

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 3 Certificate in the
Principles of End of Life Care
QN: 610/2967/1**

Qualification summary

Qualification title	NCFE CACHE Level 3 Certificate in the Principles of End of Life Care		
Ofqual qualification number (QN)	610/2967/1	Aim reference	61029671
Guided learning hours (GLH)	150	Total qualification time (TQT)	169
Credit value	17		
Minimum age	16		
Qualification purpose	<p>This qualification is designed for anyone who is seeking to increase their knowledge of end of life care in a vocational setting. It is aimed at those working in the healthcare sector whose job description includes caring for those who have a life-limiting illness.</p> <p>This qualification is also appropriate for those who have already achieved other sector-specific qualifications in the healthcare sector who need to apply their understanding in a palliative care context.</p> <p>This qualification aims to:</p> <ul style="list-style-type: none"> • provide learners with a definition of end of life care • explore common questions and themes in end of life care • inform learners of the range of possible approaches to end of life care • provide learners with an understanding of how to support a person's familial, spiritual, social and emotional needs • prepare the learner to confront issues of death and bereavement 		
Grading	Achieved/not yet achieved.		
Assessment method	Internally assessed and externally quality assured portfolio of evidence.		
Work/industry placement experience	This is a knowledge-only qualification. Work/industry placement experience is not required.		
UCAS	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.		
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/2967/1.		
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.		

Contents

Qualification summary	2
Summary of amendments	4
Section 1: introduction	5
Aims and objectives	5
Support handbook	5
Guidance for entry and registration	5
Achieving this qualification	6
Resource requirements	6
Real work environment (RWE) requirement/recommendation	6
Work/industry placement experience	6
How the qualification is assessed	7
Internal assessment	7
Section 2: unit content and assessment guidance	8
Unit 01 Understanding end of life care (M/650/7844)	9
Unit 02 Communication during end of life care (R/650/7845)	11
Unit 03 Assessment and care planning in end of life care (T/650/7846)	12
Unit 04 Person-centred approaches to end of life care (Y/650/7847)	14
Unit 05 Care during the final hours of life and bereavement care (A/650/7848)	17
Recommended assessment methods	19
Assessment strategies and principles	20
NCFE assessment principles for adult care, childcare and health qualifications	21
Section 3: explanation of terms	25
Section 4: support	27
Support materials	27
Useful websites	27
Other support materials	27
Reproduction of this document	28
Contact us	29
Appendix A: units	30
Appendix B: NOS mapping/relationship to occupational standards	31
Links to NHS Knowledge and Skills Framework	32

Summary of amendments

Following the withdrawal of the NCFE CACHE Level 3 Certificate in the Principles of End of Life Care (501/0117/1), this qualification has been regulated with the same name but includes 9 additional guided learning hours (GLH) and some minor changes. A summary of the amendments made to this qualification specification can be found below.

Version	Publication date	Summary of amendments
V1.0	September 2023	<p>The following amendments have been made to the assessment criteria (AC):</p> <ul style="list-style-type: none"> in Unit 01, AC 3.2, 4.2 and 4.3, the verb 'Identify' has been changed to 'Describe' and the GLH for this unit is now 30 no revisions have been made to Unit 02 in Unit 03, AC 2.3, the verb 'Identify' has been changed to 'Describe' and the GLH for this unit is now 29 in Unit 04, AC 1.2, 2.1, 3.2 and 5.2, the verb 'Identify' has been changed to 'Describe' and the GLH for this unit is now 43 and the credit is now 6 in Unit 05, AC 1.5 and 2.2, the verb 'Identify' has been changed to 'Describe' and the GLH for this unit is now 29 <p>Other amendments:</p> <ul style="list-style-type: none"> reference to learner notes as type of evidence in the delivery and assessment guidance section has been removed in Unit 01, AC 3.2 has been updated to include national/local guidelines in Unit 04, AC 3.5 reference to the World Health Organization's analgesic ladder has been removed and has been amended to 'Explain pain management strategies that can be used in end of life care' links to NOS have been updated and removed, where applicable

Section 1: introduction

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

Aims and objectives

This qualification aims to:

- provide learners with a definition of end of life care
- explore common questions and themes in end of life care
- inform learners of the range of possible approaches to end of life care
- provide learners with an understanding of how to support a person's familial, spiritual, social and emotional needs
- prepare the learner to confront issues of death and bereavement

Support handbook

This qualification specification must be used alongside the mandatory support handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Guidance for entry and registration

This qualification is designed for anyone who is seeking to increase their knowledge of end of life care in a vocational setting. It is aimed at those working in the healthcare sector whose job description includes caring for those who have a life-limiting illness.

