

Pearson Edexcel Level 3 Certificate in Working in End of Life Care

Specification

NVQ/Competence-based qualification

First registration August 2014

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson Edexcel Level 3 Certificate in Working in End of Life Care (QCF)

The QN remains the same.

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Summary of Pearson Edexcel Level 3 Certificate in Working in End of Life Care specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 11
Guided learning definition updated	Section 11

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Purpose of this specification

This specification sets out:

- the objectives of the qualification
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- the combination of units that a learner must have completed before the qualification will be awarded and any pathways
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Framework in which the qualification is included, where appropriate.

1 Introducing Pearson Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs) or Competence-based qualifications reflect the skills and knowledge needed to do a job effectively. They are work-based qualifications that give learners the opportunity to demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, allowing flexibility in their delivery to meet the individual learner's needs. The qualifications are based on the National Occupational Standards (NOS) for the sector, which define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

Most NVQ/Competence-based qualifications form the competence component of Apprenticeship Frameworks. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 3 Certificate in Working in End of Life Care
Qualification Number (QN)	601/1122/7
Regulation start date	29/08/2013
Operational Start date	01/08/2014
Approved age ranges	16-18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	26
Assessment	Portfolio of Evidence (internal assessment)
Total Qualification Time (TQT)	260
Guided learning hours	192
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 9, Access and Recruitment</i>) Centres must also follow the Pearson Access and Recruitment policy (see <i>Section 9, Access and Recruitment</i>)
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Qualification number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com

Qualification objectives

The Pearson Edexcel Level 3 Certificate in Working in End of Life Care is for learners who work in, or want to work in Health and Social Care.

It gives learners the opportunity to:

- demonstrate competence as a Care Officer, Senior Support Worker or Assistant Healthcare Worker
- develop knowledge and skills related to the specified job roles in the Health and Social Care Sector
- have existing skills recognised
- achieve a nationally-recognised Level 3 qualification
- develop their own personal growth and engagement in learning

Relationship with previous qualifications

This qualification is a replacement for the EDI Level 3 Certificate in Working in End of Life Care.

Progression opportunities

Learners who have achieved the Pearson Edexcel Level 3 Certificate in Working in End of Life Care can progress to the Pearson BTEC Level 5 Certificate in Leading and Managing Services to Support end of Life and Significant Life Events or into related job roles.

Industry support and recognition

This qualification is supported by Skills for Care and Development, the Skills Council for Health and Social Care.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in Health and Social Care, which were set and designed by Skills for Care and Development, the Sector Skills Council for the sector.

3 Qualification structure

Pearson Edexcel Level 3 Certificate in Working in End of Life Care

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	26
Minimum number of credits that must be achieved at level 3 or above	17
Number of mandatory credits that must be achieved	17
Number of optional credits that must be achieved	9

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	Y/503/8689	Understand how to Provide Support when Working in End of Life Care	3	4	33
2	Y/503/8644	Managing Symptoms in End of Life Care	3	3	22
3	A/503/8135	Understand Advance Care Planning	3	3	25
4	D/503/8645	Supporting Individuals with Loss and Grief before Death	3	2	15
5	T/601/8282	Support Individuals with Specific Communication Needs	3	5	35
Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
6	M/503/8133	Support the Spiritual Well-being of Individuals	3	3	26
7	F/503/8685	Support Individuals during the Last Days of Life	4	5	33
8	J/503/8137	Understand how to Support Individuals during the Last Days of Life	3	3	28
9	F/503/8704	End of Life and Dementia Care	3	2	20
10	M/601/7907	Support Individuals during a Period of Change	3	4	29

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
11	T/601/9495	Support Individuals at the End of Life	3	7	53
12	K/601/9025	Provide Support to Manage Pain and Discomfort	2	2	15
13	A/601/7909	Support Individuals who are Bereaved	3	4	30
14	R/601/8256	Contribute to the Care of a Deceased Person	2	3	24
15	L/601/8143	Support Individuals who are Distressed	2	3	21
16	L/601/8725	Support Individuals Undergoing Healthcare Activities	2	3	22
17	A/601/9028	Provide Support to Continue Recommended Therapies	3	3	20
18	F/601/9029	Work with Families, Carers and Individuals during Times of Crisis	4	5	35

4 Assessment

This qualification is assessed through an externally verified Portfolio of Evidence that consists of evidence gathered during the course of the learner's work.

To achieve a pass for the full qualification, the learner must achieve all the required units in the stated qualification structure. Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met, and it should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. The unit specification or suitable centre documentation can be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria of the unit and learning outcomes is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning programme, whether at or away from the workplace. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy. the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted based on RPL should provide confidence that the same level of skill/understanding/knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.
- Further guidance is available in the policy document *Recognition of Prior Learning Policy*, available on the Pearson website.
- a **combination** of these.

Assessment strategy

The assessment requirements/strategy for this qualification has been included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the qualification to ensure that it remains valid and reliable. They have been developed by Skills for Care and Development in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria as well as the requirements of the Skills for Care and Development assessment requirements/strategy. As stated in the assessment requirements/strategy, the evidence for this qualification can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation in accordance with the relevant assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations for cross-referencing purposes in their portfolios.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. Evidence must be available to the assessor, internal verifier and Pearson standards verifier.

Any specific evidence requirements for individual units are stated in the unit introduction for the units in *Section 11*.

There is further guidance about assessment on our website. Please see *Section 12* for details.

Assessment of knowledge

This qualification consists of the following knowledge-based units:

- Y/503/8689: Understand how to provide support when working in end of life care
- A/503/8135: Understand Advance Care Planning
- J/503/8137: Understand how to support individuals during the last days of life
- F/503/8704: End of life and dementia care

These units must be assessed in line with Skills for Care and Development's assessment strategy (please see *Annexe A*) Any specific assessment requirements for these units are stated in the unit introduction for the units in *Section 11*.

