

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 3 Certificate in the
Principles of End of Life Care
QN: 501/0117/1**

This qualification is now withdrawn



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Summary of changes

This section summarises the changes to this Qualification Specification since the last version.

Version	Publication Date	Summary of amendments
v4.1	February 2020	Resources section added.
v4.2	June 2022	<p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Further information added to section 2 to confirm that 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.</p> <p>Information added to the mandatory document section about how to access support handbooks.</p>
v4.3	June 2023	Information added for changes to UCAS points .

Section 1: General introduction

WITHDRAWN

About this qualification specification

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 3 Certificate in the Principles of End of Life Care.

Total Qualification Time

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided by the learner meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence-/Skills-based learning outcomes:

- begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Entry guidance

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy, and health and safety aspects of this qualification.

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

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Our website

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualifications, including a qualification factsheet and other support materials.

The Centre Secure website

More specific information to support Centre delivery can be found on our secure website.

To access the secure site, click the link on the NCFE website and log in using the details provided by the Centre administrator.

Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download from the NCFE website or can be requested from the Customer Support team on 0191 239 8000 or email customersupport@ncfe.org.uk.

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification.

Plagiarism

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

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Section 2: About this qualification

WITHDRAWN

Qualification summary	
Title	NCFE CACHE Level 3 Certificate in the Principles of End of Life Care
Qualification number	501/0117/1
Aims and objectives	<p>This qualification is designed for anyone who is seeking to increase their knowledge of end of life care in a vocational setting. It's 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.
Total Qualification Time (hours)	160
Guided Learning (hours)	141
Credit value	16
UCAS	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
Grading system	Achieved/Not Yet Achieved
Minimum age of learner	16
Real work environment (RWE) requirement/ recommendation	This is a knowledge-only qualification; therefore, no real work environment placement is required.
Rule of combination	To be awarded the Level 3 Certificate in the Principles of End of Life Care learners are required to successfully complete all 5 mandatory units.

Entry requirements/ recommendations	<p>There aren't any specific recommended prior learning requirements for this qualification; however, learners might find it helpful if they've already achieved a Level 2 qualification in a health or health and social care related area.</p> <p>Entry is at the discretion of the centre; however, learners should be at least 16 to undertake this qualification.</p>
Progression	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • Level 3 Diploma in Clinical Healthcare Support • Level 3 Diploma in Healthcare Support Services • Level 2 Certificate in Understanding the Safe Handling of Medicines • Level 2 Award in Awareness of Dementia.
Assessment methods	Portfolio of evidence
Additional assessment requirements	<p>This qualification is internally assessed and externally quality assured.</p> <p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>
About this qualifications	This is a regulated qualification. The regulated number for this qualification is 501/0117/1.

Useful websites

Centres may find the following websites helpful for 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.pcil.org.uk
- National Institute for Health and Clinical Excellence: www.nice.org.uk.

Section 3: Units

WITHDRAWN

Mandatory units

	Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided learning hours
★	Unit 01	R/601/9570	Understanding end of life care	Knowledge	3	3	28
★	Unit 02	H/601/9573	Communication during end of life care	Knowledge	3	2	19
★	Unit 03	M/601/9575	Assessment and care planning in end of life care	Knowledge	3	3	26
★	Unit 04	A/601/9577	Person centred approaches to end of life care	Knowledge	3	5	41
★	Unit 05	A/601/9580	Care during the final hours of life and bereavement care	Knowledge	3	3	27

The star icon ★ indicates that a unit is knowledge based.

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

Unit layout	
For each unit the following information has been provided:	
Unit title	Provides a clear, concise explanation of the content of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit group	Explains if the unit is mandatory or optional.
Guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit summary	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Delivery and assessment	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.
Additional information	Any further information about the unit, eg links to National Occupational Standards.
Types of evidence	The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes 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 the Quality Assurance team at NCFE.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information can be found.

