

Unit Title: Lead and manage end of life care services
Sector unit number: EOL 501
Level: 5
Credit value: 7
Guided learning hours: 45
Unit reference number: T/503/8134

Unit purpose and 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 Outcomes	Assessment Criteria	Teaching Content
<p>The Learner will:</p> <p>1 Be able to apply current legislation and policy in end of life care in order to develop end of life services</p>	<p>The Learner can:</p> <p>1.1 Summarise current legislation relating to the provision of best practice end of life care services</p> <p>1.2 Apply local and national policy guidance for end of life care to the setting in which you work</p> <p>1.3 Analyse legal and ethical issues relating to decision making at end of life</p> <p>1.4 Explain how issues of mental capacity could affect end of life care</p>	<p>End of life care services may include those services provided at diagnosis, during treatment or palliative care, including the dying phase, or following death</p>
<p>2 Understand current theory and practice underpinning end of life care</p>	<p>2.1 Describe the theoretical models of grief, loss and bereavement</p> <p>2.2 Explain how grief and loss manifest in the emotions of individuals who are dying and others</p> <p>2.3 Analyse how a range of tools for end of life care can support the individual and others</p> <p>2.4 Explain the pathway used by your local health authority</p> <p>2.5 Critically reflect on how the outcomes of national</p>	<p>Individual is the person receiving support or care in the work setting</p> <p>Others may include:</p> <ul style="list-style-type: none"> • 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

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	<p>research can affect your workplace practices</p>	<p>Therapist</p> <ul style="list-style-type: none"> • Physiotherapist • Pharmacist • Nurse • Macmillan Nurse • Independent Mental Capacity Advocate • Clinical nurse specialists <p>Tools for end of life care may include e.g.</p> <ul style="list-style-type: none"> • Liverpool Care Pathway • Gold Standards Framework or equivalent • Preferred priorities of care • Advance care plan approaches • Welsh integrated care pathway
<p>3 Be able to lead and manage effective end of life care services</p>	<p>3.1 Explain the qualities of an effective leader in end of life care</p> <p>3.2 Manage own feelings and emotions in relation to end of life care, using a range of resources as appropriate</p> <p>3.3 Use effective communication to support individuals at end of life and others</p> <p>3.4 Use effective mediation and negotiation skills on behalf of the individual who is dying</p> <p>3.5 Ensure there are sufficient and appropriate resources to support the delivery of end of life care services</p> <p>3.6 Describe the possible role(s) of advocates in end of life care</p> <p>3.7 Manage palliative care emergencies according to the wishes and preferences of the individual</p>	<p>Range of resources may include:</p> <ul style="list-style-type: none"> • De-briefing • Mentoring • Supervision • Counselling services

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	<p>3.8 Use a range of tools for end of life care to measure standards through audit and after death analysis</p>	
<p>4 Be able to establish and maintain key relationships to lead and manage end of life care</p>	<p>4.1 Identify key relationships essential to effective end of life care</p> <p>4.2 Analyse the features of effective partnership working within your work setting</p> <p>4.3 Implement shared decision making strategies in working with individuals at end of life and others</p> <p>4.4 Analyse how partnership working delivers positive outcomes for individuals and others</p> <p>4.5 Initiate and contribute to multi-disciplinary assessments</p> <p>4.6 Explain how to overcome barriers to partnership working</p> <p>4.7 Access specialist multi-disciplinary advice to manage complex situations</p>	
<p>5 Be able to support staff and others in the delivery of excellence in the end of life care service</p>	<p>5.1 Describe how a shared vision for excellent end of life care services can be supported</p> <p>5.2 Implement strategies to empower staff involved in the delivery of end of life care to ensure positive outcomes for individuals and others</p> <p>5.3 Support others to use a range of resources as appropriate to manage own feelings when working in end of life care</p> <p>5.4 Support staff and others to comply with legislation,</p>	

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	<p>policies and procedures</p> <p>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</p> <p>5.6 Access appropriate learning and development opportunities to equip staff and others for whom you are responsible</p> <p>5.7 Explain the importance of formal and informal supervision practice to support the staff and volunteers in end of life care</p> <p>5.8 Provide feedback to staff on their practices in relation to end of life care</p>	
<p>6 Be able to continuously improve the quality of the end of life care service</p>	<p>6.1 Analyse how reflective practice approaches can improve the quality of end of life care services</p> <p>6.2 Critically reflect on methods for measuring the end of life care service against national indicators of quality</p> <p>6.3 Use outcomes of reflective practice to improve aspects of the end of life care service</p>	

Assessment

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

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

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 SCDLMCSB2 SCDHSC0428

Additional information

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