

# Qualification Specification

NCFE CACHE Level 2 Certificate in the Principles  
of End of Life Care

QRN: 601/3818/X

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### **Qualification title and reference number:**

NCFE CACHE Level 2 Certificate in the Principles of End of Life Care    QRN: 601/3818/X

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# Contents

<b>Summary of changes</b>	<b>5</b>
<b>Section 1: General introduction</b>	<b>7</b>
About this Qualification Specification	8
How the qualification works	9
Total Qualification Time	10
Barred units, equivalencies and exemptions	10
Recognition of Prior Learning (RPL)	10
Credit transfer	10
Understanding learning outcomes	11
Entry guidance	11
Our Website	12
The Centre Secure Website	12
Support for centres	12
<b>Section 2: About this qualification</b>	<b>13</b>
Qualification summary	14
Useful websites	15
<b>Section 3: Units</b>	<b>17</b>
Mandatory units	18
Unit layout	19
Unit 01: Understand how to work in end of life care	21
Unit 02: Care planning in end of life care	27
Unit 03: Understand how to provide support to manage pain and discomfort	31
Unit 04: End of life care and dementia	35
Unit 05: Understanding the role of the care worker in time of death	39
Unit 06: Understand loss and grief in end of life care	43
Explanation of terms used at Level 2: (not all verbs are used in this qualification)	47
<b>Section 4: Assessment and quality assurance information</b>	<b>49</b>
Staffing requirements	50
Assessors and Internal Quality Assurance	50

Internal Assessment	51
Supervision of learners and your role as an Assessor	52
Feedback to learners	52
Presenting evidence	52
Quality Assurance	53
Internal quality assurance	53
External quality assurance	53
<b>Section 5: Documents</b>	<b>55</b>
Useful documents	56
Mandatory documents	56
Resources	56
Learning resources	57
<b>Section 6: General Information</b>	<b>59</b>
Equal opportunities	60
Diversity, access and inclusion	60

## Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 6.0 August 2018).

Version	Publication Date	Summary of amendments
v6.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to <a href="#">Resources</a> .



## **Section 1: General introduction**

### **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 NCFE CACHE Level 2 Certificate in the Principles of End of Life Care (601/3818/X).



## How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

Each unit has:

- a **unit reference** number – the unique number given to each unit at qualification approval by Ofqual
- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- **guided learning** (GL) – the average number of hours of supervised or directed study time or assessment required to achieve the unit
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria/scope of learning** – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit. Grades are not awarded.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know substances which are commonly misused.	1.1. List <b>categories</b> of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

### **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 lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, 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.

## Our Website

Our public website address is [www.cache.org.uk](http://www.cache.org.uk). The website contains information about all our qualifications, and also a link to our QualHub [www.qualhub.co.uk](http://www.qualhub.co.uk) which contains:

- Key Facts
- Qualification Specifications
- other support materials

There are also some other key documents that can be referred to when required. For example:

- Complaints Policy
- Enquiries and Appeals Policy
- Diversity and Equality Policy.

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

## The Centre Secure Website

More specific information to support Centre delivery can be found in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area on QualHub, please 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 our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk) or can be requested from the Customer Support team on 0345 347 2123 or by emailing [info@cache.org.uk](mailto:info@cache.org.uk)

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can get more information by calling 0345 347 2123 or emailing [info@cache.org.uk](mailto:info@cache.org.uk).

## **Section 2: About this qualification**

**Qualification summary**

<b>Title</b>	NCFE CACHE Level 2 Certificate in the Principles of End of Life Care
<b>Qualification number</b>	601/3818/X
<b>Aims and objectives</b>	<p>This qualification aims to develop the learner's knowledge and understanding of:</p> <ul style="list-style-type: none"><li>• how to work in end of life care</li><li>• the support needed to manage pain and discomfort</li><li>• how dementia impacts on end of life care</li><li>• the role of the care worker in time of death</li><li>• the loss and grief process.</li></ul> <p>The objectives of this qualification are to:</p> <ul style="list-style-type: none"><li>• give learners working in, or intending to work in, healthcare and social care the knowledge and understanding of end of life care to support their role</li><li>• enable learners to progress to other qualifications in this subject area, or within the wider area of health and social care.</li></ul>
<b>Total Qualification Time (hours)</b>	160
<b>Guided Learning (hours)</b>	135
<b>Credit value</b>	16
<b>Grading system</b>	Achieved/Not Yet Achieved
<b>Minimum age of learner</b>	16
<b>Real work environment (RWE) requirement / recommendation</b>	This is a knowledge-only qualification; therefore no real work environment placement is required.

