

SPECIFICATION

**IAO LEVEL 3 CERTIFICATE IN THE FUNDAMENTAL STEPS OF
END OF LIFE CARE**

QUALIFICATION NUMBER: 603/4615/2

Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

Active Leisure
Business and Management
Childcare
Employability
Retail

Health and Social Care
Hospitality and Catering
IT
Logistics
Education and Training

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date www.innovateawarding.org.

This document will be updated if there are any changes, so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: contactus@innovateawarding.org

“We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications.”

Qualification summary

Qualification Accreditation Number (QAN) 603/4615/2

Qualification review date 31/05/2023

Guided Learning Hours (GLH) 66 hours

Total Qualification Time (TQT) 130

RQF level 3

Qualification credit value 13 credits

Assessment requirements Portfolio of Evidence

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

Aims and objectives of the qualification

The purpose of this qualification is to develop the learner's knowledge and understanding in relation to end of life care, and the application of end of life principles and practice.

**Entry guidance
Progression opportunities
Funding**

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org.

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Qualification Structure

The Guided Learning Hours (GLH) for this qualification is 66 hours. The Total Qualification Time (TQT) for this qualification is 130 hours.

Unit Structures

All mandatory units are included in this specification pack

Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
R/617/6208	Step 1 - Discussions as the End of Life Approaches	3	3	13
Y/617/6209	Step 2 - Assessment, Care Planning and Review	3	2	9
L/617/6210	Step 3 - Co-ordination of Care	3	2	11
R/617/6211	Step 4 - Delivery of High Quality Services in the Care Home	3	2	10
Y/617/6212	Step 5 - Care in the Last Days of Life	3	2	11
D/617/6213	Step 6 - Care After Death	3	2	12

Mandatory units:

Title:	R/617/6208 Step 1 - Discussions as the End of Life Approaches
Level:	3
Credit Value:	3
GLH:	13
TQT:	30
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the aims, principles and practice of end of life care	1.1 Explain the aims and principles of end of life care 1.2 Explain why it is important to support an individual in a way that promotes their dignity 1.3 Explain national guidelines, local policies and procedures relating to end of life care 1.4 Identify how a range of tools for end of life care can support the individual and others 1.5 Reflect on how the outcomes of national guidelines can affect your workplace practices
2. Be able to apply current legislation and policy in end of life care in order to develop end of life services	2.1 Describe current legislation relating to the provision of best practice in end of life care services 2.2 Apply local and national policy guidance for end of life care 2.3 Explain how legal and ethical issues relate to decision making at end of life 2.4 Explain how issues of mental capacity could affect end of life care
3. Know different perspectives on death and dying in society	3.1 Outline the factors that can affect society's views on death and dying 3.2 Outline how your own views on death and dying can impact on your practice in care 3.4 Describe how attitudes of others may influence an individual's choices around death and dying

<p>4. Understand factors regarding communication for those involved in end of life care</p>	<p>4.1 Explain the principles of effective listening and information giving, including the importance of picking up on cues and non-verbal communication</p> <p>4.2 Explain how personal experiences of death and dying may affect capacity to listen and respond appropriately</p> <p>4.3 Explain the importance of ensuring effective channels of communication are in place with others</p> <p>4.4 Describe how you might respond to difficult questions from individuals and others</p> <p>4.5 Outline strategies to manage emotional responses from individuals and others</p> <p>4.6 Explain the importance of sharing appropriate information according to the principles and local policy on confidentiality and data protection</p>
<p>5. Be able to interact with individuals using their preferred communication method</p>	<p>5.1 Prepare the environment to facilitate communication</p> <p>5.2 Use agreed methods of communication to interact with the individual</p> <p>5.3 Monitor the individual's responses during and after the interaction to check if communication is effective</p> <p>5.4 Adapt own practice as necessary to improve communication with the individual</p>
<p>6. Be able to support the completion and review of an advance care plan</p>	<p>6.1 Explain to the individual and others what is involved in preparing an advance care plan</p> <p>6.2 Access supporting information about the individual and specific needs</p> <p>6.3 Ensure privacy and time for the completion of an advance care plan</p> <p>6.4 Establish the individual's preferences about advance care planning</p> <p>6.5 Encourage the active participation of an individual and others in planning</p> <p>6.6 Record information about the implementation of the advance care plan in line with agreed</p>

