Pearson
BTEC Level 2 Award in Awareness of End of Life Care (QCF)

Specification

BTEC Specialist qualification

First teaching August 2014

PEARSON

Contents

Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective

- any other qualification that a learner must have completed before taking the qualification

- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification

- units that a learner must have completed before the qualification will be awarded and any optional routes

- 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 (giving a clear indication of their coverage and depth)

- the method of any assessment and any associated requirements relating to it

- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)

- any specimen materials

- any specified levels of attainment.

1   Introducing BTEC Specialist qualifications

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, i.e. Technical Certificates.

There are three sizes of BTEC Specialist qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Pearson BTEC Level2 Award in Awareness of End of Life Care (QCF)
QCF Qualification Number (QN)	601/1120/3
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	29/08/2013
Operational start date	01/08/2014
Approved age ranges	16–18 19+
Credit value	3
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	28
Grading information	The qualification and units are at pass grade.
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 *Section 10, Access and recruitment*).

QCF Qualification Number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear 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 at:
www.edexcel.com/iwantto/Pages/uk-information-manual

Qualification objective

The Pearson BTEC Level 2 Award in Awareness of End of Life Care (QCF) is for learners who work in, or who want to work in, health and social care.

It gives learners the opportunity to:

- develop knowledge related to supporting individuals in end of life care, communication factors in end of life care, and how to access a range of support services in end of life care
- learn about different perspectives of death and dying
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a replacement for the EDI Level 2 Award in Awareness of End of Life Care (QCF).

Progression opportunities through Pearson qualifications

Learners who achieve the Pearson BTEC Level 2 Award in Awareness of End of Life Care (QCF) can progress to any of the following qualifications:

- Pearson BTEC Level 3 Award and/or Level 3 Certificate in Working in End of Life Care (QCF)
- Pearson BTEC Level 3 Diploma in Health and Social Care (QCF)
- Pearson BTEC Level 3 Diploma in Clinical Healthcare Support (QCF)

or to related job roles such as:

- healthcare support worker
- care assistant
- home carer.

Industry support and recognition

This qualification is supported by Skills for Care and Development, the Sector Skills Council (SSC) for people providing social work, social care and children's services to the people of the UK.

Relationship with National Occupational Standards

This qualification relates to the National Occupational Standards in End of Life Care. The mapping document in *Annexe A* shows the links between the unit within this qualification and the National Occupational Standards.

3 Qualification structure

Pearson BTEC Level 2 Award in Awareness of End of Life Care (QCF)

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

Minimum number of credits that must be achieved	3

Unit	Unit reference number	Mandatory unit	Level	Credit	Guided learning hours
1	A/503/8085	Understand how to work in end of life care	2	3	28

4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Unit	Assessment method
Unit 1	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example, performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over-assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13, Further information and useful publications*.

5   Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy and Process*, available on our website at: www.edexcel.com/policies.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

6   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 appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.

- Staff involved in the assessment process must have relevant expertise and occupational experience.

- There must be systems in place to ensure continuing professional development for staff delivering the qualification.

- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.

- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10, Access and recruitment* and *Section 11, Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to www.legislation.gov.uk

7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition 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 BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement that 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.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance 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 will follow one of the processes listed below.

1   Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):

    •   an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.

2   Delivery of the qualification outside the apprenticeship:

    •   an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems

    •   Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the UK Vocational Quality Assurance Handbook on our website.

9 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 their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs

- accessing and using non-confidential data and documents from learners' workplaces

- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector

- giving learners the opportunity to apply their learning in practical activities

- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment

- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation taught is up to date.

10 Access and recruitment

Pearson's policy regarding access to our 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 those wishing to access the qualifications.

Centres are required to recruit learners to Pearson BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's 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 the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11, Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be 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 may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications.*

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units.*

Both documents are on our website at: www.edexcel.com/policies

12 Units

Units have the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

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

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

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

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

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

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.

- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.

- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Understand How to Work in End of Life Care

Unit reference number: A/503/8085

QCF level: 2

Credit value: 3

Guided learning hours: 28

Unit aim

The aim of this unit is to assess the learner's knowledge and understanding of the perspectives, aims, principles and policies involved when working in end of life care. The unit also looks at how to access support services.

Unit introduction

This unit gives learners the knowledge and understanding they need to be able to provide appropriate care for individuals nearing the end of life.

Learners will examine the different perspectives on death and dying, including the factors that may affect an individual's views on the topic. Learners will also consider how the attitudes of others may affect an individual's choices in relation to death and dying.

The unit introduces learners to the aims, principles and policies that currently underpin end of life care, and the factors that affect communication with individuals, their families and significant others.

Learners will investigate the range of support services available and consider the barriers to accessing these services. They will consider ways of minimising these barriers.

Assessment guidance

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

For AC1.1, **factors** may include:

- social
- cultural
- religious

- spiritual

- psychological

- emotional

For AC1.4, **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 AC4.1, **support services and facilities** may include:

- pastoral services

- other professionals

- citizens advice

- self help organisations

- hospices

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1 Know different perspectives on death and dying	1.1	Outline the **factors** that can affect an individual's views on death and dying	☐ Factors that can affect an individual's perspective on death and dying: social (loss of relationship with family, financial implications for family, emotional effects on family, effects on community, repairing of broken relationships); cultural (traditions relating to death and dying, end of life rituals); religious(belief in an afterlife, end of life practices, e.g. communicating with members of the faith, confession); spiritual (referral to spiritual leader, support in making peace with individuals, reconciliation with beliefs, reconciliation with deity); psychological (counselling, permission to express emotions, discuss fears)
	1.2	Outline the factors that can affect own views on death and dying	☐ Outline the factors that can affect own views on death and dying: personal bereavement experience; religion (different beliefs to users of the service, belief/non-belief in afterlife), cultural (own traditions)
	1.3	Outline how the factors relating to views on death and dying can impact on practice	☐ Factors: personal bereavement (over-involvement with individual, subjective approach to care delivery, empathy with family of individual), religion, (refusal to participate in practices of others, lack of understanding of the religious and spiritual needs of others, recognition of the importance of religion to individual, respect for religious practices and religion)
	1.4	Define how attitudes of **others** may influence an individual's choices around death and dying	☐ Attitudes of others: influence on individual's choices around death and dying; acceptance /refusal of treatment (pain relief, palliative surgery), observation of religion (accepting visits from representatives, maintenance of specific diets, confession), end of life environment, (home, hospice, nursing home)

Learning outcomes	Assessment criteria		Unit amplification
2 Understand the aims, principles and policies of end of life care	2.1	Explain the aims and principles of end of life care	☐ Aims: maintenance of quality of life (the provision of quality of life by: ensuring comfort, attendance to physical needs, support to continue religious observance, hobbies and interests where practical); promotion of personal choice (right to refuse treatment, to see visitors including family, to participate in activities)
			☐ Principles: choice (choices and preferences of the individual at the centre of planning and delivery); communication (effective communication with individuals, family and significant others underpins all planning and activity, communication reflects an understanding of the beliefs and needs of an individual); teamwork (recognition of the individual as a member of the team, involvement of family, friends as appropriate, cooperation with relevant colleagues and other professionals); person-centred (resources and care options are tailored to the needs and wishes of the individual, including religious and personal preferences); inclusivity (care and support is offered to everyone affected by the death of an individual)
	2.2	Explain why it is important to support an individual in a way that promotes their dignity	☐ Importance of supporting an individual in a way that promotes their dignity: promotion of self-esteem (reduction of depression linked with life stage, raised quality of life, recognition of personhood, promotes emotional wellbeing, reduces anxiety); adherence to legislative framework (anti-discriminatory practice, promotion of human rights)
	2.3	Describe the importance of maintaining comfort and wellbeing in end of life care	☐ Importance of maintaining comfort and wellbeing: increased quality of life (non-aggravation of symptoms, prevention of additional illness– damage to skin, pulmonary complications, increased pain); recognition of personhood (promotion of human rights, promotion of dignity, demonstrating respect for the individual, reduction of anxiety)