<b>Rule of combination</b>	To be awarded the NCFE CACHE Level 2 Certificate in the Principles of End of Life Care, learners are required to successfully complete all 6 mandatory units.
<b>Entry requirements / recommendations</b>	<p>There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 or 2 qualification in a health or social care related area.</p> <p>Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake this qualification.</p>
<b>Progression</b> including job roles and Higher Level Studies (where applicable)	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> <li>• Level 3 Certificate in the Principles of End of Life Care</li> <li>• Level 2 or 3 Certificate in Preparing to Work in Adult Social Care</li> <li>• Level 3 Diploma in Health and Social Care (Adults) for England</li> <li>• Level 3 Certificate in Stroke Care Management</li> <li>• Apprenticeships in Health &amp; Social Care</li> </ul>
<b>Assessment methods</b>	Portfolio of evidence
<b>About this qualification</b>	This is a regulated qualification. The regulated number for this qualification is 601/3818/X.

### Useful websites

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







- Department of Health: [www.doh.gov.uk](http://www.doh.gov.uk)
- The National Council for Palliative Care: [www.ncpc.org.uk](http://www.ncpc.org.uk)
- The Gold Standards Framework: [www.goldstandardsframework.org.uk](http://www.goldstandardsframework.org.uk)
- The Marie Curie Palliative Care Institute: [www.mcpcil.org.uk](http://www.mcpcil.org.uk)
- National Institute for Health and Care Excellence: [www.nice.org.uk](http://www.nice.org.uk)
- Social Care Institute for Excellence: [www.scie.org.uk](http://www.scie.org.uk)
- Dying Matters: [www.dyingmatters.org](http://www.dyingmatters.org)
- Cruse Bereavement Care: [www.cruse.org.uk](http://www.cruse.org.uk)






## **Section 3: Units**

<b>Mandatory units</b>
------------------------

	Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Hours*
	Unit 01	H/506/5507	Understand how to work in end of life care	Knowledge	2	3	28
	Unit 02	L/506/5503	Care planning in end of life care	Knowledge	2	2	20
	Unit 03	A/506/5495	Understand how to provide support to manage pain and discomfort	Knowledge	2	3	25
	Unit 04	K/505/1981	End of life care and dementia	Knowledge	2	2	16
	Unit 05	H/505/1980	Understanding the role of the care worker in time of death	Knowledge	2	3	24
	Unit 06	M/505/1982	Understand loss and grief in end of life care	Knowledge	2	3	22

\* This table shows the estimated total hours for each unit.

The lightbulb icon  indicates that a unit is knowledge based.

The units above may be available as stand-alone unit programmes. Please visit [www.cache.org.uk](http://www.cache.org.uk) for further information.

Unit layout	
<b>For each unit the following information has been provided:</b>	
Unit title	Provides a clear, concise explanation of the content of the unit.
Organisation unit reference number	The unique number assigned by the owner 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.
Unit 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.
Unit delivery and assessment guidance*	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.
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 CACHE.

