Unit 201  Understand how to work in end of life care

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

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<th>UAN:</th>
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<td><strong>GLH:</strong></td>
<td>33</td>
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<tr>
<td><strong>Aim:</strong></td>
<td>The aim of this unit is to assess the learner’s knowledge and understanding surrounding the provision of support in end of life care</td>
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### 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 QCF 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 306  Understand how to support individuals during the last days of life

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<td>Aim:</td>
<td>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.</td>
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**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.
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<tr>
<td>The learner will:</td>
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<tr>
<td>3. Know how to support individuals and others during the last days of life</td>
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<td>The learner can:</td>
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<tr>
<td>3.1 describe a range of ways to enhance an individual's wellbeing during the last days of life</td>
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<tr>
<td>3.2 explain the importance of working in partnership with key people to support the individual's wellbeing during the last days of life</td>
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<tr>
<td>3.3 describe how to use an integrated care pathway according to agreed ways of working</td>
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<td>3.4 define key information about the process following death that should be made available to appropriate people according to agreed ways of working.</td>
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<td>The learner will:</td>
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<td>4. Understand the actions to be taken following an individual's death</td>
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<td>4.1 explain national guidelines, local policies and procedures relating to care after death</td>
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<td>4.2 explain the importance of being knowledgeable about an individual's wishes for their after-death care</td>
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<td>4.3 explain the importance of acting in ways that respect the individual's wishes immediately after death</td>
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<tr>
<td>4.4 describe agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person</td>
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<td>4.5 describe ways to support others immediately following the death of a close relative or friend.</td>
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<td>5. Know how to manage own feelings in relation to an individual's dying or death</td>
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<td>The learner can:</td>
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<tr>
<td>5.1 define possible impact of an individual's death on own feelings</td>
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<tr>
<td>5.2 identify available support systems to manage own feelings in relation to an individual's death.</td>
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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 QCF 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.