Other units within this qualification include knowledge-based learning outcomes and assessment criteria. The evidence provided to meet these learning outcomes and assessment criteria must be in line with Creative and Cultural Skills assessment strategy (please see *Annexe A*). Any specific assessment requirements are stated in the unit introduction for the units in *Section 11*.

Centres need to look closely at the verbs used for each assessment criterion in these units when devising the assessment to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements. Any assignment brief should indicate clearly, which assessment criteria are being targeted.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment. To avoid over-assessment, centres are encouraged to link delivery and assessment across the knowledge-based units or learning outcomes.

5 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support both the delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where permitted, RWE must offer the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment strategy in Annexe A. Staff assessing learners must meet the occupational competence requirements within the overarching assessment strategy for the sector. There must be systems in place to ensure the continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 9 Access and recruitment* and *Section 10 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, www.gov.uk/government/organisations/home-office

6 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson Edexcel accredited vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson Edexcel vocational qualifications is available at qualifications.pearson.com.

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, Conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres will internally assess NVQs/Competence-based qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model is as described below.

Centres offering Pearson Edexcel NVQs/Competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits must reflect the centre's performance, taking account of the number:

- of assessment sites
- and throughput of learners
- and turnover of assessors
- and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a Pearson BTEC Apprenticeship framework), a single standards verifier will be allocated to verify all elements of the Pearson BTEC Apprenticeship programme. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full Pearson BTEC Apprenticeship, the same standards verifier will be allocated.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment, verification and for the specific occupational sector are being consistently met.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

For further details, please go to the UK NVQ Quality Assurance Centre Handbook and the *Pearson NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, at qualifications.pearson.com.

8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning,) that meets learners' needs. However, centres must make sure that learners have access to the resources identified in the specification and to the sector specialists delivering and assessing the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Those planning the programme should aim to address the occupational nature of the qualification by:

- engaging with learners, initially, through planned induction, and subsequently through the involvement of learners in planning for assessment opportunities
- using naturally occurring workplace activities and products to present evidence for assessment against the requirements of the qualification
- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units, as appropriate, thereby reducing the assessment burden on learners and assessors
- taking advantage of suitable digital methods to capture evidence.

9 Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to them during the delivery and assessment of the qualification. The review must take account of the information and guidance in *Section 10 Access to qualifications for learners with disabilities or specific needs*.

10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification can be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy document *Reasonable Adjustment and Special Considerations Policy for Pearson Vocational Qualifications*.

This document is available on our website, at qualifications.pearson.com

11 Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

Unit 1: Understand how to provide support when working in end of life care

Unit reference number: Y/503/8689

Level: 3

Credit value: 4

Guided learning hours: 33

Unit aim

The purpose of this unit is to assess the learner's knowledge and understanding surrounding the provision of support in end of life care.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with *Skills for Care and Development's Assessment Principles*. Please see *Annexe A*.

Assessment guidance

For AC1.2, **tools for end of life care** may include:

- Liverpool Care Pathway
- Gold Standards Framework or equivalent
- preferred priorities of care
- advance care plan approaches
- Welsh integrated care pathway
- Individuals are the people receiving support or care in the work setting.

Others may include:

- care or support staff
- colleagues
- managers
- non direct care or support staff
- carers
- families

- visitors
- volunteers
- health professionals
- other organisations
- social workers
- occupational therapists
- GPs
- speech and language therapists
- physiotherapists
- pharmacists
- nurses
- Macmillan Nurses
- independent mental capacity advocates
- clinical nurse specialists.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand current approaches to end of life care.	1.1	Analyse the impact of national and local drivers on current approaches to end of life care.			
		1.2	Evaluate how a range of tools for end of life care can support the individual and others .			
		1.3	Analyse the stages of the local end of life care pathway.			
2	Understand an individual's response to their anticipated death.	2.1	Evaluate models of loss and grief.			
		2.2	Describe how to support the individual throughout each stage of grief.			
		2.3	Explain the need to explore with each individual their own specific areas of concern as they face death.			
		2.4	Describe how an individual's awareness of spirituality may change as they approach end of life.			
3	Understand factors regarding communication for those involved in end of life care.	3.1	Explain the principles of effective listening and information giving, including the importance of picking up on cues and non-verbal communication.			
		3.2	Explain how personal experiences of death and dying may affect capacity to listen and respond appropriately.			
		3.3	Give examples of internal and external coping strategies for individuals and others when facing death and dying.			
		3.4	Explain the importance of ensuring effective channels of communication are in place with others.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to support those involved in end of life care situations.	4.1	Describe possible emotional effects on staff working in end of life care situations.			
		4.2	Evaluate possible sources of support for staff in end of life situations.			
		4.3	Identify areas in group care situations where others may need support in end of life care situations.			
		4.4	Outline sources of emotional support for others in end of life care situations.			
5	Understand how symptoms might be identified in end of life care.	5.1	Identify a range of symptoms that may be related to an individual's condition, pre-existing conditions and treatment itself.			
		5.2	Describe how symptoms can cause an individual and others distress and discomfort			
		5.3	Describe signs of approaching death.			
		5.4	Identify different techniques for relieving symptoms.			
6	Understand advance care planning.	6.1	Explain the difference between a care or support plan and an advance care plan.			
		6.2	Identify where to find additional information about advance care planning.			
		6.3	Describe own role in advance care planning.			
		6.4	Explain why, with their consent, it is important to pass on information about the individual's wishes, needs, and preferences for their end of life care.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Managing symptoms in end of life care

