

Unit Title:	Support individuals who are bereaved
Unit sector reference:	HSC 3035
Level:	Three
Credit value:	4
Guided learning hours:	30
Unit expiry date:	30/04/2015
Unit accreditation number:	A/601/7909

Unit purpose and 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 Outcomes	Assessment Criteria	Exemplification
<p>The learner will:</p> <p>1 Understand the effects of bereavement on individuals</p>	<p>The learner can:</p> <p>1.1 Describe how an individual may feel immediately following the death of a loved one</p> <p>1.2 Analyse how the bereavement journey may be different for different individuals</p>	
<p>2 Understand principles for supporting individuals who are bereaved</p>	<p>2.1 Compare the key points of theories of bereavement that assist in supporting individuals who are bereaved</p> <p>2.2 Explain the importance of acting in accordance with an individual's culture and beliefs when providing support for bereavement</p> <p>2.3 Explain the importance of empathy in supporting a bereaved individual</p>	<p>An individual is someone requiring care or support</p>
<p>3 Be able to support individuals to express their response to loss</p>	<p>3.1 Create an environment where the individual has privacy to express their emotions</p> <p>3.2 Demonstrate active listening skills to support the individual to express their thoughts, feelings and distress</p>	<p>Active Listening includes:</p> <ul style="list-style-type: none"> • 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

Learning Outcomes	Assessment Criteria	Exemplification
		indicate interest and empathy
4 Be able to support individuals who are bereaved	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	Others may include: <ul style="list-style-type: none"> • Carers • Friends and relatives • Line manager • Others who are important to the individual's well-being
5 Understand the role of specialist agencies in supporting individuals who are bereaved	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	
6 Be able to manage own feelings when providing support for individuals who are bereaved	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	

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

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.

Assessment decisions for competence based learning outcomes (eg 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.

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

For this unit, learning outcomes 3, 4 and 6 must be assessed in a real work environment.

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.

National occupational standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. 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 and Development:

HSC 384

NOS can be viewed on the relevant Sector Skills Council’s website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	
Reading	✓	Analysing		Find and select information	
Writing	✓	Interpreting		Develop, present and communicate information	

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.