

Unit Title:	Understand how to support individuals during the last days of life
Sector unit number:	EOL 307
Level:	3
Credit value:	3
Guided learning hours:	28
Unit reference number:	J/503/8137

Unit purpose and 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 Outcomes	Assessment Criteria	Teaching Content
<p>The Learner will:</p> <p>1 Understand common features of support during the last days of life</p>	<p>The Learner can:</p> <p>1.1 Describe the common signs of approaching death</p> <p>1.2 Define the circumstances when life-prolonging treatment can be stopped or withheld</p> <p>1.3 Analyse the importance of any advance care plan in the last days of life</p> <p>1.4 Identify the signs that death has occurred</p>	
<p>2 Understand the impact of the last days of life on the individual and others</p>	<p>2.1 Describe the possible psychological aspects of the dying phase for the individual and others</p> <p>2.2 Explain the impact of the last days of life on the relationships between individuals and others</p> <p>2.3 Outline possible changing needs of the individual during the last days of life</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"> • Partner • Family • Friends • Neighbours • Care worker • Colleague • Manager • Social Worker • Occupational Therapist • GP • Speech & Language Therapist • Physiotherapist • Pharmacist

Learning Outcomes	Assessment Criteria	Teaching Content
		<ul style="list-style-type: none"> • Nurse • Psychologist • Independent Mental Capacity Advocate • Community Psychiatric Nurse • Clinical nurse specialist
<p>3 Know how to support individuals and others during the last days of life</p>	<p>3.1 Describe a range of ways to enhance an individual's wellbeing during the last days of life</p> <p>3.2 Explain the importance of working in partnership with key people to support the individual's wellbeing during the last days of life</p> <p>3.3 Describe how to use an integrated care pathway according to agreed ways of working</p> <p>3.4 Define key information about the process following death that should be made available to appropriate people according to agreed ways of working</p>	<p>Range of ways may include:</p> <ul style="list-style-type: none"> • appropriate comfort measures in the final hours of life • environmental factors • non-medical interventions • use of equipment and aids • alternative therapies <p>Agreed ways of working include policies and procedures where these exist</p>
<p>4 Understand the actions to be taken following an individual's death</p>	<p>4.1 Explain national guidelines, local policies and procedures relating to care after death</p> <p>4.2 Explain the importance of being knowledgeable about an individual's wishes for their after-death care</p> <p>4.3 Explain the importance of acting in ways that respect the individual's wishes immediately after death</p> <p>4.4 Describe agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person</p>	

Learning Outcomes	Assessment Criteria	Teaching Content
	4.5 Describe ways to support others immediately following the death of a close relative or friend	
5 Know how to manage own feelings in relation to an individual's dying or death	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	

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

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.