**Explanation of terms used at Level 3:
(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 the subject down 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 sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Consider	Think carefully and write about a problem, action or decision.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
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 which...)	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 (which...)	Make a final decision or judgment based on reasons.
Estimate	Form an approximate opinion or judgment 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 which 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.
Review and revise	Look back over the subject and make corrections or changes.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
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.

Unit 01: Understanding end of life care

Unit reference	R/601/9570	Unit level	3
Unit group	Mandatory		
Credit value	3		
Guided learning hours	28		
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.		

Learning outcomes The learner will:	Assessment criteria 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.
3. Understand current approaches to end of life care.	2.4. Explain how palliative care is part of end of life care.
	3.1. Explain the stages in the end of life care pathway.

Learning outcomes The learner will:	Assessment criteria The learner can:
	3.2. Identify 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. Identify the key people who may be involved within a multi-disciplinary end of life care team.
	4.3. Identify 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
<p>Guidance on terminology</p> <p>3.2. approaches: these may change over time; up-to-date approaches should be covered.</p> <p>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.</p> <p>Type of evidence: Oral or written questioning</p> <p>Assessment criteria: 1.1, 2.1</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> <p>Type of evidence: Assignment</p> <p>Assessment criteria: 2.2-2.4, 3.1-3.3</p> <p>Additional information: learners could complete an assignment covering the assessment criteria.</p> <p>Type of evidence: Learner report</p> <p>Assessment criteria: 4.1-4.4</p> <p>Additional information: learners could conduct research and prepare notes or a learner report.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • oral or written questioning • assignment • learner report.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to NHS Knowledge and Skills Framework</p> <p>This qualification could contribute towards aspects of the NHS Knowledge and Skills Framework in relation to the following dimensions:</p> <ul style="list-style-type: none"> 1 - Communication 3 - Health, Safety and Security 6 - Equality and Diversity <p>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</p> <p>Links to National Skills Standards</p> <p>The information below shows where learning opportunities for Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT. <p>Links to NOS</p> <ul style="list-style-type: none"> • Older People: OP1, OP4, OP5, OP12 • General Health Care: GEN14 • Health and Social Care: HSC31, HSC33, HSC35, HSC331, HSC385, HSC3111, HSC3121.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 02: Communication during end of life care

Unit reference	H/601/9573	Unit level	3
Unit group	Mandatory		
Credit value	2		
Guided learning hours	19		
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.		

Learning outcomes The learner will:	Assessment criteria 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
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
<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>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • oral or written questioning.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to NHS Knowledge and Skills Framework</p> <p>This qualification could contribute towards aspects of the NHS Knowledge and Skills Framework in relation to the following dimensions:</p> <ul style="list-style-type: none"> 1 - Communication 3 - Health, Safety and Security 6 - Equality and Diversity <p>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</p> <p>Links to National Skills Standards</p> <p>The information below shows where learning opportunities for Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English. <p>Links to NOS</p> <ul style="list-style-type: none"> • Older People: OP1, OP4, OP5, OP12 • General Health Care: GEN14 • Health and Social Care: HSC31, HSC35, HSC331, HSC385, HSC3116, HSC3121.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 03: Assessment and care planning in end of life care

Unit reference	M/601/9575	Unit level	3
Unit group	Mandatory		
Credit value	3		
Guided learning hours	26		
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.		

Learning outcomes The learner will:	Assessment criteria 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 well-being • 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. Identify a range of tools that can be used to inform the assessment.

