

<b>Unit Title:</b>	<b>Support individuals during the last days of life</b>
Sector unit number:	EOL 306
Level:	4
Credit value:	5
Guided learning hours:	33
Unit reference number:	F/503/8685

## Unit purpose and 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 Outcomes	Assessment Criteria	Teaching Content
<p><b>The Learner will:</b></p> <p>1 Understand the impact of the last days of life on the individual and others</p>	<p><b>The Learner can:</b></p> <p>1.1 Describe psychological aspects of the dying phase for the <b>individual</b> and <b>others</b></p> <p>1.2 Analyse the impact of the last days of life on the relationships between individuals and others</p>	<p><b>Individual</b> is the person receiving support or care in the work setting</p> <p><b>Others</b> may include.</p> <ul style="list-style-type: none"> <li>• Partner</li> <li>• Family</li> <li>• Friends</li> <li>• Neighbours</li> <li>• Care worker</li> <li>• Colleague</li> <li>• Manager</li> <li>• Social Worker</li> <li>• Occupational Therapist</li> <li>• GP</li> <li>• Speech &amp; Language Therapist</li> <li>• Physiotherapist</li> <li>• Pharmacist</li> <li>• Nurse</li> <li>• Psychologist</li> <li>• Independent Mental Capacity Advocate</li> <li>• Community Psychiatric Nurse</li> <li>• Clinical nurse specialist</li> </ul>
<p>2 Understand how to respond to common symptoms in the last days of life</p>	<p>2.1 Describe the common signs of approaching death</p> <p>2.2 Explain how to minimise the <b>distress</b> of symptoms related to the last days of life</p> <p>2.3 Describe appropriate comfort measures in the final hours of life</p>	<p><b>Distress</b> may include:</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Emotional</li> <li>• Financial</li> <li>• Social</li> </ul>

Learning Outcomes	Assessment Criteria	Teaching Content
	<p>2.4 Explain the circumstances when life-prolonging treatment can be stopped or withheld</p> <p>2.5 Identify the signs that death has occurred</p>	
<p>3 Be able to support individuals and others during the last days of life</p>	<p>3.1 Demonstrate a <b>range of ways</b> to enhance an individual's well-being during the last days of life</p> <p>3.2 Work in partnership with others to support the individual's well-being</p> <p>3.3 Describe how to use a <b>range of tools for end of life care</b> according to agreed ways of working</p> <p>3.4 Support others to understand the process following death according to <b>agreed ways of working</b></p>	<p><b>Range of ways</b> may include:</p> <ul style="list-style-type: none"> <li>• environmental factors</li> <li>• non-medical interventions</li> <li>• use of equipment and aids</li> <li>• alternative therapies</li> </ul> <p><b>Tools for end of life care</b> may include, for example:</p> <ul style="list-style-type: none"> <li>• Liverpool Care Pathway</li> <li>• Gold Standard Framework or equivalent</li> <li>• Preferred priorities of care</li> <li>• Advance care planning</li> <li>• Welsh Integrated Care Pathway</li> </ul> <p><b>Agreed ways of working</b> refers to policies and procedures where they exist</p>
<p>4 Be able to respond to changing needs of an individual during the last days of life</p>	<p>4.1 Explain the importance of following the individual's advance care plan in the last days of life</p> <p>4.2 Record the changing needs of the individual during the last days of life according to agreed ways of working</p> <p>4.3 Support the individual when their condition changes according to agreed ways of working</p>	
<p>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</p>	<p>5.1 Implement actions immediately after a death that respect the individual's preferences and wishes according to agreed ways of working</p> <p>5.2 Provide care for the individual after death</p>	

Learning Outcomes	Assessment Criteria	Teaching Content
	<p>according to national guidelines, local policies and procedures</p> <p>5.3 Explain the importance of following the advance care plan to implement the individual's preferences and wishes for their after-death care</p> <p>5.4 Follow agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person</p> <p>5.5 Explain ways to support others immediately following the death of the individual</p>	
<p>6 Be able to manage own feelings in relation to an individual's dying or death</p>	<p>6.1 Identify ways to manage own feelings in relation to an individual's death</p> <p>6.2 Use support systems to manage own feelings in relation to an individual's death</p>	

## Assessment

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Units need to be assessed in accordance with Skills for Care's QCF Assessment Principles.

Assessment decisions for competence based learning outcomes (e.g. those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

## Guidance on assessment and evidence requirements

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OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

## Details of relationship between the unit and national occupational standards

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This unit has been developed by Skills for Care in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care.

SCDHSC0385

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.