**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.



## Unit 01: Understand how to work in end of life care



<b>Unit reference</b>	H/506/5507	<b>Unit level</b>	2
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	3		
<b>Unit guided learning hours</b>	28		
<b>Unit summary</b>	The purpose of this unit is to assess the learner's knowledge and understanding when beginning to work in end of life care.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Know different perspectives on death and dying.	1.1. Outline the <b>factors</b> that can affect an individual's views on death and dying.
	1.2. Outline the factors that can affect own views on death and dying.
	1.3. Outline how the factors relating to views on death and dying can impact on practice.
	1.4. Define how attitudes of <b>others</b> may influence an individual's choices around death and dying.
2. Understand the aims, principles and policies of end of life care.	2.1. Explain the aims and principles of end of life care.
	2.2. Explain why it is important to support an <b>individual</b> in a way that promotes their dignity.
	2.3. Describe the importance of maintaining comfort and well-being in end of life care.
	2.4. Explain the stages of the local end of life care pathway.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	2.5. Define local and national policy and guidance for care after death.
3. Understand factors regarding communication in end of life care.	3.1. Explain how an individual's priorities and the ability to communicate may vary over time.
	3.2. Explain your role in responding to key questions and cues from individuals and others regarding their end of life experience.
	3.3. Describe how you might respond to difficult questions from individuals and others.
	3.4. Outline strategies to manage emotional responses from individuals and others.
	3.5. Explain the importance of sharing appropriate information according to the principles and local policy on confidentiality and data protection.
4. Know how to access the range of support services available to individuals and others.	4.1. Identify the range of <b>support services and facilities</b> available to an individual and others.
	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.
	4.4. Suggest ways to minimise the barriers an individual may face when accessing end of life care.

## Delivery and assessment

### 1.1. **Factors** may include:

- social
- cultural
- religious
- spiritual
- psychological
- emotional.

### 1.4. **Others** may include:

- partner
- family
- friends
- neighbours
- care worker
- colleague
- manager
- social worker
- occupational therapist
- speech and language therapist
- physiotherapist
- pharmacist
- nurse
- psychologist
- independent mental capacity advocate
- community psychiatric nurse
- clinical nurse specialists
- GP.

### 2.2. **Individual:** the person receiving support or care in the work setting.

### 4.1. **Support services and facilities** may include:

- pastoral services
- other professionals
- self-help organisations
- hospices
- Citizens Advice.

### Types of evidence

**Type of evidence:** individual notes from a small group discussion

**Assessment criteria:** 1.1, 1.2

**Additional information:** learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

**Type of evidence:** oral or written questioning

**Assessment criteria:** 1.3, 1.4

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

**Type of evidence:** individual notes or learner report

**Assessment criteria:** 2.1-2.5, 3.1, 3.2, 3.5

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

**Type of evidence:** case study

**Assessment criteria:** 3.3, 3.4

**Additional information:** Tutors could construct case studies to illustrate scenarios based on the assessment criteria. These could be supported by focused questions for the learner.

**Type of evidence:** assignment

**Assessment criteria:** 4.1-4.4

**Additional information:** an assignment could be devised with a series of tasks related to the assessment criteria.



**Additional information**

Relationship to occupational standards/NOS mapping

**Links to National Skills Standards**

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.

The mapping is only at the level of the unit.

- English
- ICT
- PLTS Independent enquirers
- PLTS Creative thinkers

**Links to NOS**

SCDHSC0023  
SCDHSC0025  
SCDHSC0226  
SCDHSC0227  
SCDHSC0385



## Unit 02: Care planning in end of life care



<b>Unit reference</b>	L/506/5503	<b>Unit level</b>	2
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	2		
<b>Unit guided learning hours</b>	20		
<b>Unit summary</b>	This unit provides learners with an understanding of the person-centred approach to care planning within end of life care.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the holistic approach to end of life care.	1.1. Define the word 'holistic' as it applies to assessment and care planning at the end of life.
	1.2. Describe the <b>needs</b> that an individual at the end of life may class as being important to them.
	1.3. Give examples of how to support individuals to meet their needs.
2. Understand person-centred assessment and care planning.	2.1. Describe the advantages of <b>person-centred care</b> for an individual at the end of life.
	2.2. Explain how a health and social care worker can assess the needs, concerns and priorities of people nearing the end of life.
	2.3. Identify risks that may be involved in meeting the needs of the individual.
	2.4. Describe how risks can be managed to support the individual to achieve their goals, aspirations and priorities.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	2.5. Explain how to apply the care planning cycle in a person-centred way.
3. Understand advance care planning.	3.1. Describe the principles of advance care planning.
	3.2. Define what is meant by: <ul style="list-style-type: none"><li>• informed consent</li><li>• statement of wishes and preferences</li><li>• advance decision to refuse treatment</li><li>• lasting power of attorney.</li></ul>
	3.3. Describe how a health and social care worker might be involved in advance care planning.
	3.4. Give examples of when advance care planning might be used.