This qualification is also appropriate for those who have already achieved other sector-specific qualifications in the healthcare sector who need to apply their understanding in a palliative care context.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the Portal; however, learners should be at least 16 to undertake this qualification.

There are no specific prior skills/knowledge a learner must have for this qualification; however, learners might find it helpful if they have already achieved a level 2 qualification in a health or health and social care-related area.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve all 5 mandatory units.

Please refer to the list of units in appendix A in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the fees and pricing document on the NCFE website.

Progression

Learners who achieve this qualification could progress to the following qualifications:

- Level 4 Diploma in Adult Care (England)
- Level 3 Extended Diploma in Health and Social Care
- Level 3 Certificate in Understanding Mental Health
- Level 3 Certificate in Understanding the Principles of Dementia Care

Progression to higher level studies

Level 3 qualifications can support progression to higher level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Real work environment (RWE) requirement/recommendation

This is a knowledge-only qualification. Experience in the real work environment is not required.

Work/industry placement experience

This is a knowledge-only qualification. Work/industry placement experience is not required.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as usual)

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance (EQA) visits are required.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

If a centre needs to create their own internal assessment tasks, there are 4 essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on our website.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.

Unit 01 Understanding end of life care (M/650/7844)

Unit summary				
This unit provides learners with an overview of the emotive issues surrounding death and dying. It will also help learners to understand palliative care and its place within end of life care, along with the support services available to the individual and others.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory	Achieved/not yet achieved	Level 3	3 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand different attitudes towards death and dying	1.1 Outline the factors that can affect an individual's views on death and dying, to include the following perspectives: <ul style="list-style-type: none"> • social • cultural • religious • spiritual
2. Understand the aims of end of life care	2.1 Clarify the aims of end of life care
	2.2 Differentiate between a 'good death' and a 'bad death'
	2.3 Outline the World Health Organization's definition of palliative care
	2.4 Explain how palliative care is part of end of life care
3. Understand current approaches to end of life care	3.1 Explain the stages in the end of life care pathway
	3.2 Describe the current approaches to end of life care
	3.3 Evaluate how an approach to end of life care can support the individual and others
4. Know the range of support services available to individuals and their families	4.1 Explore the range of services and facilities available to an individual and their family
	4.2 Describe the key people who may be involved within a multi-disciplinary end of life care team
	4.3 Describe the potential barriers an individual may face when accessing end of life care to meet their needs
	4.4 Suggest ways to minimise the barriers identified in 4.3

Delivery and assessment guidance

Guidance on terminology

3.2. **Approaches:** these may change over time; up-to-date approaches should be covered, including national/local guidelines.

4.1. **Range of services:** these could be from the statutory, non-statutory or third sector and also incorporate those outside of health and social care.

Type of evidence: Oral or written questioning

Assessment criteria: 1.1, 2.1

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Type of evidence: Assignment

Assessment criteria: 2.2–2.4, 3.1–3.3

Additional information: learners could complete an assignment covering the assessment criteria.

Type of evidence: Learner report

Assessment criteria: 4.1–4.4

Additional information: learners could conduct research and prepare a learner report.

Unit 02 Communication during end of life care (R/650/7845)

Unit summary				
This unit aims to give learners an understanding of the importance of communication when supporting an individual and others during end of life care.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory	Achieved/not yet achieved	Level 3	2 credits	19 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand communication skills in the context of end of life care	1.1 Explain how to support communication in ways that are: <ul style="list-style-type: none"> • non-judgemental • empathic • genuine • collaborative • supportive
	1.2 Explain how the use of non-verbal methods of communication can aid understanding
	1.3 Explain the skills required of an active listener
	1.4 Explain why silence is sometimes an important part of communication in end of life care
2. Understand how to overcome barriers to communication	2.1 Describe how the following could present barriers to communication: <ul style="list-style-type: none"> • tiredness/illness • stage of end of life care • language/culture • fear of dealing with strong emotions • not knowing what to say • the environment
	2.2 Explain strategies that can be used to overcome the barriers identified in 2.1

Delivery and assessment guidance
<p>Type of evidence: Oral or written questioning</p> <p>Assessment criteria: 1.1–1.4, 2.1, 2.2</p> <p>Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.</p>