Unit reference number: Y/503/8644

Level: 3

Credit value: 3

Guided learning hours: 22

Unit aim

The purpose of this unit is to assess the learner's understanding, knowledge and skills in managing symptoms in end of life care.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with *Skills for Care and Development's Assessment Principles*. Please see *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the effects of symptoms in relation to end of life care.	1.1	Identify a range of conditions where you might provide end of life care.			
		1.2	Identify common symptoms associated with end of life care.			
		1.3	Explain how symptoms can cause an individual distress and discomfort.			
		1.4	Evaluate the significance of the individual's own perception of their symptoms.			
2	Be able to manage symptoms of end of life care.	2.1	Demonstrate a range of techniques to provide symptom relief.			
		2.2	Describe own role in supporting therapeutic options used in symptom relief.			
		2.3	Respond to an individual's culture and beliefs in managing their symptoms.			
		2.4	Actively support the comfort and well being in end of life care.			
		2.5	Recognise symptoms that identify the last few days of life may be approaching.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to manage symptoms of pain.	3.1	Identify signs that may indicate that an individual is experiencing pain.			
		3.2	Describe factors that can influence an individual's perception of pain.			
		3.3	Describe a range of assessment tools for monitoring pain in individuals, including those with cognitive impairment.			
		3.4	Explain how to maintain regular pain relief.			
4	Be able to integrate symptom management in the care management process.	4.1	Explain how symptom management is an important part of the care planning process.			
		4.2	Regularly monitor symptoms associated with end of life care.			
		4.3	Report changes in symptoms according to policies and procedures in own work setting.			
		4.4	Support the implementation of changes in the care plan.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Understand advance care planning

Unit reference number: A/503/8135

Level: 3

Credit value: 3

Guided learning hours: 25

Unit aim

The purpose of this unit is to assess the learner's knowledge and understanding of advance care planning.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with *Skills for Care and Development's Assessment Principles*. Please see *Annexe A*.

Assessment guidance

For AC2.3, an **individual** is the person receiving support or care in the work setting.

For AC3.3, **others** may include:

- care or support staff
- colleagues
- managers
- non direct care or support staff
- carers
- families
- visitors
- volunteers
- health professionals
- other organisations
- social workers
- occupational therapists
- GPs
- speech and language therapists

- physiotherapists
- pharmacists
- nurses
- Macmillan Nurses
- independent mental capacity advocates
- clinical nurse specialists.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles of advance care planning.	1.1	Describe the difference between a care or support plan and an Advance Care Plan.			
		1.2	Explain the purpose of advance care planning.			
		1.3	Identify the national, local and organisational agreed ways of working for advance care planning.			
		1.4	Explain the legal position of an Advance Care Plan.			
		1.5	Explain what is involved in an 'Advance Decision to Refuse Treatment'.			
		1.6	Explain what is meant by a 'Do Not Attempt cardiopulmonary resuscitation' (DNACPR) order.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the process of advance care planning.	2.1	Explain when advance care planning may be introduced.			
		2.2	Outline who might be involved in the advance care planning process.			
		2.3	Describe the type of information an individual may need to enable them to make informed decisions.			
		2.4	Explain how to use legislation to support decision-making about the capacity of an individual to take part in advance care planning.			
		2.5	Explain how the individual's capacity to discuss advance care planning may influence their role in the process.			
		2.6	Explain the meaning of informed consent.			
		2.7	Explain own role in the advance care planning process.			
		2.8	Identify how an Advance Care Plan can change over time.			
		2.9	Outline the principles of record keeping in advance care planning.			
		2.10	Describe circumstances when you can share details of the Advance Care Plan.			
3	Understand the person centred approach to advance care planning.	3.1	Describe the factors that an individual might consider when planning their Advance Care Plan.			
		3.2	Explain the importance of respecting the values and beliefs that impact on the choices of the individual.			
		3.3	Identify how the needs of others may need to be taken into account when planning advance care.			
		3.4	Outline what actions may be appropriate when an individual is unable to or does not wish to participate in advance care planning.			
		3.5	Explain how individual's care or support plan may be affected by an Advance Care Plan.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Supporting individuals with loss and grief before death

Unit reference number: D/503/8645

Level: 3

Credit value: 2

Guided learning hours: 15

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills in supporting individuals with loss and grief before death.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with *Skills for Care and Development's Assessment Principles*. Please see *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the impact of loss and grief on individuals approaching end of life and others.	1.1	Describe what is meant by loss and grief before reaching end of life.			
		1.2	Explain how the experience of loss and grief is unique to individuals and others.			
		1.3	Describe stages of loss and grief commonly experienced by individuals with a life-limiting illness.			
		1.4	Describe the effects of loss and grief on individuals and others.			
2	Be able to support individuals and others through their experience of loss and grief.	2.1	Support individuals and others to identify the losses they may experience.			
		2.2	According to their preferences and wishes support individuals and others to communicate the losses they may experience.			
		2.3	Support the individual and others through each stage of grief they experience.			
		2.4	Support individuals and others experiencing loss and grief to access support services.			
3	Be able to manage own feelings in relation to loss and grief.	3.1	Describe how own feelings about loss and grief can impact on the support provided.			
		3.2	Use support systems to manage own feelings brought on by loss and grief.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Support individuals with specific communication needs

Unit reference number: T/601/8282

Level: 3

Credit value: 5

Guided learning hours: 35

Unit aim

This unit is for those who support individuals with specific communication needs. It provides the learner with the knowledge and skills that address personal interaction and the use of special methods and aids to promote communication.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with *Skills for Care and Development's Assessment Principles*. Please see *Annexe A*.

Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand specific communication needs and factors affecting them.	1.1	Explain the importance of meeting an individual's communication needs.			
		1.2	Explain how own role and practice can impact on communication with an individual who has specific communication needs.			
		1.3	Analyse features of the environment that may help or hinder communication.			
		1.4	Analyse reasons why an individual may use a form of communication that is not based on a formal language system.			
		1.5	Identify a range of communication methods and aids to support individuals to communicate			
		1.6	Describe the potential effects on an individual of having unmet communication needs.			
2	Be able to contribute to establishing the nature of specific communication needs of individuals and ways to address them.	2.1	Work in partnership with the individual and others to identify the individual's specific communication needs.			
		2.2	Contribute to identifying the communication methods or aids that will best suit the individual.			
		2.3	Explain how and when to access information and support about identifying and addressing specific communication needs.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to interact with individuals using their preferred communication.	3.1	Prepare the environment to facilitate communication.			
		3.2	Use agreed methods of communication to interact with the individual.			
		3.3	Monitor the individual's responses during and after the interaction to check the effectiveness of communication.			
		3.4	Adapt own practice to improve communication with the individual.			
4	Be able to promote communication between individuals and others.	4.1	Support the individual to develop communication methods that will help them to understand others and be understood by them.			
		4.2	Provide opportunities for the individual to communicate with others.			
		4.3	Support others to understand and interpret the individual's communication.			
		4.4	Support others to be understood by the individual by use of agreed communication methods.			
5	Know how to support the use of communication technology and aids	5.1	Identify specialist services relating to communication technology and aids.			
		5.2	Describe types of support that an individual may need in order to use communication technology and aids.			
		5.3	Explain the importance of ensuring that communication equipment is correctly set up and working properly.			
6	Be able to review an individual's communication needs and the support provided to address them.	6.1	Collate information about an individual's communication and the support provided.			
		6.2	Contribute to evaluating the effectiveness of agreed methods of communication and support provided.			
		6.3	Work with others to identify ways to support the continued development of communication.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Support the spiritual wellbeing of individuals

Unit reference number: M/503/8133

Level: 3

Credit value: 3

Guided learning hours: 26

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills in supporting the spiritual well-being of individuals.

Unit assessment requirements/evidence requirements

This unit requires workplace assessment of occupational competence. Please refer to the overall *Skills for Care and Development's Assessment Principles* in *Annexe A*.

Assessment guidance

For LO1, **spirituality** can be defined in many ways and can include:

- life force
- personal values and beliefs
- uniqueness
- life pilgrimage
- how desires are channelled
- creativity
- the search for hope, harmony and wholeness.

For LO2, AC2.1, an **individual** is the person receiving support or care in the work setting. **Others** may include:

- care or support staff
- colleagues
- managers
- non direct care or support staff
- carers
- families

- visitors
- volunteers
- health professionals
- other organisations
- social workers
- occupational therapists
- GPs
- speech and language therapists
- physiotherapists
- pharmacists
- nurses
- Macmillan Nurses
- independent mental capacity advocates
- clinical nurse specialists.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of spirituality for individuals.	1.1	Outline different ways in which spirituality can be defined.			
		1.2	Define the difference between spirituality and religion.			
		1.3	Describe different aspects of spirituality.			
		1.4	Explain how spirituality is an individual experience.			
		1.5	Explain how spirituality defines an individual's identity.			
		1.6	Outline the links between spirituality, faith and religion.			
		1.7	Explain how an individual's current exploration of spirituality may be affected by their previous experience of spirituality, faith or religion.			
2	Be able to assess the spiritual needs of an individual .	2.1	Support the individual to identify their spiritual needs and how and by whom these can be addressed.			
		2.2	Identify how an individual's emphasis on spirituality may vary at different stages of their life experience.			
		2.3	Take action to ensure that the individual's spiritual wellbeing is recognised appropriately in their care plan.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the impact of values and beliefs on own and an individual's spiritual wellbeing.	3.1	Analyse how your own values and beliefs may impact on others when communicating about the individual's spiritual wellbeing.			
		3.2	Identify how the values and beliefs of others may impact on the individual.			
		3.3	Identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others.			
4	Be able to support individuals' spiritual wellbeing.	4.1	Access resources and information to support the individual's spiritual wellbeing.			
		4.2	Contribute to the creation of an environment that enables individuals to express aspects of their spiritual wellbeing.			
		4.3	Support the individual to take opportunities to explore and express themselves in ways that support their spiritual wellbeing.			
		4.4	Support the individual to participate in their chosen activities to support their spiritual wellbeing.			
		4.5	Access any additional expertise required to meet the individual's spiritual needs.			
		4.6	Outline the benefits of working in partnership with faith and non-religious communities to support the spiritual needs and preferences of the individual.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Support individuals during the last days of life

Unit reference number: F/503/8685

Level: 4

Credit value: 5

Guided learning hours: 33

Unit aim

The purpose of this unit is to assess the learner's understanding, knowledge and skills when supporting individuals during the last days of life.

Unit assessment requirements/evidence requirements

This unit requires workplace assessment of occupational competence. Please refer to the overall *Skills for Care and Development's Assessment Principles* in *Annexe A*.

Assessment guidance

For AC1.1, an **individual** is the person receiving support or care in the work setting. **Others** may include:

- care or support staff
- colleagues
- managers
- non direct care or support staff
- carers
- families
- visitors
- volunteers
- health professionals.
- other organisations
- social workers
- occupational therapists

- GPs
- speech and language therapists
- physiotherapists
- pharmacists
- nurses
- Macmillan Nurses
- independent mental capacity advocates
- clinical nurse specialists.

For AC3.1, **a range of ways** may include:

- appropriate comfort measures in the final hours of life
- environmental factors
- non-medical interventions
- use of equipment and aids
- alternative therapies.

For AC3.3, **a range of tools** for end of life care may include:

- Liverpool Care Pathway
- Gold Standards Framework or equivalent
- preferred priorities of care
- advance care plan approaches
- Welsh integrated care pathway.