	<p>ways of working</p> <p>6.7 Review the advance care plan according to changes to the individual's well being or wishes</p> <p>6.8 Refer on areas of concern which are beyond your role and responsibilities</p>
<p>7. Be able to support colleagues to respond to individuals experiencing significant life events</p>	<p>7.1 Support colleagues and others to accept and respect the emotions associated with major life changes and loss</p> <p>7.2 Support colleagues and others to respond sensitively to individuals wishes, choices and spiritual needs</p> <p>7.3 Support colleagues to monitor individuals' emotional, behavioural, psychological or physical changes</p> <p>7.4 Assist with providing the appropriate support for colleagues and others to help them to manage the impact of their work on their own emotional and physical needs</p>
<p>Additional information about this unit</p> <p>N/A</p>	
<p>Unit aim(s)</p>	<p>The purpose of this unit is to develop the learner's knowledge and understanding in relation to effective communication with individuals as end of life approaches, and the application of end of life principles and practice.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>N/A</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	<p>N/A</p>

Title:	Y/617/6209 Step 2 - Assessment, Care Planning and Review
Level:	3
Credit Value:	2
GLH:	9
TQT:	20
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the principles of advance care planning	1.1 Describe the difference between a care or support plan and an advance care plan 1.2 Explain the purpose of advance care planning 1.3 Identify the national, local and organisational agreed ways of working for advance care planning 1.4 Explain the legal position of an advance care plan 1.5 Explain what is involved in an 'Advance Decision to Refuse Treatment' 1.6 Explain what is meant by a 'Do Not Attempt cardiopulmonary resuscitation' (DNACPR) order
2. Understand the process of advance care planning	2.1 Explain when advance care planning may be introduced 2.2 Outline who might be involved in the advance care planning process 2.3 Describe the type of information an individual may need to enable them to make informed decisions 2.4 Explain how to use legislation to support decision-making about the capacity of an individual to take part in advance care planning 2.5 Explain how the individual's capacity to discuss advance care planning may influence their role in the process 2.6 Explain the meaning of informed consent 2.7 Identify how an advance care plan can change over time 2.8 Outline the principles of record keeping in advance care planning

	2.9 Describe circumstances when you can share details of the Advance Care Plan
3. Understand the effects of symptoms in relation to end of life care	3.1 Identify a range of life-limiting conditions where you might provide end of life care 3.2 Identify common symptoms with the need for end of life care 3.3 Explain how symptoms can cause an individual distress and discomfort 3.4 Explain how symptom management is an important part of the care planning process
4. Be able to assess the spiritual needs of an individual	4.1 Support the individual to identify their spiritual needs and how and by whom these can be addressed 4.2 Identify how an individual's emphasis on spirituality may vary at different stages of their life experience 4.3 Take action to ensure that the individual's spiritual well-being is recognised appropriately in their care plan/advance care plan 4.4 Access resources and information to support the individual's spiritual wellbeing
5. Understand considerations for individuals with dementia at end of life	5.1 Outline in what ways dementia can be a terminal illness 5.2 Compare the differences in the end of life experience of an individual with dementia to that of a individual without dementia 5.3 Explain why it is important that end of life care for an individual with dementia must be person-centred 5.4 Explain why individuals with dementia need to be supported to make advance care plans as early as possible
6. Understand how to support individuals with dementia affected by pain and distress at end of life	6.1 Explain why pain in individuals with dementia is often poorly recognised and undertreated 6.2 Describe ways to assess whether an individual with dementia is in pain or distress 6.3 Describe ways to support individuals with dementia to manage their pain and distress at end of life using: <ul style="list-style-type: none"> • medication • non-medication techniques

Additional information about this unit	
N/A	
Unit aim(s)	The purpose of this unit is to develop the learner's knowledge and understanding in relation to agreeing and reviewing an advance care and general care plan with the individual.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	L/617/6210 Step 3 - Co-ordination of Care
Level:	3
Credit Value:	2
GLH:	11
TQT:	30
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to integrate symptom management in the care management process	1.1 Regularly monitor symptoms associated with end of life care 1.2 Report changes in symptoms according to policies and procedures in own work setting 1.3 Support the implementation of changes in the care plan
2. Be able to manage symptoms of end of life care	2.1 Demonstrate techniques to provide symptom relief 2.2 Describe own role in supporting therapeutic options used in symptom relief 2.3 Respond to an individual's culture and beliefs in managing their symptoms 2.4 Actively support individual's comfort and well being during end of life care 2.5 Recognise symptoms that identify the last few days of life may be approaching
3. Understand role of organisations and support services available to individuals and key people in relation to end of life care	3.1 Identify when support would best be offered by other members of the team 3.2 Liaise with other members of the team to provide identified support for the individual or key people 3.3 Explain the role and value of an advocate in relation to end of life care 3.4 Explain when an advocate may be beneficial
4. Be able to establish and maintain key partnerships to support end of life care service delivery	4.1 Identify key relationships essential to effective end of life care 4.2 Describe the features of effective partnership working within your work setting 4.3 Share decision-making when working