Learning outcomes The learner will:	Assessment criteria The learner can:
	<p>2.4. Evaluate an assessment tool that can be used to plan for end of life care.</p> <p>2.5. Describe how risks can be managed to support the individual to achieve their goals, aspirations and priorities.</p> <p>2.6. Explain how to apply the care planning cycle in a person-centred way.</p>
3. Understand advance care planning.	<p>3.1. Explain the legal status and implications of the Advance Care Planning process.</p> <p>3.2. Give examples of when Advance Care Planning would be used.</p> <p>3.3. Explain the meaning of 'informed consent'.</p> <p>3.4. Explain how to communicate the Advance Care Plan to others.</p> <p>3.5. Describe how to work in a way that supports the 'best interests' of an individual unable to participate in decision-making.</p>

Delivery and assessment
<p>Guidance on terminology</p> <p>3.1. legal status: current and up-to-date legislation should be used.</p> <p>3.1. implications: eg people changing their mind regarding decisions previously made, ensuring people are not refused treatment that they do want to receive.</p> <p>3.2. Advance Care Planning: to include, for example, Advance Decisions to Refuse Treatment, Do Not Attempt Cardiopulmonary Resuscitation.</p> <p>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.</p> <p>Type of evidence: Case study</p> <p>Assessment criteria: 1.1, 1.2</p> <p>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.</p> <p>Type of evidence: Assignment</p> <p>Assessment criteria: 2.1-2.6</p> <p>Additional information: learners could complete an assignment based on the assessment criteria.</p> <p>Type of evidence: Learner report</p> <p>Assessment criteria: 3.1-3.5</p> <p>Additional information: learners could conduct research and prepare notes or a learner report.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • case study • assignment • learner report.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to NHS Knowledge and Skills Framework</p> <p>This qualification could contribute towards aspects of the NHS Knowledge and Skills Framework in relation to the following dimensions:</p> <ul style="list-style-type: none"> 1 - Communication 3 - Health, Safety and Security 6 - Equality and Diversity <p>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</p> <p>Links to National Skills Standards</p> <p>The information below shows where learning opportunities for Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT. <p>Links to NOS</p> <ul style="list-style-type: none"> • Older People: OP1, OP4, OP5, OP12 • Clinical Health Skills: CHS45 • General Health Care: GEN14 • Health and Social Care: HSC31, HSC35, HSC331, HSC385, HSC3116, SC3111, HSC3121.
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 04: Person centred approaches to end of life care



Unit reference	A/601/9577	Unit level	3
Unit group	Mandatory		
Credit value	5		
Guided learning hours	41		
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.		

Learning outcomes The learner will:	Assessment criteria 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. Identify 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. Identify 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand the principles of pain management.	3.1. Describe common types of pain.
	3.2. Identify 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 the World Health Organization's analgesic ladder.
	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.
	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. Identify 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
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
<p>Guidance on terminology</p> <p>1.1. conditions: these are wide ranging, eg: cancers, dementia, degenerative or progressive illnesses, general conditions associated with the ageing process.</p> <p>1.2. symptoms: these are wide ranging, eg: pain, nausea, fatigue, incontinence, loss of appetite, hair loss.</p> <p>1.5. factors: these are wide ranging, eg: anxiety, fear, diversion, positioning/movement, boredom.</p> <p>2.1. interventions: eg medication, complementary therapies, alternative therapies, use of equipment.</p> <p>Type of evidence: Oral or written questioning</p> <p>Assessment criteria: 1.1-1.5, 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> <p>Type of evidence: Assignment</p> <p>Assessment criteria: 3.1–3.7</p> <p>Additional information: learners could complete an assignment based on the assessment criteria.</p> <p>Type of evidence: Learner report</p> <p>Assessment criteria: 4.1-4.3</p> <p>Additional information: learners could conduct research and prepare notes or a learner report.</p> <p>Type of evidence: Oral or written questioning</p> <p>Assessment criteria: 5.1–5.3, 6.1–6.4, 7.1-7.5</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>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • oral or written questioning • assignment • learner report.