For AC3.4, **agreed ways of working** include policies and procedures where these exist.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the impact of the last days of life on the individual and others.	1.1	Describe psychological aspects of the dying phase for the individual and others .			
		1.2	Analyse the impact of the last days of life on the relationships between individuals and others.			
2	Understand how to respond to common symptoms in the last days of life.	2.1	Describe the common signs of approaching death.			
		2.2	Explain how to minimise the distress of symptoms related to the last days of life.			
		2.3	Describe appropriate comfort measures in the final hours of life.			
		2.4	Explain the circumstances when life-prolonging treatment can be stopped or withheld.			
		2.5	Identify the signs that death has occurred.			
3	Be able to support individuals and others during the last days of life.	3.1	Demonstrate a range of ways to enhance an individual's well-being during the last days of life.			
		3.2	Work in partnership with others to support the individual's well-being.			
		3.3	Describe how to use a range of tools for end of life care according to agreed ways of working.			
		3.4	Support others to understand the process following death according to agreed ways of working .			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to respond to changing needs of an individual during the last days of life.	4.1	Explain the importance of following the individual's advance care plan in the last days of life.			
		4.2	Record the changing needs of the individual during the last days of life according to agreed ways of working.			
		4.3	Support the individual when their condition changes according to agreed ways of working.			
5	Be able to work according to national guidelines, local policies and procedures, taking into account preferences and wishes after the death of the individual.	5.1	Implement actions immediately after a death that respect the individual's preferences and wishes according to agreed ways of working.			
		5.2	Provide care for the individual after death according to national guidelines, local policies and procedures.			
		5.3	Explain the importance of following the advance care plan to implement the individual's preferences and wishes for their after-death care.			
		5.4	Follow agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person.			
		5.5	Explain ways to support others immediately following the death of the individual.			
6	Be able to manage own feelings in relation to an individual's dying or death.	6.1	Identify ways to manage own feelings in relation to an individual's death.			
		6.2	Use support systems to manage own feelings in relation to an individual's death.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Understand how to support individuals during the last days of life

Unit reference number: J/503/8137

Level: 3

Credit value: 3

Guided learning hours: 28

Unit aim

The aim of this unit is to assess the learner's knowledge and understanding of how to support individuals during the last days of life, using the relevant care pathways to support individuals and others.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with *Skills for Care and Development's Assessment Principles*. Please see *Annexe A*.

Assessment guidance

For AC2.1, **individuals** are the people receiving support or care in the work setting. **Others** may include:

- care or support staff
- colleagues
- managers
- non direct care or support staff
- carers
- families
- visitors
- volunteers
- health professionals
- other organisations
- social workers
- occupational therapists

- GPs
- speech and language therapists
- physiotherapists
- pharmacists
- nurses
- Macmillan Nurses
- independent mental capacity advocates
- clinical nurse specialists.

For AC3.1, **a range of ways** may include:

- appropriate comfort measures in the final hours of life
- environmental factors
- non-medical interventions
- use of equipment and aids
- alternative therapies.

For AC3.4, agreed ways of working include policies and procedures where these exist.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand common features of support during the last days of life.	1.1	Describe the common signs of approaching death.			
		1.2	Define the circumstances when life-prolonging treatment can be stopped or withheld.			
		1.3	Analyse the importance of any advance care plan in the last days of life.			
		1.4	Identify the signs that death has occurred.			
2	Understand the impact of the last days of life on the individual and others .	2.1	Describe the possible psychological aspects of the dying phase for the individual and others .			
		2.2	Explain the impact of the last days of life on the relationships between individuals and others.			
		2.3	Outline possible changing needs of the individual during the last days of life.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to support individuals and others during the last days of life.	3.1	Describe a range of ways to enhance an individual's wellbeing during the last days of life.			
		3.2	Explain the importance of working in partnership with key people to support the individual's wellbeing during the last days of life.			
		3.3	Describe how to use an integrated care pathway according to agreed ways of working.			
		3.4	Define key information about the process following death that should be made available to appropriate people according to agreed ways of working .			
4	Understand the actions to be taken following an individual's death.	4.1	Explain national guidelines, local policies and procedures relating to care after death.			
		4.2	Explain the importance of being knowledgeable about an individual's wishes for their after-death care.			
		4.3	Explain the importance of acting in ways that respect the individual's wishes immediately after death.			
		4.4	Describe agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person.			
		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.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 9: End of life and dementia care

Unit reference number: F/503/8704

Level: 3

Credit value: 2

Guided learning hours: 20

Unit 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.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with *Skills for Care and Development's Assessment Principles*. Please see *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand considerations for individuals with dementia at end of life.	1.1	Outline in what ways dementia can be a terminal illness.			
		1.2	Compare the differences in the end of life experience of an individual with dementia to that of an individual without dementia.			
		1.3	Explain why it is important that end of life care for an individual with dementia must be person-centred.			
		1.4	Explain why individuals with dementia need to be supported to make advance care plans as early as possible.			
2	Understand how to support individuals with dementia affected by pain and distress at end of life.	2.1	Explain why pain in individuals with dementia is often poorly recognised and undertreated.			
		2.2	Describe ways to assess whether an individual with dementia is in pain or distress.			
		2.3	Describe ways to support individuals with dementia to manage their pain and distress at end of life using: <ul style="list-style-type: none"> • Medication • Non medication techniques. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to support carers of individuals with dementia at end of life.	3.1	Explain why carers may experience guilt and stress at the end of life of an individual with dementia.			
		3.2	Describe ways of supporting carers to understand how the end of life process may differ for individuals with dementia.			
		3.3	Describe how others caring for individuals with dementia may experience loss and grief.			
		3.4	Describe ways of supporting carers when difficult decisions need to be made for individuals with dementia at end of life			
		3.5	Give examples of how to support carers and others to support an individual with dementia in the final stages of their life.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 10: Support individuals during a period of change