Unit 03 Assessment and care planning in end of life care (T/650/7846)



Unit summary				
This unit aims to give the learner an understanding of the person-centred approach to assessment and care planning within end of life care, and the legal implications of any advance care-planning decisions.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory	Achieved/not yet achieved	Level 3	3 credits	29 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the holistic approach to end of life care	1.1 Describe the needs that should be considered when planning an individual's end of life care, to include: <ul style="list-style-type: none"> • health and wellbeing • emotional • social • intellectual • cultural • spiritual • religious • communication
	1.2 Describe how the needs of others can be taken into account when planning holistic care
2. Understand person-centred assessment and planning	2.1 Explain why it is important to ensure the individual is at the centre of all end of life care planning
	2.2 Outline ways to assess an individual's needs and priorities
	2.3 Describe a range of tools that can be used to inform the assessment
	2.4 Evaluate an assessment tool that can be used to plan for end of life care
	2.5 Describe how risks can be managed to support the individual to achieve their goals, aspirations and priorities
	2.6 Explain how to apply the care planning cycle in a person-centred way
3. Understand advance care planning	3.1 Explain the legal status and implications of the Advance Care Planning process
	3.2 Give examples of when Advance Care Planning would be used
	3.3 Explain the meaning of 'informed consent'
	3.4 Explain how to communicate the Advance Care Plan to others
	3.5 Describe how to work in a way that supports the ' best interests ' of an individual unable to participate in decision-making

Delivery and assessment guidance**Guidance on terminology**

- 3.1. **Legal status:** current and up-to-date legislation should be used.
- 3.1. **Implications:** for example, people changing their minds regarding decisions previously made, ensuring people are not refused treatment that they do want to receive.
- 3.2. **Advance Care Planning:** to include, for example, Advance Decisions to Refuse Treatment, Do Not Attempt Cardiopulmonary Resuscitation.
- 3.5. **Best interests:** it is important to ensure that the legal context is covered regarding those who are unable to participate in decisions about their own treatment.

Type of evidence: Case study

Assessment criteria: 1.1, 1.2

Additional information: simple case studies could be provided to learners outlining fictional individuals in a setting that would allow the learner to describe the needs that an individual and others might have.

Type of evidence: Assignment

Assessment criteria: 2.1–2.6

Additional information: learners could complete an assignment based on the assessment criteria.

Type of evidence: Learner report

Assessment criteria: 3.1–3.5

Additional information: learners could conduct research and prepare a learner report.

Unit 04 Person-centred approaches to end of life care (Y/650/7847)

Unit summary				
This unit will inform learners of the person-centred approach to end of life care and how it ensures that the individual's physical, emotional, social and cultural needs are met.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory	Achieved/not yet achieved	Level 3	6 credits	43 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the effects of symptoms in relation to end of life care	1.1 Identify a range of health conditions for which end of life care may be provided
	1.2 Describe symptoms that may be related to the individual's condition and/or treatment
	1.3 Outline the underlying causes of a range of symptoms
	1.4 Describe how symptoms can cause the individual pain and discomfort
	1.5 Outline how different factors can alleviate or exacerbate symptoms
2. Understand a range of therapeutic options used to support effective symptom relief	2.1 Describe a range of interventions that can be used to provide symptom relief
	2.2 Clarify how an individual's culture and beliefs might influence their preferred approach to symptom management
3. Understand the principles of pain management	3.1 Describe common types of pain
	3.2 Describe signs that might indicate that an individual is experiencing pain
	3.3 Suggest different ways to monitor pain
	3.4 Describe factors that can influence an individual's perception of pain
	3.5 Explain pain management strategies that can be used in end of life care
	3.6 Explain the importance of maintaining regular pain relief
	3.7 Outline the reasons for planning activities after pain relief has taken effect
4. Understand techniques for supporting a person with their social needs	4.1 Explain the importance of relationships as a person nears the end of life
	4.2 Describe the ways to support a dying person to maintain their relationships with others