Learning outcomes	Assessment criteria		Unit amplification
	2.4	Explain the stages of the local end of life care pathway	☐ Stages: 1 Discussion (discussion as the end of life approaches), 2 Assessment, care planning and review (agreed plan and regular review of care and preferences, assessment of carer needs); 3 Coordination of care (strategic coordination, coordination of patient care, rapid response services); 4 Delivery of care in different settings, (community home, hospital, hospice); 5 Care in the last days of life (identification of the dying phase, review of needs and preferences of place of death, support for patient and carer, recognition of wishes regarding resuscitation and organ donation), 6 Care after death (recognition that care does not end at the point of death, timely verification of time of death or referral to coroner, care and support of family, including emotional and practical bereavement support)
	2.5	Describe the principles of advance care planning	☐ Principles: an active, compassionate approach (ensuring respect and dignity for individuals and families); partnership in care (between individuals, family, health and social care professionals); assessment of individual and carer needs (regular, sensitive, ensuring individual involvement and consent at all times), anticipation and management (of deterioration in an individual's condition)
	2.6	Define local and national policy and guidance for care after death	☐ Local and national policy and guidance for care after death: honouring the wishes of the deceased and family (spiritual and religious practices, cultural traditions and customs); adherence to legal requirements, (informing relevant officials, completion of records); involvement of family (offering opportunities to participate in preparation of the deceased, honouring right to refuse); ensuring dignity and privacy of the deceased (use of screens, closing doors/curtains, maintaining dignified and respectful atmosphere); ensuring the health and safety of all who come into contact with the deceased (use of personal protective equipment (PPE), safe disposal of linen and instruments, use of safe hand washing techniques)

Learning outcomes		Assessment criteria		Unit amplification
3	Understand factors regarding communication in end of life care	3.1	Explain how an individual's priorities and the ability to communicate may vary over time	☐ Changes in priorities and ability to communicate: mental state– depression, anxiety, effects of terminal condition, levels of care received, physical deterioration, effects of illness on cognitive ability
		3.2	Explain your role in responding to key questions and cues from individuals and others regarding their end of life experience	☐ Role in responding to key questions and cues from individuals: recognition of boundaries (referring concerns to line manager, not answering questions beyond sphere of own role); careful listening (listening to queries, comments, not dismissing concerns of individuals and others); adherence to national and organisational policies (completion of records, maintenance of confidentiality)
		3.3	Describe how you might respond to difficult questions from individuals and others	☐ Responding to difficult questions: referral to line manager, senior members of the team, agreeing to pass on questions, not answering questions beyond sphere of own role and understanding
		3.4	Outline strategies to manage emotional responses from individuals and others	☐ Strategies to manage emotional responses: use of careful listening, use of non-threatening body language, remaining calm, appropriate use of touch, discussion with line manager
		3.5	Explain the importance of sharing appropriate information according to the principles and local policy on confidentiality and data protection	☐ Importance of sharing appropriate information: working within legal boundaries (safeguarding of vulnerable adults, recognition of individual rights versus responsibilities of care teams)

Learning outcomes	Assessment criteria		Unit amplification
4 Know how to access the range of support services available to individuals and others	4.1	Identify the range of support services and facilities available to an individual and others	□ Support services: pastoral services, other professionals including Macmillan Nurses, bereavement counsellors; Citizens Advice Bureau self-help organisations, including Cruse Bereavement Care □ Facilities: hospices, chapel of rest
	4.2	Identify the key people who may be involved within a multi-disciplinary end of life care team	□ Key people: the individual, family, close friends, doctors, specialist nurses (including Macmillan Nurses), care assistants, social workers, counsellors, therapists, representatives of faiths, secular organisations, e.g. the Humanist Society
	4.3	Identify the potential barriers an individual may face when accessing end of life care	□ Barriers: lack of resources, including budgetary restrictions; lack of local provision; non-provision of culturally appropriate services; language–inadequate provision of interpreters, multi-lingual professionals; inadequate care planning
	4.4	Suggest ways to minimise the barriers an individual may face when accessing end of life care	□ Minimising barriers: involvement of individuals and families in planning care, consultation with representatives of minority communities, communication between agencies and disciplines, regular review of care plans

Information for tutors

Delivery

Learning outcome 1: know different perspectives on death and dying

While some taught input is required for this learning outcome, class discussion around the reasons for the different factors that affect an individual's experience, could enhance understanding. The use of case studies, either from professional magazines such as *The Nursing Times* or produced by the tutor, will support learners in applying topics to individuals. Input from a representative of a faith or secular group could support learners in understanding the importance of attention to religious and spiritual factors.