Unit reference number: M/601/7907

Level: 3

Credit value: 4

Guided learning hours: 29

Unit 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 during a period of change.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with *Skills for Care and Development's Assessment Principles*. Please see *Annexe A*.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand reasons for and responses to change.	1.1	Describe types of change that may occur in the course of an individual's life.			
		1.2	Analyse factors that may make change a positive or a negative experience.			
		1.3	Describe approaches likely to enhance an individual's capacity to manage change and experience change positively.			
2	Be able to support individuals to plan how to manage or adapt to change.	2.1	Work with individuals and others to identify recent or imminent changes affecting them.			
		2.2	Support the individual to assess the implications and likely impacts of the change identified.			
		2.3	Work with the individual and others to plan how to adapt to or manage the change.			
		2.4	Explain the importance of both practical support and emotional support during a time of change.			
		2.5	Identify and agree roles and responsibilities for supporting a change.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support individuals to manage or adapt to change.	3.1	Carry out agreed role and responsibilities for supporting change, in ways that promote active participation.			
		3.2	Provide information and advice to support the individual to manage change.			
		3.3	Support the individual to express preferences and anxieties when going through change.			
		3.4	Adapt support methods to take account of preferences or anxieties.			
		3.5	Describe how and when to seek additional expertise and advice when supporting an individual through change.			
4	Be able to evaluate the support provided during a period of change.	4.1	Agree with the individual and others how the support provided will be evaluated, and who will be involved.			
		4.2	Work with the individual and others to identify positive and negative aspects of a change.			
		4.3	Work with the individual and others to evaluate the effectiveness of methods used to support the change process.			
		4.4	Record and report on the effectiveness of support for the change process.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Support individuals at the end of life

Unit reference number: T/601/9495

Level: 3

Credit value: 7

Guided learning hours: 53

Unit 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.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with *Skills for Care and Development's Assessment Principles*. Please see *Annexe A*.

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.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life.	1.1	Outline legal requirements and agreed ways of working designed to protect the rights of individuals in end of life care.			
		1.2	Explain how legislation designed to protect the rights of individuals in end of life care applies to own job role.			
2	Understand factors affecting end of life care.	2.1	Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death.			
		2.2	Explain how the beliefs, religion and culture of individuals and key people influence end of life care.			
		2.3	Explain why key people may have a distinctive role in an individual's end of life care.			
		2.4	Explain why support for an individual's health and well-being may not always relate to their terminal condition.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand advance care planning in relation to end of life care.	3.1	Describe the benefits to an individual of having as much control as possible over their end of life care.			
		3.2	Explain the purpose of advance care planning in relation to end of life care.			
		3.3	Describe own role in supporting and recording decisions about advance care planning.			
		3.4	Outline ethical and legal issues that may arise in relation to advance care planning.			
4	Be able to provide support to individuals and key people during end of life care.	4.1	Support the individual and key people to explore their thoughts and feelings about death and dying.			
		4.2	Provide support for the individual and key people that respects their beliefs, religion and culture.			
		4.3	Demonstrate ways to help the individual feel respected and valued throughout the end of life period.			
		4.4	Provide information to the individual and/or key people about the individual's illness and the support available.			
		4.5	Give examples of how an individual's well-being can be enhanced by: <ul style="list-style-type: none"> • Environmental factors • Non-medical interventions • Use of equipment and aids • Alternative therapies. 			
		4.6	Contribute to partnership working with key people to support the individual's well-being.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 support organisations and specialist services 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.			
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 other members of the team.			
		7.2	Liaise with other members of the team to provide identified support for the individual or key people.			
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.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 actions 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.			
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.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 12: Provide support to manage pain and discomfort

Unit reference number: K/601/9025

Level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills to provide support for managing pain and discomfort.

It covers approaches to pain management, assistance in minimising pain and discomfort and monitoring, recording and reporting on the management of pain and discomfort.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with *Skills for Care and Development's Assessment Principles*. Please see *Annexe A*.

Learning outcomes 2 and 3 must be assessed in a real work situation.

An **individual** is someone requiring care or support.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand approaches to managing pain and discomfort.	1.1	Explain the importance of a holistic approach to managing pain and discomfort.			
		1.2	Describe different approaches to alleviate pain and minimise discomfort.			
		1.3	Outline agreed ways of working that relate to managing pain and discomfort.			
2	Be able to assist in minimising individuals' pain or discomfort.	2.1	Describe how pain and discomfort may affect an individual's wellbeing and communication.			
		2.2	Encourage an individual to express feelings of discomfort or pain.			
		2.3	Encourage an individual to use self-help methods of pain control.			
		2.4	Assist an individual to be positioned safely and comfortably.			
		2.5	Carry out agreed measures to alleviate pain and discomfort.			
3	Be able to monitor, record and report on the management of individuals' pain or discomfort.	3.1	Carry out required monitoring activities relating to management of an individual's pain or discomfort.			
		3.2	Complete records in required ways.			
		3.3	Report findings and concerns as required.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 13: Support individuals who are bereaved

Unit reference number: A/601/7909

Level: 3

Credit value: 4

Guided learning hours: 30

Unit 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.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with *Skills for Care and Development's Assessment Principles*. Please see *Annexe A*.