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	4.3 Explain how to support the relatives and friends of dying people to maintain their relationships
5. Understand how to support a person's spiritual, religious and cultural needs	5.1 Distinguish between spirituality and religion
	5.2 Describe the things that a person may classify as being spiritually important to them
	5.3 Give examples of how to support an individual to meet their religious and/or spiritual needs
6. Understand techniques for supporting a person with their psychological and emotional needs	6.1 Explain how an individual's priorities and ability to communicate may vary over time
	6.2 Describe the fears people commonly experience towards the end of life
	6.3 Explain how to support an individual to address their fears
	6.4 Describe how to support an individual or others who want to discuss sensitive issues
7. Understand people's responses to dying	7.1 Explain the term 'anticipatory loss'
	7.2 Describe the stages of 'anticipatory grief' commonly experienced by individuals with a life-limiting illness
	7.3 Describe how to support the individual throughout each phase of anticipatory grief
	7.4 Explain why people with a life-limiting illness may become depressed
	7.5 Identify the signs and symptoms that might indicate depression

Delivery and assessment guidance

Guidance on terminology

- 1.1. **Conditions:** these are wide-ranging, for example, cancers, dementia, degenerative or progressive illnesses and general conditions associated with the ageing process.
- 1.2. **Symptoms:** these are wide-ranging, for example, pain, nausea, fatigue, incontinence, loss of appetite and hair loss.
- 1.5. **Factors:** these are wide-ranging, for example, anxiety, fear, diversion, positioning/movement, and boredom.
- 2.1. **Interventions:** for example, medication, complementary therapies, alternative therapies and use of equipment.

Delivery and assessment guidance

Type of evidence: Oral or written questioning

Assessment criteria: 1.1–1.5, 2.1, 2.2

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Type of evidence: Assignment

Assessment criteria: 3.1–3.7

Additional information: learners could complete an assignment based on the assessment criteria.

Type of evidence: Learner report

Assessment criteria: 4.1–4.3

Additional information: learners could conduct research and prepare a learner report.

Type of evidence: Oral or written questioning

Assessment criteria: 5.1–5.3, 6.1–6.4, 7.1–7.5

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Unit 05 Care during the final hours of life and bereavement care (A/650/7848)



Unit summary				
This unit will assist learners to understand approaches to providing care in the approach to death and the final hours of care. It will also provide an understanding of the processes of loss and grief, how to support those who are bereaved, and how to cope with own feelings of stress and grief.				
Assessment				
This unit is internally assessed and externally quality assured.				
Mandatory	Achieved/not yet achieved	Level 3	3 credits	29 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to offer appropriate support in the final hours of life	1.1 Describe the common signs of approaching death
	1.2 Describe appropriate comfort measures in the final hours of life
	1.3 Explain the circumstances when life-prolonging treatment can be stopped or withheld
	1.4 Explain the importance of implementing any advance directive
	1.5 Describe the signs that death has occurred
	1.6 Describe how healthcare staff can support relatives in the period immediately after a person's death
2. Understand how to care for the deceased person	2.1 Describe the steps that need to be taken immediately after a death has occurred
	2.2 Describe the information a Registrar will want to know before issuing a Certificate for Burial or Cremation
	2.3 Explain the circumstances in which a post-mortem would normally be required
3. Understand the process of grief and loss	3.1 Give the meaning of the following terms: <ul style="list-style-type: none"> • loss • bereavement • grief • mourning
	3.2 Explain how each person's experience and expression of loss and grief is unique
	3.3 Explain the factors that can affect the nature of a person's grief

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	3.4 Compare models that illustrate the stages of grief that could be experienced following bereavement
4. Understand how to support people following bereavement	4.1 Describe how to support people during the various stages of their bereavement
	4.2 Describe ways to support people in group care settings following bereavement
	4.3 Evaluate methods that can be used to help cope with feelings of loss and grief
	4.4 Identify signs and symptoms that might indicate that an individual or colleague is experiencing stress
	4.5 Explain why it is important to seek specialist support if signs and symptoms of stress are causing concern
	4.6 Describe the challenges and rewards associated with providing end of life care

Delivery and assessment guidance

Guidance on terminology

3.3. **Factors:** for example, relationship to the deceased, type of death, religious beliefs and social support.

3.3. **Nature of a person's grief:** for example, hidden, unresolved, cumulative.

4.1. **Stages:** for example, numbness, anger, agitation, despair.

Type of evidence: Oral or written questioning

Assessment criteria: 1.1, 1.2, 1.5, 2.1, 2.2, 3.1, 4.4, 4.5

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Type of evidence: Learner report

Assessment criteria: 1.3, 1.4, 1.6, 2.3, 3.2, 3.3, 4.6

Additional information: learners could conduct research and prepare a learner report.

Type of evidence: Assignment

Assessment criteria: 3.4, 4.1-4.3

Additional information: learners could complete an assignment based on the assessment criteria.

