affect your workplace practices.

Learning outcome
The learner will: 3. Be able to lead and manage effective end of life care services
Assessment criteria
The learner can: 3.1 explain the qualities of an effective leader in end of life care 3.2 manage own feelings and emotions in relation to end of life care, using a range of resources as appropriate 3.3 use effective communication to support individuals at end of life and others 3.4 use effective mediation and negotiation skills on behalf of the individual who is dying 3.5 ensure there are sufficient and appropriate resources to support the delivery of end of life care services 3.6 describe the possible role(s) of advocates in end of life care 3.7 manage palliative care emergencies according to the wishes and preferences of the individual 3.8 use a range of tools for end of life care to measure standards through audit and after death analysis.

Learning outcome
The learner will: 4. Be able to establish and maintain key relationships to lead and manage end of life care
Assessment criteria
The learner can: 4.1 identify key relationships essential to effective end of life care 4.2 analyse the features of effective partnership working within your work setting 4.3 implement shared decision making strategies in working with individuals at end of life and others 4.4 analyse how partnership working delivers positive outcomes for individuals and others 4.5 initiate and contribute to multi-disciplinary assessments 4.6 explain how to overcome barriers to partnership working 4.7 access specialist multi-disciplinary advice to manage complex situations.

Learning outcome
The learner will: 5. Be able to support staff and others in the delivery of excellence in the end of life care service
Assessment criteria
The learner can: 5.1 describe how a shared vision for excellent end of life care services can be supported 5.2 implement strategies to empower staff involved in the delivery of end of life care to ensure positive outcomes for individuals and others 5.3 support others to use a range of resources as appropriate to manage own feelings when working in end of life care 5.4 support staff and others to comply with legislation, policies and procedures 5.5 support staff and others to recognise when mental capacity has reduced to the extent that others will determine care and treatment for the person at the end of life 5.6 access appropriate learning and development opportunities to equip staff and others for whom you are responsible 5.7 explain the importance of formal and informal supervision practice to support the staff and volunteers in end of life care 5.8 provide feedback to staff on their practices in relation to end of life care.

Learning outcome
The learner will: 6. Be able to continuously improve the quality of the end of life care service
Assessment criteria
The learner can: 6.1 analyse how reflective practice approaches can improve the quality of end of life care services 6.2 critically reflect on methods for measuring the end of life care service against national indicators of quality 6.3 use outcomes of reflective practice to improve aspects of the end of life care service.

Unit 501 Lead and manage end of life care services

Supporting information

Guidance

This unit must be assessed in accordance with Skills for Care and Development's assessment principles.

Unit range

End of life care services may include those services provided at diagnosis, during treatment or palliative care, including the dying phase, or following death.

Individual is the person receiving support or care in the work setting.

Others may include:

- care or support staff
- colleague
- manager
- non direct care or support staff
- carers
- families
- visitors
- volunteers
- health professionals
- other organisations
- social worker
- occupational therapist
- GP
- speech & language therapist
- physiotherapist
- pharmacist
- nurse
- Macmillan nurse
- independent mental capacity advocate
- clinical nurse specialists.

Tools for end of life care may include eg:

- Liverpool Care Pathway
- Gold Standards Framework or equivalent
- Preferred priorities of care
- Advance care plan approaches
- Welsh integrated care pathway.

Range of resources may include:

- de-briefing
- mentoring
- supervision
- counselling services.

Unit 502

Lead a service that supports individuals through significant life events

UAN:	L/503/8138
Level:	Level 5
Credit value:	4
GLH:	31
Aim:	The purpose of this unit is to assess the learner's knowledge, understanding and skills in leading a service that supports individuals through significant life events.

Learning outcome

The learner will:

1. Be able to implement organisational systems and procedures necessary to support individuals experiencing significant life events

Assessment criteria

The learner can:

- 1.1 ensure systems and structures in your setting enable and demonstrate acceptance for cultural diversity, individual wishes, needs and preferences
- 1.2 ensure organisational systems and procedures uphold **person centred approaches**
- 1.3 implement organisational systems and procedures that ensure quality of service when supporting **individuals** experiencing significant life events
- 1.4 implement effective communication systems which promote open, sensitive and appropriate communication
- 1.5 implement reporting and recording systems which safeguard people you support in line with national and local agreed ways of working
- 1.6 ensure administrative arrangements for legal or financial issues are in line with legal requirements
- 1.7 describe how your organisational systems and procedures can respond to the particular and future needs, wishes and preferences of individuals experiencing significant life events
- 1.8 analyse how the service operates in ways which promote **active participation** for those you support, their families and carers
- 1.9 explain how to resolve tensions or conflicts that may arise for individuals experiencing significant life events, their families and carers.

Learning outcome
The learner will: 2. Be able to ensure sufficient and appropriate resources to support individuals experiencing significant life events
Assessment criteria
The learner can: 2.1 ensure appropriate staffing and skills levels that would be necessary to respond to individuals experiencing significant life events 2.2 provide staff and others for whom you are responsible with appropriate learning opportunities to enable them to respond sensitively to individuals experiencing significant life events 2.3 identify specialist resources that may be required in supporting individuals experiencing significant life events 2.4 develop collaborative working partnerships with other key services and resources to support individuals experiencing significant life events 2.5 implement effective methods for sharing information with other services as appropriate.

Learning outcome
The learner will: 3. Be able to ensure staff can respond to individuals experiencing significant life events
Assessment criteria
The learner can: 3.1 support staff and others to accept and respect the emotions associated with major life changes and loss 3.2 support staff and others to accept and respond sensitively to individuals wishes, choices and spiritual needs 3.3 support staff to monitor individuals' emotional, behavioural, psychological or physical changes 3.4 support staff and others to communicate effectively in response to individuals experiencing significant life events 3.5 implement systems and procedures for staff to be able to seek additional guidance and information where they are faced with a situation which is outside of their own expertise 3.6 provide appropriate support systems for staff and others to help them to manage the impact of their work on their own emotional and physical needs.

Unit 502 Lead a service that supports individuals through significant life events

Supporting information

Guidance

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Unit range

Significant life events may include sensory loss, loss of life, loss of limbs, loss of loved ones, onset of dementia, loss of capacity due to illness or other, eg stroke, brain injuries, family upheaval.

Person centred approaches are those that fully recognise the uniqueness of the individual and establish this as the basis for planning and delivery of care and support.

Individual is the person receiving support or care in the work setting.

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

Others may include:

- partner
- family
- friends
- neighbours
- care worker
- colleague
- manager
- social worker
- occupational therapist
- GP
- speech & language therapist
- physiotherapist
- pharmacist
- nurse
- psychologist
- independent mental capacity advocate
- community psychiatric nurse
- clinical nurse specialists.



Appendix 1 Relationships to other qualifications

Links to other qualifications

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that candidates completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales – see www.cityandguilds.com/esw



Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLA/e-volve assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

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