

Unit Title:	End of life and dementia care
Sector unit number:	EOL 308
Level:	3
Credit value:	2
Guided learning hours:	20
Unit reference number:	F/503/8704

Unit purpose and aim

The purpose of this unit is to assess the learner's knowledge and understanding of how end of life care can be different with individuals with dementia.

Learning Outcomes	Assessment Criteria	Teaching Content
<p>The Learner will:</p> <p>1 Understand considerations for individuals with dementia at end of life</p>	<p>The Learner can:</p> <p>1.1 Outline in what ways dementia can be a terminal illness</p> <p>1.2 Compare the differences in end of life experience of an individual with dementia to that of an individual without dementia</p> <p>1.3 Explain why it is important that end of life care for an individual with dementia must be person-centred</p> <p>1.4 Explain why individuals with dementia need to be supported to make advance care plans as early as possible</p>	<p>Individual is the person receiving support or care in the work setting</p>
<p>2 Understand how to support individuals with dementia affected by pain and distress at end of life</p>	<p>2.1 Explain why pain in individuals with dementia is often poorly recognised and undertreated</p> <p>2.2 Describe ways to assess whether an individual with dementia is in pain or distress</p> <p>2.3 Describe ways to support individuals with dementia to manage their pain and distress at end of life using</p> <ul style="list-style-type: none"> Medication 	

Learning Outcomes	Assessment Criteria	Teaching Content
	<ul style="list-style-type: none"> • Non medication techniques 	
<p>3 Understand how to support carers of individuals with dementia at end of life</p>	<p>3.1 Explain why carers may experience guilt and stress at end of life of an individual with dementia</p> <p>3.2 Describe ways of supporting carers to understand how end of life process may differ for individuals with dementia</p> <p>3.3 Describe how others caring for individuals with dementia may experience loss and grief</p> <p>3.4 Describe ways of supporting carers when difficult decisions need to be made for individuals with dementia at end of life</p> <p>3.5 Give examples of how to support carers and others to support an individual with dementia in the final stages of their life</p>	<p>Carer is the unpaid carer, often a relative or friend</p> <p>Others may include.</p> <ul style="list-style-type: none"> • Partner • Family • Friends • Neighbours • Care worker • Colleague • Manager • Other professionals <p>Difficult decisions may include the carers, families, friends and others making some decision on behalf of the individual with dementia. It may mean that where an advanced decision to refuse treatment does not exist or there is no one appointed to make such decisions then a collective decision must be made using the best interests framework of the Mental Capacity Act.</p>

Assessment

Units need to be assessed in accordance with Skills for Care 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.

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

SCDHSC0385 SCDHSC0226

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.