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for the individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your external quality assurer with full details of your proposed method. It will need formal approval from NCFE before it can be used.

Each learner must generate evidence from appropriate assessment tasks that demonstrate achievement of all the learning outcomes (LOs) associated with each unit (grades are not awarded).

Please refer to the notes relating to expert witness testimony and simulation that follow this table.

Ref	Assessment method	Assessing competence/skills	Assessing knowledge/understanding
A	Direct observation of learner by assessor: <ul style="list-style-type: none"> by an assessor who meets the relevant Sector Skills Council's (SSC) or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony*: <ul style="list-style-type: none"> when directed by the Sector Skills Council (SSC) or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence: <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes

Ref	Assessment method	Assessing competence/skills	Assessing knowledge/understanding
J	Reflection on own practice in real work environment (RWE)	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by NCFE (for knowledge LOs)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as safeguarding strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance

** **Simulation.** A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment strategies and principles relevant to this qualification

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

NCFE assessment strategy

Knowledge LOs:

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills LOs:

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

NCFE assessment principles for adult care, childcare and health qualifications**1. Introduction**

1.1 These principles and approaches to unit/qualification assessments should be read alongside individual unit assessment requirements, where appropriate.

1.2 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

1.3 The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the Sector Skills Council and/or NCFE assessment principles for the unit they are assessing or quality assuring.

Assessing knowledge, skills and competence

Learners will need to meet all of the assessment criteria for knowledge, skills and competence included in the qualification using appropriate assessment methods.

Practical skills competence

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes. Further information and guidance can be found below:

2. Assessment principles

2.1 Assessment decisions for competence/skills-based learning outcomes must relate to experience gained in a real work environment.

2.2 Assessment decisions for competence/skills-based learning outcomes must be made by an occupationally competent assessor, qualified to make assessment decisions.

2.3 Competence/skills-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 learning outcomes where this is specified in the assessment requirements.

2.5 Given the nature of work with children, young people, service users and their families (if applicable), which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an expert witness testimony (EWT) as a source of performance evidence in the workplace.

Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise of specialist areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions. See also 4.5.

The centre should enable expert witnesses to provide and present their evidence in an efficient way that does not compromise validity and reliability. This could include the following:

- the use of voice and audio recordings
- through remote discussions where the main assessor could scribe the expert witness contributions (for example, via Microsoft Teams or Zoom)
- over the telephone where the assessor could scribe the testimony

Additionally, centres must adapt their internal quality assurance strategies to ensure that assessor judgements based on EWT are prioritised for standardisation and sampling activities.

The use of professional discussion and reflective accounts can be used to support other forms of evidence but are not direct evidence sources that can replace the observation requirement.

2.6 Assessment of knowledge-based learning outcomes 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 member of staff, qualified to make assessment decisions. The centre with whom the learners are registered will be responsible for making all assessment decisions. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Remote technology

2.8 The use of remote technology is prohibited within early years, school, childcare, health and adult care settings where there is a potential risk of users of the service, or their carers/families, being inadvertently seen or heard. This includes the use of all recording and streaming devices such as mobile phones, laptops and tablets. Please note that technology must not be used to view assessments remotely, even when not recording. For example, assessors cannot complete remote observations to prove competency by viewing learners 'live' using remote technology.

The use of remote technologies could be considered to support aspects of the learner's performance. For example, this may include planning sessions, online meetings and remote activities in which the learner is contributing, and where the assessor could also attend remotely or observe through use of technology. In these examples, the learner **MUST** be in an environment away from any children, young people, service users and their families. The use of technologies could also be considered for capturing EWT.

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.

Knowledge learning outcomes:

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills learning outcomes:

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and 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 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 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.

Assessors of this qualification should be appropriately qualified to make assessment decisions. Although it isn't a specific requirement of these qualifications, we consider it to be good practice for assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification is not held, assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the assessor should be occupationally knowledgeable. They should have relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the assessor should be occupationally competent. They should be able to carry out the requirements of the units they're assessing. This competence should be

demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment. The following are examples of qualifications/roles that tutors/teachers/assessors may hold to be able to make decisions involving the assessment of learners:

- an assessor qualification such as D32/D33, A1/A2 or a Level 3 Award/Certificate in Assessing Vocationally Related Achievement
- Qualified Teacher Status/Early Years Professional Status
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS, DTLLS)

Any examples given are not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment roles. Centres seeking further clarification should contact their external quality assurer in the first instance.