Learning outcomes 3, 4 and 6 must be assessed in a real work environment but in ways that do not intrude on the individual's privacy.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the effects of bereavement on individuals.	1.1	Describe how an individual may feel immediately following the death of a loved one.			
		1.2	Analyse how the bereavement journey may be different for different individuals.			
2	Understand principles for supporting individuals who are bereaved.	2.1	Compare the key points of theories of bereavement that assist in supporting individuals who are bereaved.			
		2.2	Explain the importance of acting in accordance with an individual's culture and beliefs when providing support for bereavement.			
		2.3	Explain the importance of empathy in supporting a bereaved individual.			
3	Be able to support individuals to express their response to loss.	3.1	Create an environment where the individual has privacy to express their emotions.			
		3.2	Demonstrate active listening skills to support the individual to express their thoughts, feelings and distress.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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.			
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.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 14: **Contribute to the care of a deceased person**

Unit reference number: R/601/8256

Level: 2

Credit value: 3

Guided learning hours: 24

Unit 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 contribute to the care, preparation and transfer of the deceased individual and provide immediate support to those affected by the death.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with *Skills for Care and Development's Assessment Principles*. Please see *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know the factors that affect how individuals are cared for after death.	1.1	Outline legal requirements and agreed ways of working that underpin the care of deceased individuals.			
		1.2	Describe how beliefs and religious and cultural factors affect how deceased individuals are cared for.			
		1.3	Identify the physical changes that take place after death and how this may affect laying out and moving individuals.			
		1.4	Identify diseases and conditions that necessitate specialist treatment or precautions when caring for and transferring deceased individuals.			
		1.5	Describe the precautions needed when undertaking the care and transfer of deceased individuals with specific high risk diseases and conditions.			
2	Be able to contribute to supporting those who are close to deceased individuals.	2.1	Describe the likely immediate impact of an individual's death on others who are close to the deceased individual.			
		2.2	Support others immediately following the death of the individual in ways that: <ul style="list-style-type: none"> • Reduce their distress • Respect the deceased individual. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to contribute to preparing deceased individuals prior to transfer.	3.1	Follow agreed ways of working to ensure that the deceased person is correctly identified.			
		3.2	Carry out agreed role in preparing the deceased individual in a manner that respects their dignity, beliefs and culture.			
		3.3	Use protective clothing to minimise the risk of infection during preparation of the deceased individual			
		3.4	Contribute to recording any property and valuables that are to remain with the deceased individual.			
4	Be able to contribute to transferring deceased individuals.	4.1	Carry out agreed role in contacting appropriate organisations.			
		4.2	Carry out agreed role in transferring the deceased individual in line with agreed ways of working and any wishes expressed by the individual.			
		4.3	Record details of the care and transfer of the deceased person in line with agreed ways of working.			
5	Be able to manage own feelings in relation to the death of individuals.	5.1	Identify ways to manage own feelings in relation to an individual's death.			
		5.2	Utilise support systems to deal with own feelings in relation to an individual's death.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 15: Support individuals who are distressed

Unit reference number: L/601/8143

Level: 2

Credit value: 3

Guided learning hours: 21

Unit 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 provide support to individuals through periods of distress.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with *Skills for Care and Development's Assessment Principles*. Please see *Annexe A*.

Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand causes and effects of distress.	1.1	Identify common causes of distress.			
		1.2	Describe signs that may indicate an individual is distressed.			
		1.3	Explain how distress may affect the way an individual communicates.			
		1.4	Explain how working with an individual who is distressed may impact on own well being.			
2	Be able to prepare to support individuals who are experiencing distress.	2.1	Access information and advice about supporting an individual through a time of distress.			
		2.2	Establish signs of distress that would indicate the need for specialist intervention.			
		2.3	Describe how to access specialist intervention.			
		2.4	Identify sources of support to manage own feelings when working with an individual who is distressed.			
3	Be able to support individuals through periods of distress.	3.1	Communicate empathy and reassurance in ways that respect the individual's dignity, culture and beliefs.			
		3.2	Demonstrate ways to alleviate immediate distress.			
		3.3	Adapt support in response to the individual's reactions.			
		3.4	Demonstrate how to involve others in supporting an individual who is distressed.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support individuals to reduce distress.	4.1	Encourage the individual to express thoughts and feelings about troubling aspects of their life.			
		4.2	Work with the individual and others to identify triggers for distress.			
		4.3	Work with an individual and others to reduce triggers or alleviate causes of distress.			
		4.4	Encourage the individual to review their usual ways of coping with distress.			
5	Be able to record and report on an individual's distress.	5.1	Maintain records relating to the individual's distress and the support provided.			
		5.2	Report on periods of distress in line with agreed ways of working.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 16: Support individuals undergoing healthcare activities

Unit reference number: L/601/8725

Level: 2

Credit value: 3

Guided learning hours: 22

Unit aim

This unit is aimed at those working in a wide range of settings involved in supporting individuals during and after a healthcare activity.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with *Skills for Care and Development's Assessment Principles*. Please see *Annexe A*.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand healthcare activities in order to support individuals.	1.1	Describe relevant anatomy and physiology in relation to the healthcare activity.			
		1.2	Explain the purposes and use of medical equipment and devices required for the procedure.			
		1.3	Explain the roles and responsibilities of team members.			
		1.4	State protection/precautionary measures: <ul style="list-style-type: none"> • Appropriate to the procedure being carried out • How they should be applied • The implications and consequences of not applying these measures. 			
		1.5	Explain how to manage the privacy and dignity of an individual in both conscious and unconscious states.			
		1.6	Explain how to complete records of the actions taken and the individual's condition during the healthcare activity.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to prepare individuals to undergo healthcare activities.	2.1	Confirm the individual's identity and gain valid consent.			
		2.2	Describe any concerns and worries that an individual may have in relation to healthcare activities.			
		2.3	Describe ways of responding to these concerns.			
		2.4	Explain the procedure to the individual.			
		2.5	Agree the support needed with the individual in a way that is sensitive to their personal beliefs and preferences.			
		2.6	Refer any concerns or questions to others if unable to answer.			
		2.7	Support an individual to prepare and position for the procedure ensuring that privacy and dignity is maintained at all times.			
3	Be able to support individuals undergoing healthcare activities.	3.1	Inform and reassure individuals.			
		3.2	Apply standard precautions for infection prevention and control.			
		3.3	Apply health and safety measures relevant to the healthcare activity and environment.			
		3.4	Recognise any ill effects or adverse reactions.			
		3.5	Take actions in response to any ill effects or adverse reactions.			
		3.6	Ensure that an individual's privacy and dignity is maintained at all times.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to support individuals following the healthcare activities.	4.1	Provide the individual with the facilities and support for the period of recovery.			
		4.2	Monitor an individual and recognise signs of ill effects or adverse reactions.			
		4.3	Take action in response to any ill effects or adverse reactions.			
		4.4	Give individuals and relevant others instructions and advice where this is within own role.			
		4.5	Confirm any requirements for transport and escorts.			
		4.6	Maintain confidentiality of information in accordance with guidelines and procedure.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 17: Provide support to continue recommended therapies