## Delivery and assessment

1.2. **Needs** includes:

- health and wellbeing needs
- emotional needs
- social needs
- intellectual needs
- cultural needs
- spiritual needs
- religious needs
- communication needs
- needs of family, friends, carers.

2.1. **Person-centred care** is a way of working which aims to put the person at the centre of a care situation, taking into account their individuality, wishes and preferences.

## Types of evidence

**Type of evidence:** individual notes or learner report

**Assessment criteria:** 1.1–1.3

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

**Type of evidence:** oral or written questioning

**Assessment criteria:** 2.1, 2.3, 2.4, 3.2

**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:** individual notes or learner report

**Assessment criteria:** 2.2, 2.5, 3.1, 3.3, 3.4

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

### **Additional information**

Relationship to occupational standards/NOS mapping

#### **Links to National Skills Standards**

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.

The mapping is only at the level of the unit.

- English
- ICT

#### **Links to NOS**

SCDHSC0031  
SCDHSC0035  
SCDHSC0331  
SCDHSC0385

## Unit 03: Understand how to provide support to manage pain and discomfort



<b>Unit reference</b>	A/506/5495	<b>Unit level</b>	2
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	3		
<b>Unit guided learning hours</b>	25		
<b>Unit summary</b>	This unit provides the learner with the knowledge and skills to provide support for managing pain and discomfort.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand approaches to managing pain and discomfort.	1.1. Explain the importance of a holistic approach to managing pain and discomfort.
	1.2. Describe the different approaches to alleviate pain and minimise discomfort.
	1.3. Outline agreed ways of working that relate to managing pain and discomfort.
2. Know how to assist in minimising individuals' pain or discomfort.	2.1. Identify symptoms that may be related to the individual's condition and/or treatment.
	2.2. Describe how symptoms can cause the individual pain and discomfort.
	2.3. Describe how pain and discomfort may affect an individual's well-being and communication.
	2.4. Identify ways of encouraging an individual to express feelings of pain or discomfort.
	2.5. Identify a range of interventions that can be used to provide symptom relief.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	2.6. Describe how an individual's culture and beliefs might influence their preferred approach to symptom management.
	2.7. Describe how to encourage an individual to use self-help methods of pain control.
	2.8. Explain how to position an individual safely and comfortably.
3. Know how to monitor, record and report on the management of individuals' pain or discomfort.	3.1. Identify monitoring activities required to manage an individual's pain or discomfort.
	3.2. Explain how records should be completed.



### Types of evidence

**Type of evidence:** individual notes or learner report

**Assessment criteria:** 1.1-1.3

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

**Type of evidence:** oral or written questioning

**Assessment criteria:** 2.1-2.8, 3.1, 3.2

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

### Additional information

Relationship to occupational standards/NOS mapping

#### Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.

The mapping is only at the level of the unit.

- English
- ICT
- PLTS Effective Participators

#### Links to NOS

SCDHSC0023  
SCDHSC0025  
SCDHSC0216  
SCDHSC0385



## Unit 04: End of life care and dementia



<b>Unit reference</b>	K/505/1981	<b>Unit level</b>	2
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	2		
<b>Unit hours</b>	16		
<b>Unit summary</b>	This unit aims to enable learners to understand how the condition of dementia impacts on an individual's end of life care.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Know how an individual's dementia can affect their end of life care.	1.1. Outline how dementia can be a life-limiting illness.
	1.2. Differentiate between the end of life experience of an individual with dementia and an individual without dementia.
	1.3. Describe ways in which <b>person-centred care</b> can be used to support an individual with dementia at end of life.
2. Know how to support individuals with dementia affected by pain and distress at end of life.	2.1. Give examples of ways to determine whether an individual with dementia is in pain or distress.
	2.2. Describe ways to support an individual with dementia to manage their pain and distress at end of life.
3. Know how to support family, significant others and friends of an individual with dementia at end of life.	3.1. Outline ways to support others to understand how the end of life experience may differ for an individual with dementia.
	3.2. Identify sources of information and support for family, significant others and friends of an individual with dementia at end of life.

### Delivery and assessment

1.3. **Person-centred care** is a way of working which aims to put the person at the centre of a care situation, taking into account their individuality, wishes and preferences.