4.4 Qualified to make quality assurance decisions:

NCFE will determine what qualifications and/or experience is required in relation to the:

- role of the assessor for knowledge-based assessment criteria
- role of the assessor for skills/competence-based assessment criteria
- role of the internal quality assurer

4.5 Expert witness:

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have **either** any qualification in assessment of workplace performance **or** a professional work role which involves evaluating the everyday practice of staff
- they have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- they can demonstrate appropriate, continuing professional development relevant to the sector for which they are attesting competence
- that they have no conflict of interest in the outcome of the evidence

Section 3: explanation of terms

This table explains how the terms used at **level 3** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break down the subject into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequential or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of 'compare' where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Create	Make or produce an artefact as required.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgement using previous knowledge or considering other information.

Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes that might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.
Test	Complete a series of checks utilising a set procedure.

Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learner's evidence tracking log (LETL)
- learning resources
- qualification factsheet

Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- Department of Health and Social Care: www.gov.uk/government/organisations/department-of-health-and-social-care
- The Gold Standards Framework: www.goldstandardsframework.org.uk
- The Marie Curie Palliative Care Institute: www.mariecurie.org.uk
- National Institute for Health and Clinical Excellence: www.nice.org.uk

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of this qualification are offered by the following suppliers:

- Learning Curve Group
- Hallmark Education resources
- NCC resources

For more information about these resources and how to access them, please visit the NCFE website.

Reproduction of this document

Reproduction by approved centres is permissible for internal use under the following conditions:

- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
- the use of PDF versions of our support materials on the NCFE website will ensure that correct and up-to-date information is provided to learners
- any photographs in this publication are either our exclusive property or used under licence from a third party:
 - they are protected under copyright law and cannot be reproduced, copied, or manipulated in any form
 - this includes the use of any image or part of an image in individual or group projects and assessment materials
 - all images have a signed model release

Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*

Fax: 0191 239 8001

Email: customersupport@ncfe.org.uk

Website: www.ncfe.org.uk

NCFE © Copyright 2023 All rights reserved worldwide.

Version 1.0 September 2023

Information in this qualification specification is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).


CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

All the material in this publication is protected by copyright.






**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purpose.***

Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

 Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH
	Unit 01	M/650/7844	Understanding end of life care	3	3	30
	Unit 02	R/650/7845	Communication during end of life care	3	2	19
	Unit 03	T/650/7846	Assessment and care planning in end of life care	3	3	29
	Unit 04	Y/650/7847	Person-centred approaches to end of life care	3	6	43
	Unit 05	A/650/7848	Care during the final hours of life and bereavement care	3	3	29

The units above may be available as stand-alone unit programmes. Please visit our website for further information.

Appendix B: NOS mapping/relationship to occupational standards

Unit reference number	Unit title	NOS number	NOS title
M/650/7844	Understanding end of life care	SFHOP1, SFHOP12 SFHGEN14 SCDHSC3100, SCDHSC3111, SCDHSC3121, SCDHSC0350	Older People General Health Care Health and Social Care
R/650/7845	Communication during end of life care	SFHOP1, SFHOP12 SFHGEN14 SCDHSC3100, SCDHSC0350, SCDHSC3121	Older People General Health Care Health and Social Care
T/650/7846	Assessment and care planning in end of life care	SFHOP1, SFHOP12 SFHCHS45 SFHGEN14 SCDHSC3100, SCDHSC0350, SCDHSC3111, SCDHSC3121	Older People Clinical Health Skills General Health Care Health and Social Care
Y/650/7847	Person-centred approaches to end of life care	SFHOP1, SFHOP12 SFHGEN14 SCDHSC3100, SCDHSC0350, SCDHSC3121	Older People General Health Care Health and Social Care
A/650/7848	Care during the final hours of life and bereavement care	SCDHSC3100, SCDHSC0350, SCDHSC3121	Health and Social Care

Links to NHS Knowledge and Skills Framework

This qualification could contribute towards aspects of the NHS Knowledge and Skills Framework in relation to the following dimensions:

- 1 – Communication
- 3 – Health, safety and security
- 6 – Equality and diversity

HWB1 - Promotion of health and wellbeing and prevention of adverse effects to health and wellbeing

HWB2 - Assessment and care planning to meet health and wellbeing needs

HWB4 - Enablement to address health and wellbeing needs

HWB5 - Provision of care to meet health and wellbeing needs