

<b>Unit Title:</b>	<b>Support individuals at the end of life</b>
Sector unit number	HSC 3048
Level:	3
Credit value:	7
Guided learning hours:	53
Unit Reference Number:	T/601/9495

### 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 end of life care.

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The Learner will:</b></p> <p>1 Understand the requirements of <b>legislation and agreed ways of working</b> to protect the rights of individuals at the end of life</p>	<p><b>The Learner can:</b></p> <p>1.1 Outline legal requirements and agreed ways of working designed to protect the rights of individuals in end of life care</p> <p>1.2 Explain how legislation designed to protect the rights of individuals in end of life care applies to own job role</p>	<p><b>Legislation and agreed ways of working</b> will include policies and procedures where these apply, and may relate to:</p> <ul style="list-style-type: none"> <li>• equality, diversity and discrimination</li> <li>• data protection, recording, reporting, confidentiality and sharing information</li> <li>• the making of wills and living wills</li> <li>• dealing with personal property of deceased people</li> <li>• removal of medical equipment from deceased people</li> <li>• visitors</li> <li>• safeguarding of vulnerable adults</li> </ul>
<p>2 Understand factors affecting end of life care</p>	<p>2.1 Outline key points of theories about the emotional and psychological processes that <b>individuals</b> and <b>key people</b> may experience with the approach of death</p> <p>2.2 Explain how the beliefs, religion and culture of individuals and key people influence end of life care</p>	<p>An <b>individual</b> is the person requiring end of life care</p> <p><b>Key people</b> may include:</p> <ul style="list-style-type: none"> <li>• Family members</li> <li>• Friends</li> <li>• Others who are important to the well-being of the individual</li> </ul>

Learning Outcomes	Assessment Criteria	Exemplification
	<p>2.3 Explain why key people may have a distinctive role in an individual's end of life care</p> <p>2.4 Explain why support for an individual's health and well-being may not always relate to their terminal condition</p>	
<p>3 Understand <b>advance care planning</b> in relation to end of life care</p>	<p>3.1 Describe the benefits to an individual of having as much control as possible over their end of life care</p> <p>3.2 Explain the purpose of advance care planning in relation to end of life care</p> <p>3.3 Describe own role in supporting and recording decisions about advance care planning</p> <p>3.4 Outline ethical and legal issues that may arise in relation to advance care planning</p>	<p><b>Systems for advance care planning</b> may include:</p> <ul style="list-style-type: none"> <li>• Gold Standard Framework</li> <li>• Preferred Priorities for Care</li> </ul>
<p>4 Be able to provide support to individuals and key people during end of life care</p>	<p>4.1 Support the individual and key people to explore their thoughts and feelings about death and dying</p> <p>4.2 Provide support for the individual and key people that respects their beliefs, religion and culture</p> <p>4.3 Demonstrate ways to help the individual feel respected and valued throughout the end of life period</p> <p>4.4 Provide information to the individual and/or key people about the individual's illness and the support available</p> <p>4.5 Give examples of how an individual's well-being can be enhanced by:</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>	

Learning Outcomes	Assessment Criteria	Exemplification
	4.6 Contribute to partnership working with key people to support the individual's well-being	
5 Understand how to address sensitive issues in relation to end of life care	5.1 Explain the importance of recording significant conversations during end of life care 5.2 Explain factors that influence who should give significant news to an individual or key people 5.3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care 5.4 Analyse ways to address such conflicts	
6 Understand the role of organisations and support services available to individuals and key people in relation to end of life care	6.1 Describe the role of <b>support organisations and specialist services</b> that may contribute to end of life care 6.2 Analyse the role and value of an advocate in relation to end of life care 6.3 Explain how to establish when an advocate may be beneficial 6.4 Explain why support for spiritual needs may be especially important at the end of life 6.5 Describe a range of sources of support to address spiritual needs	<b>Support organisations and specialist services</b> may include: <ul style="list-style-type: none"> <li>• nursing and care homes</li> <li>• specialist palliative care services</li> <li>• domiciliary, respite and day services</li> <li>• funeral directors</li> </ul>
7 Be able to access support for the individual or key people from the wider team	7.1 Identify when support would best be offered by <b>other members of the team</b> 7.2 Liaise with other members of the team to provide identified support for the individual or key people	<b>Other members of the team</b> may include: <ul style="list-style-type: none"> <li>• line manager</li> <li>• religious representatives</li> <li>• specialist nurse</li> <li>• occupational or other therapist</li> <li>• social worker</li> <li>• key people</li> </ul>

Learning Outcomes	Assessment Criteria	Exemplification
8 Be able to support individuals through the process of dying	8.1 Carry out own role in an individual's care 8.2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways 8.3 Adapt support to reflect the individual's changing needs or responses 8.4 Assess when an individual and key people need to be alone	
9 Be able to take action following the death of individuals	9.1 Explain why it is important to know about an individual's wishes for their after-death care 9.2 Carry out <b>actions</b> immediately following a death that respect the individual's wishes and follow agreed ways of working 9.3 Describe ways to support key people immediately following an individual's death	<b>Actions</b> may include: <ul style="list-style-type: none"> <li>• Attending to the body of the deceased</li> <li>• Reporting the death through agreed channels</li> <li>• Informing key people</li> </ul>
10 Be able to manage own feelings in relation to the dying or death of individuals	10.1 Identify ways to manage own feelings in relation to an individual's dying or death 10.2 Utilise support systems to deal with own feelings in relation to an individual's dying or death	

## Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 4, 7, 8, 9 and 10 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life.

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.

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 and Development 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 the children and young people's workforce developed by Skills for Care and Development.

## 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).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website [www.ocr.org.uk](http://www.ocr.org.uk).

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.