Unit reference number: A/601/9028

Level: 3

Credit value: 3

Guided learning hours: 20

Unit aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to continue recommended therapies. It covers encouraging and supporting individuals to continue recommended therapies, carrying out observations and reviewing the therapy.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with *Skills for Care and Development's Assessment Principles*. Please see *Annexe A*.

Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work situation.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of supporting individuals to continue recommended therapies.	1.1	Analyse the potential benefits of recommended therapies to an individual's health and wellbeing.			
		1.2	Describe barriers that may prevent individuals from continuing recommended therapies, and the possible consequences of discontinuation.			
2	Be able to encourage individuals to complete activities recommended by therapists.	2.1	Establish agreement on an individual's needs and preferences about continuing a recommended therapy.			
		2.2	Provide opportunities for an individual to access information about the benefits of continuing the recommended therapy.			
		2.3	Describe how to overcome an individual's fears or concerns about continuing the recommended therapy.			
3	Be able to support individuals to continue recommended therapy.	3.1	Clarify with the therapist the information needed before providing support for the therapy.			
		3.2	Promote active participation during therapy.			
		3.3	Address difficulties encountered during therapy.			
		3.4	Provide constructive feedback and encouragement to the individual during therapy.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to observe, record and report on observations during recommended therapy.	4.1	Establish with the individual and others what observations need to be made during therapy sessions.			
		4.2	Carry out agreed observations.			
		4.3	Record agreed observations as required.			
		4.4	Report on the findings of observations to individuals and others.			
5	Be able to contribute to evaluation and review of recommended therapies.	5.1	Work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided.			
		5.2	Carry out agreed role to support the evaluation, using observations and feedback from the individual and others.			
		5.3	Agree changes to therapy sessions or the support provided.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 18: **Work with families, carers and individuals during times of crisis**

Unit reference number: F/601/9029

Level: 4

Credit value: 5

Guided learning hours: 35

Unit aim

This unit is aimed at health and social care workers working with individuals and their carers and families in times of crisis, to assess the urgency of requests for action, take and review the effectiveness of actions to meet needs and agree risk management strategies.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with *Skills for Care and Development's Assessment Principles*. Please see *Annexe A*.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis.	1.1	Describe current legislation relevant to risk assessment and risk management.			
		1.2	Describe legislation, policy and practice relating to the recording, storing and sharing of information by a service provider.			
		1.3	Explain the different types of support and intervention available to individuals, carer and families in times of crisis.			
		1.4	Explain the factors that influence the kinds of support offered.			
2	Be able to develop risk management strategies when working with individuals, carers and families in times of crisis.	2.1	Assess the risk of crisis situations occurring.			
		2.2	Encourage the participation of individuals, carers and families during the agreement and review of a risk management strategy.			
		2.3	Provide opportunities for individuals, carers and families to contribute to the identification and agreement of a risk management strategy.			
		2.4	Formulate a risk management strategy using risk assessments.			
		2.5	Ensure that activities, roles and responsibilities within a risk management strategy are agreed, clarified and understood by all parties.			
		2.6	Complete documentation in line with agreed ways of working.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to respond during times of crisis.	3.1	Evaluate the seriousness and urgency of a request for action.			
		3.2	Work with families, carers and individuals to agree the response to a crisis situation.			
		3.3	Record and communicate the agreed actions.			
		3.4	Implement agreed actions promptly in line with agreed ways of working.			
4	Be able to review the outcomes of requests for action during times of crisis.	4.1	Explain how to conduct a valid, reliable and comprehensive review.			
		4.2	Review outcomes of actions taken and decisions made.			
		4.3	Analyse the results of the review to inform future risk management strategies and actions to be taken.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

13 Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Support services

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com/en/support/contact-us.html

Online support: find the answers to your questions in *Knowledge Base*, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

14 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com

Telephone: 0844 576 0045

Annexe A: Assessment requirements/strategy

Skills for Care and Development's Assessment Principles

1. Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.
- 1.2 This document sets out those principles and approaches to unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.
- 1.4 Where Skills for Care and Development qualifications are shared with Skills for Health, Skill for Health will also use these assessment principles.

2. Assessment Principles

- 2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to 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.
- 2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence

- 2.4 Simulation may only be utilised as an assessment method for competence based Lo where this is specified in the assessment requirements of the unit’.
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with ‘know’ or ‘understand’) may take place in or outside of a real work environment.
- 2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3. Internal Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4. Definitions

- 4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

- 4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

4.4 Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the units on which their expertise is based
- be occupationally competent in their area of expertise.
- have **EITHER** any qualification in assessment of workplace performance **OR** a professional work role which involves evaluating the everyday practice of staff.

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