Learning outcome 2: understand the aims, principles and policies of end of life care

Learners could be directed to research websites, for example the NHS, Department of Health, and websites of known voluntary groups including Macmillan Cancer Support and Cruse Bereavement Care. Guest speakers from, for example, a local hospice could help to underpin understanding.

Learning outcome 3: understand factors regarding communication in end of life care

Input from a guest speaker, such as a manager of a hospice or a counsellor, would enhance learning. Taught input in the form of short lectures, followed by a plenary, will give learners information and help to develop understanding. Learners who are employed in end of life care could be invited to contribute whilst maintaining confidentiality.

Learning outcome 4: know how to access the range of support services available to individuals and others

Supported internet research on recommended websites, for example NHS Choices, will enable learners to source appropriate information. A visit to a centre, for example a hospital chapel or Citizens Advice Bureau, would enhance understanding.

Assessment

In accordance with Skills for Care and Development's assessment principles, assessment of knowledge-based learning outcomes may take place in or outside of a real work environment.

The centre will devise and mark the assessment for this unit. Assessment can take a variety of forms, including producing and delivering presentations on, for example, factors that can affect an individual's perspective on death and dying (learning outcome 1), booklets, for example on the aims, principles and policies of end of life care (learning outcome 2) or sources of support (learning outcome 4).

Other suggestions are written reports, for example on the barriers to accessing end of life care (assessment criteria 4.3 and 4.4), podcasts and individual displays, for example on sources of support (learning outcome 4).

Learners must meet all assessment criteria to pass the unit.

Suggested resources

Textbooks

Morris C, Collier F – *End of Life Care, A Care Worker Handbook* (Hodder Education, 2012) ISBN 9781444163247

Nolan S – *Spiritual Care at the End of Life, the Chaplain as a 'Hopeful Presence'* (Jessica Kingsley Publishers, 2011) ISBN 9781849051996

Magazines

Community Care

The Nursing Times

Websites

www.cruse.org.uk/bereavement-services

www.mbss.org.uk/index.html

www.nhs.uk/Planners/end-of-life-care/Pages/End-of-life-care.aspx

13 Further information and useful publications

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

- Edexcel: **www.edexcel.com/contactus**

- BTEC: **www.edexcel.com/btec/Pages/Contactus**

- Pearson Work Based Learning and Colleges:
  www.edexcel.com/about.wbl/Pages/Contact-us

- 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))

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at www.edexcel.com/btec/delivering-BTEC/quality/Pages

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/publications/Pages

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: www.edexcel.com/resources/publications/Pages

14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory, or through customised training at your centre.

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

- 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 Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: www.edexcel.com/resources/Training/Pages. You can request customised 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.

BTEC training and support for the lifetime of the qualifications

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 have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: www.edexcel.com/btec/delivering-BTEC/training/Pages

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: 0844 463 2535**.**

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/Aboutus/contact-us/Pages

- Ask the Expert: submit your question online to our Ask the Expert online service www.edexcel.com/aboutus/contact-us/ask-expert/Pages and we will make sure your query is handled by a subject specialist.

Annexe A

Mapping with National Occupational Standards (NOS)

The grid below maps the knowledge covered in the Pearson BTEC Level 2 in Awareness of End of Life Care (QCF) against the underpinning knowledge of the National Occupational Standards in Health and Social Care. Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

\#   indicates partial coverage of knowledge in NOS unit

NOS	BTEC Specialist unit	Unit 1
SCDHSC0385	Support individuals at the end of life	#