### Types of evidence

**Type of evidence:** individual notes from a small group discussion

**Assessment criteria:** 1.1, 3.1

**Additional information:** learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

**Type of evidence:** individual notes or learner report

**Assessment criteria:** 1.2, 1.3, 3.2

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

**Type of evidence:** oral or written questioning

**Assessment criteria:** 2.1, 2.2

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

Additional information	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the 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>We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"><li>• English</li><li>• ICT</li><li>• PLTS Effective Participators</li></ul> <p><b>Links to NOS</b></p> <p>SCDHSC0023 SCDHSC0025 SCDHSC0216 SCDHSC0385</p>



## Unit 05: Understanding the role of the care worker in time of death



<b>Unit reference</b>	H/505/1980	<b>Unit level</b>	2
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	3		
<b>Unit guided learning hours</b>	24		
<b>Unit summary</b>	This unit aims to enable learners to understand the role of the care worker at time of death.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand how to support an individual as they are approaching death.	1.1. Describe the stages of an individual's adjustment to their imminent death.
	1.2. Outline why it is necessary to allow individuals sufficient time and understanding to express their feelings, wishes and preferences.
	1.3. Describe why wishes expressed by an individual at end of life should be met whenever possible.
	1.4. Describe how information given to and received from an individual at end of life should be recorded and reported.
	1.5. Describe why it is necessary to ensure the environment is of the individual's choosing, and consistent with their personal beliefs and preferences.
	1.6. Identify measures that can be taken to ensure the comfort of an individual in the final hours of life.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
2. Understand how to care for a deceased individual.	2.1. Outline the steps that need to be taken immediately after a death has occurred.
	2.2. Describe how caring for a deceased individual is influenced by: <ul style="list-style-type: none"> <li>• religious beliefs</li> <li>• cultural beliefs</li> <li>• family role</li> <li>• cause of death.</li> </ul>
	2.3. State how the preparation and movement of a deceased individual is affected by <b>sudden death</b> .
	2.4. State the meaning of the term 'last offices'.
	2.5. Give examples of how the individual's personal beliefs and preferences affect the performance of last offices.
3. Know the support needed by family, significant others and friends of the deceased individual.	3.1. Explain why it is necessary to provide family, significant others and friends of the deceased individual with time and privacy.
	3.2. Identify the possible reactions to death and loss shown by family, significant others and friends of the deceased individual.
	3.3. Identify organisations that may provide information and support for family, significant others and friends of the deceased individual.
	3.4. Outline ways to manage own feelings to minimise any undue effect on others.
4. Understand relevant legislation and policies.	4.1. Identify <b>legislation and policies</b> that may influence how a body is dealt with following death.



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	4.2. Summarise the <b>legal and organisational responsibilities</b> following the death of an individual.

Delivery and assessment
<p>2.3. <b>Sudden death</b> eg need for a coroner, need for a post-mortem.</p> <p>4.1. <b>Legislation and policies</b> should be current.</p> <p>4.2. <b>Legal and organisational responsibilities</b> eg roles and responsibilities inside and outside the organisation; who should be informed; who informs the family; what should you do if you find a person has died; recording and reporting.</p>
Types of evidence
<p><b>Type of evidence:</b> individual notes from a small group discussion</p> <p><b>Assessment criteria:</b> 1.1, 1.2, 1.6, 2.3-2.5, 3.1, 3.2, 3.4</p> <p><b>Additional information:</b> learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.</p> <p><b>Type of evidence:</b> oral or written questioning</p> <p><b>Assessment criteria:</b> 1.3-1.5</p> <p><b>Additional information:</b> learners could respond to a set of prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.</p> <p><b>Type of evidence:</b> individual notes or learner report</p> <p><b>Assessment criteria:</b> 2.1, 2.2, 3.3, 4.1, 4.2</p> <p><b>Additional information:</b> learners could conduct research and prepare notes or a learner report.</p>

Additional information	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the 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>We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"><li>• English</li><li>• ICT</li><li>• PLTS Independent Enquirers</li><li>• PLTS Creative Thinkers</li><li>• PLTS Self-managers</li></ul> <p><b>Links to NOS</b></p> <p>SCDHSC0023 SCDHSC0025 SCDHSC0216 SCDHSC0239 SCDHSC0384 SCDHSC0385</p>

