



Qualification Specification

Highfield Level 2 Award in Awareness of End of Life Care (RQF)

Qualification Number: 601/4586/9

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Highfield Level 2 Award in Awareness of End of Life Care (RQF)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager

Qualification regulation and support

The Level 2 Award in Awareness of End of Life Care has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual.

Key facts

Qualification number:	601/4586/9
Learning aim reference:	60145869
Credit value:	3
Assessment method:	Leaner workbook
Guided learning hours (GLH):	28
Total qualification time (TQT):	30

Qualification overview and objective

The objective of this qualification is to support learners who currently work as health and social care workers or for individuals who are interested in this type of care work.

For individuals who currently work within the care sector, this qualification provides the opportunity to advance their knowledge and understanding and can be used as part of their CPD.

End of life care is a specialist area of care, but it is also acknowledged that quality end of life care should be provided by all carers when necessary.

This qualification will provide learners with a basic understanding of how to approach end of life situations sensitively, respectfully, effectively and with a focus on quality. Learners will develop their knowledge and understanding of:

- perspectives on death and dying;
- principles and policies of end of life care;
- communication in end of life care; and
- support services for end of life care

Entry requirements

This qualification is approved for delivery to learners aged 16+.

Geographical coverage

This qualification is suitable for delivery in England.

Guidance on delivery

The total qualification time for this qualification is 30 hours, of this 28 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

This qualification is assessed by open response workbook.

This method of assessment is an ongoing assessment of learner knowledge throughout the duration of the course. This assessment model requires learners to provide a short response to prescribed questions within the Open Response Workbook set by Highfield Qualifications.

Successful learners will have to demonstrate knowledge and understanding across all learning outcomes by passing each question set in the workbook. This assessment is internally assessed by the nominated tutor/assessor and records must be maintained and held at the centre for quality assurance purposes.

There is a requirement for internal quality assurance of the learner workbooks to take place. The IQA should be suitably qualified in the subject area and have an understanding of internal quality assurance processes. A Learner Assessment Marking Guidance Pack has been developed to support this method of internal assessment and internal quality assurance.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on quality assurance

Highfield requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

Recognition of prior learning (RPL)

For information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield Qualifications documentation.

Tutor/Assessor requirements

To deliver this qualification the roles of tutor and assessor must be filled. These two roles may be carried out by the same person.

The Skills for Care and Development assessment strategy states that assessment decisions for knowledge-based learning outcomes must be:

- Made by occupationally knowledgeable assessors; and
- Made by an assessor qualified to make assessment decisions, holding or working towards an assessor qualification such as:
 - Level 3 Award in Assessing Competence in the Work Environment, or
 - Level 3 Certificate in Assessing Vocational Achievement, or
 - A1 Assess Learner performance Using a Range of Methods, or
 - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence.

Occupational knowledge qualifications may include:

- Level 3 Certificate or Diploma in a related subject such as:
 - Health and Social Care; and/or
 - End of Life Care.
- Level 5 Certificate or Diploma in a related subject such as:
 - Leadership for Health and Social Care and Children and Young People's Services; and/or
 - Leading and Managing Services to Support End of Life Care and Significant Life Events.

Nominated tutors/assessors should also be able to demonstrate relevant experience and knowledge in a work context and provide evidence of engagement with the subject field and continuing professional development.

For further information, please refer to the Skills for Care and Development assessment strategy which is on the Highfield website.

Internal quality assurance (IQA) requirements

This qualification is assessed and Internally Quality Assured. IQA requirements are outlined in the Skills for Care and Development assessment strategy and must be referred to.

This includes that IQA (Internal Quality Assurers) must:

- Hold or be working towards an IQA qualification, such as:
 - HABC Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice;
 - HABC Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice;
 - D34 or V1 Verifier Awards; and
- Be occupationally knowledgeable in the area they are quality assuring

For further information, please refer to the Skills for Care and Development assessment strategy which is on the Highfield website.

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 2 Diploma in Care
- Highfield Level 3 Diploma in Adult Care

Useful websites

- Marie Curie - www.mariecurie.org.uk
 - National Institute for Health and Care Excellence - www.nice.org.uk
 - Skills for Care - www.skillsforcare.org.uk/home.aspx
 - Social Care Institute for Excellence - www.scie.org.uk
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Appendix 1: Qualification structure

To complete the Highfield **Level 2 Award in Awareness of End of Life Care (RQF)**, learners must achieve the following mandatory unit:

Mandatory Unit

Unit reference	Unit title	Level	GLH	Credit
A/503/8085	Understand how to work in end of life care	2	28	3

Appendix 2: Qualification content

Unit Title: Understand how to work in end of life care

Unit number: A/503/8085

Credit: 3

GLH: 28

Level: 2

Unit Introduction

The purpose of this unit is to assess the learner's knowledge and understanding when beginning to work in end of life care.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Know different perspectives on death and dying	1.1 Outline the factors 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 others 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 individual 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 2.5 Describe the principles of advance care planning 2.6 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

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.2 Explain your role in responding to key questions and cues from individuals and others regarding their end of life experience</p> <p>3.3 Describe how you might respond to difficult questions from individuals and others</p> <p>3.4 Outline strategies to manage emotional responses from individuals and others</p> <p>3.5 Explain the importance of sharing appropriate information according to the principles and local policy on confidentiality and data protection</p>
<p>4. Know how to access the range of support services available to individuals and others</p>	<p>4.1 Identify the range of support services and facilities available to an individual and others</p> <p>4.2 Identify the key people who may be involved within a multi-disciplinary end of life care team</p> <p>4.3 Identify the potential barriers an individual may face when accessing end of life care</p> <p>4.4 Suggest ways to minimise the barriers an individual may face when accessing end of life care</p>

Indicative content
<ul style="list-style-type: none"> • LO1 - Know different perspectives on death and dying <ul style="list-style-type: none"> 1.1 - factors that can affect an individual's views on death and dying: <ul style="list-style-type: none"> ○ may include: <ul style="list-style-type: none"> — social — cultural — religious — spiritual — psychological — emotional ○ individual refers to the person receiving support or care in the work setting 1.4 - attitudes of others: <ul style="list-style-type: none"> ○ partner ○ family ○ friends

- neighbours
 - care worker
 - colleague
 - manager
 - social worker
 - occupational therapist
 - GP
 - speech & language therapist
 - physiotherapist
 - pharmacist
 - nurse
 - psychologist
 - independent mental capacity advocate
 - community psychiatric nurse
 - clinical nurse specialists
- **LO4 - Know how to access the range of support services available to individuals and others**
 - 4.1 - range of support services and facilities available:**
 - may include:
 - pastoral services
 - other professionals
 - citizens advice
 - self-help organisations
 - hospices