Additional information	
<p>Relationship to occupational standards/NOS mapping</p>	<p>Links to NHS Knowledge and Skills Framework</p> <p>This qualification could contribute towards aspects of the NHS Knowledge and Skills Framework in relation to the following 'Dimensions':</p> <ul style="list-style-type: none"> 1 - 'Communication' 3 - 'Health, Safety and Security' 6 - 'Equality and Diversity' <p>HWB1 - 'Promotion of health and wellbeing and prevention of adverse effects to health and wellbeing'</p> <p>HWB2 - 'Assessment and care planning to meet health and wellbeing needs'</p> <p>HWB4 - 'Enablement to address health and wellbeing needs'</p> <p>HWB5 - 'Provision of care to meet health and wellbeing needs'</p> <p>Links to National Skills Standards</p> <p>The information below shows 'where learning opportunities for Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English. <p>Links to NOS</p> <ul style="list-style-type: none"> • Older People: OP1, OP4, OP5, OP12 • General Health Care: GEN14 • Health and Social Care: HSC31, HSC 35, HSC331, HSC385, HSC 3116, HSC3121.
<p>Additional unit assessment requirements</p>	<p>This unit is internally assessed and externally quality assured.</p>

Unit 05: Care during the final hours of life and bereavement care

Unit reference	A/601/9580	Unit level	3
Unit group	Mandatory		
Credit value	3		
Guided learning hours	27		
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.		

Learning outcomes The learner will:	Assessment criteria 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. Identify 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
	2.2. Identify 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 . 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
	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.

WITHDRAWN

Delivery and assessment
<p>Guidance on terminology</p> <p>3.3. factors: eg relationship to the deceased, type of death, religious beliefs, social support.</p> <p>3.3. nature of a person's grief: eg hidden, unresolved, cumulative.</p> <p>4.1. stages: eg numbness, anger, agitation, despair.</p> <p>Type of evidence: Oral or written questioning</p> <p>Assessment criteria: 1.1, 1.2, 1.5, 2.1, 2.2, 3.1, 4.4, 4.5</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> <p>Type of evidence: Individual notes or learner report</p> <p>Assessment criteria: 1.3, 1.4, 1.6, 2.3, 3.2, 3.3, 4.6</p> <p>Additional information: learners could conduct research and prepare notes or a learner report.</p> <p>Type of evidence: Assignment</p> <p>Assessment criteria: 3.4, 4.1-4.3</p> <p>Additional information: learners could complete an assignment based on the assessment criteria.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • oral or written questioning • individual notes or learner report • assignment.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to NHS Knowledge and Skills Framework</p> <p>This qualification could contribute towards aspects of the NHS Knowledge and Skills Framework in relation to the following dimensions:</p> <ul style="list-style-type: none"> 1 - Communication 3 - Health, Safety and Security 6 - Equality and Diversity <p>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</p> <p>Links to National Skills Standards</p> <p>The information below shows where 'learning opportunities for Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> • English • ICT. <p>Links to NOS</p> <p>Health and Social Care: HSC31, HSC33, HSC35, HSC350, HSC384, HSC385, HSC3116, HSC3121.</p>
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Section 4: Assessment and quality assurance information

WITHDRAWN

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on the NCFE website.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

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Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Assessment Strategy

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** 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.

Internal Assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes 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.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

If a Centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the **Good Practice in Internal Quality Assurance** document on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on our secure website in the document **Good Practice in Internal Quality Assurance**.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our secure website in the document **Good Practice in Internal Quality Assurance**.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 5: Documents

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Useful documents

This section refers to useful documents that can be found on the NCFE website, some of which may assist with the delivery of this qualification.

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This document can be downloaded free of charge from our Centre secure website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- CACHE Evidence Record
- CACHE Record of Assessment Cycle.

We have also provided notes to guide you when completing these forms:

- Completing the CACHE Evidence Record
- Completing the CACHE Record of Assessment Cycle.

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on the NCFE website.

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.

Resources

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.

Learning resources

NCFE offers a wide range of learning resources to support the delivery of this qualification. Please check the qualification page on the Centre secure website for more information.

Third-party products

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

- The Skills Network
- Hallmark Education
- Learning Curve Group

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

Section 6: General Information

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Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

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