## Unit 06: Understand loss and grief in end of life care



<b>Unit reference</b>	M/505/1982	<b>Unit level</b>	2
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	3		
<b>Unit guided learning hours</b>	22		
<b>Unit summary</b>	This unit aims to enable learners to understand the processes of loss and grief and their impact on the individual receiving care, significant others, and care workers.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Know the process of <b>loss and grief</b> .	1.1. Define the following terms: <ul style="list-style-type: none"> <li>• loss</li> <li>• bereavement</li> <li>• grief</li> <li>• mourning.</li> </ul>
	1.2. Outline the factors that can affect the intensity and duration of a person's grief.
	1.3. Give examples of how people may respond to loss and show their grief.
2. Understand loss in the context of end of life care.	2.1. List the fears people commonly experience towards the end of life.
	2.2. List the <b>types of loss</b> an individual at end of life might experience.
	2.3. Describe how to support an individual at end of life who is experiencing feelings of loss.
3. Understand how to support people following bereavement.	3.1. Outline the main types of support that can be offered to a bereaved person.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	3.2. Identify the stages of bereavement.
	3.3. Describe ways to support a person during the various stages of their bereavement.
	3.4. Give examples of ways in which group care settings can mark the life and death of an individual.
4. Understand how to manage own feelings of loss and grief when working in end of life care.	4.1. Explain what the term ‘cumulative grief’ means.
	4.2. Describe ways to manage own feelings of loss and grief when working in end of life care.
	4.3. Identify ways in which the <b>support of others</b> can help manage own feelings of loss and grief.

### Delivery and assessment

1. **Loss and grief:** it would be useful for learners to be introduced to key concepts in the work of, for example, Elizabeth Kubler Ross and J William Worden.
- 2.2. **Types of loss:** loss could be emotional, physical, financial or social and include, for example; loss of control; loss of independence; loss of productivity; loss of security; loss of family role; loss of community etc.
- 4.3. **Support of others:** may include formal and informal support both within and outside the organisation.

### Types of evidence

**Type of evidence:** oral or written questioning

**Assessment criteria:** 1.1, 2.3, 3.3, 3.4, 4.1

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

**Type of evidence:** individual notes or learner report

**Assessment criteria:** 1.2, 1.3

**Additional information:** learners could conduct research and prepare notes or a report.

**Type of evidence:** list

**Assessment criteria:** 2.1, 2.2

**Additional information:** learners to produce a focused list based on the assessment criteria.

**Type of evidence:** individual notes from a small group discussion

**Assessment criteria:** 3.1, 3.2, 4.2, 4.3

**Additional information:** learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

### **Additional information**

Relationship to occupational standards/NOS mapping

#### **Links to National Skills Standards**

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.

The mapping is only at the level of the unit.

- English
- ICT

#### **Links to NOS**

SCDHSC0023  
SCDHSC0227  
SCDHSC0384  
SCDHSC0385

**Explanation of terms used at Level 2:  
(not all verbs are used in this qualification)**

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points...)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.

Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.



## **Section 4: Assessment and quality assurance information**

## **Staffing requirements**

Centres delivering this qualification 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 expected 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 that 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.

## 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 our secure 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/these qualifications.

## **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.



## **Section 5: Documents**

## Useful documents

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

### Learner's Evidence Tracking Log (LETL)

The LETL covers the mandatory units in this qualification and it can help learners keep track of their work. This document can be downloaded free of charge from our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk). You don't have to use the LETL – you can devise your own evidence-tracking document instead.

The following documents may also be useful in the delivery of this qualification:

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance
- Glossary (Skills for Health)

## 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.

- Evidence Record
- Record of Assessment Cycle

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

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

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

## 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

We offer a wide range of learning resources to support the delivery of this qualification, please check the qualification page on our website for more information.

### Third-party products

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

- Hallmark Education
- The Skills Network
- Learning Curve Group
- Vision2learn

For more information about these resources and how to access them please visit our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).



## **Section 6: General Information**

### **Equal opportunities**

We fully support the principle of equal opportunities and oppose 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. We aim 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 CACHE's Diversity and Equality policy is available on the website.

### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation 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 our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).