	<p>with individuals at end of life and others</p> <p>4.4 Analyse how partnership working delivers positive outcomes for individuals and others</p> <p>4.5 Contribute to multi-disciplinary assessments</p> <p>4.6 Know how to access specialist multi-disciplinary advice to manage complex situations</p>
5. Be able to provide resources to support individuals experiencing significant life events	<p>5.1 Identify specialist resources that may be required in supporting individuals experiencing significant life events</p> <p>5.2 Develop collaborative working partnerships with other key services and resources to support individuals experiencing significant life events</p> <p>5.3 Implement effective methods for sharing information with other services as appropriate</p>
Additional information about this unit	
N/A	
Unit aim(s)	The purpose of this unit is to develop the learner's knowledge and understanding in relation to the co-ordination of care and the delivery of end of life care services.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	R/617/6211 Step 4 - Delivery of High Quality Services in the Care Home
Level:	3
Credit Value:	2
GLH:	10
TQT:	20
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the aims, principles and policies of end of life care	1.1 Explain the aims and principles of end of life care 1.2 Explain why it is important to support an individual in a way that promotes their privacy and dignity
2. Be able to support the delivery of excellence in the end of life care service	2.1 Describe how a shared vision for excellent end of life care services is supported 2.2 Support strategies to empower colleagues involved in the delivery of end of life care to ensure positive outcomes for individuals and others 2.3 Support others to use resources to manage own feelings when working in end of life care 2.4 Support staff and others to comply with current legislation, policies and procedures
3. Be able to support the implementation of organisational systems and procedures for those experiencing significant life events	3.1 Work with others to ensure systems and structures in own setting enable and demonstrate acceptance for: <ul style="list-style-type: none"> • cultural diversity • individual wishes • needs • preferences 3.2 Work with others to ensure organisational systems and procedures uphold person centred approaches 3.3 Work with others to implement communication systems which promote open, sensitive and appropriate communication 3.4 Explain how to work with others to minimise tensions or

	conflicts that could arise for individuals experiencing significant life events
4. Be able to provide support to individuals and key people during end of life care	<p>4.1 Provide support for the individual and key people that respects their belief, religion and culture</p> <p>4.2 Demonstrate ways to help the individual to feel respected and valued throughout the end of life period</p> <p>4.3 Provide information to the individual and/or key people about the individual's illness and the support available</p> <p>4.4 Give examples of how an individual's well being can be enhanced by:</p> <ul style="list-style-type: none"> • environmental factors • non medical interventions • use of equipment and aides • alternative therapies <p>4.5 Contribute to partnership working with key people to support the individuals well being</p>
5. Understand how to support those involved in end of life care situations	<p>5.1 Describe emotional effects on staff</p> <p>5.2 Evaluate sources of support for staff</p> <p>5.3 Identify areas in group care situations where others need support</p> <p>5.4 Outline sources of emotional support for others</p>
Additional information about this unit	
N/A	
Unit aim(s)	The purpose of this unit is to develop the learner's knowledge and understanding in relation to the provision and co-ordination of quality end of life care services including the individuals spiritual well-being and supporting those involved in end of life care situations.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	Y/617/6212 Step 5 - Care in the Last Days of Life
Level:	3
Credit Value:	2
GLH:	11
TQT:	20
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the impact of last days of life on the individual and others	1.1 Describe the psychological effects of the dying phase on the individual and others 1.2 Describe the impact of the last days of life on relationships between individuals and others
2. Understand how to respond to symptoms in the last days of life	2.1 Describe signs of approaching death 2.2 Explain how to minimise the distress caused by symptoms related to the last days of life 2.3 Describe appropriate comfort measures in the final hours of life 2.4 Explain the circumstances when life-sustaining treatment can be stopped or withheld 2.5 Identify the signs that death has occurred
3. Be able to support individuals and others during the last days of life	3.1 Demonstrate ways to enhance an individual's well-being during the last days of life 3.2 Describe ways to support others during an individual's last days of life 3.3 Work in partnership with others to support the individual's well-being 3.4 Describe how to use a range of resources for care in the last days of life 3.5 Support others to understand the process following death according to agreed ways of working
4. Be able to respond to changing needs of an individual during the last days of life	4.1 Explain the importance of following the individual's advance care plan in the last days of life 4.2 Record the changing needs of the individual during the last days of life 4.3 Support the individual when their condition changes according to agreed ways of working 4.4 Explain the importance of communicating with others during the individual's last

	days of life
5. Be able to support individuals' spiritual wellbeing	<p>5.1 Contribute to the creation of an environment that enables individuals to express aspects of their spiritual wellbeing</p> <p>5.2 Support the individual to take opportunities to explore and express themselves in ways that support their spiritual wellbeing</p> <p>5.3 Support the individual to participate in their chosen activities to support their spiritual wellbeing</p> <p>5.4 Access any additional expertise required to meet the individual's spiritual needs</p> <p>5.5 Outline the benefits of working in partnership with faith and non- religious communities to support the spiritual needs and preferences of the individual</p>
6. Understand the impact of loss and grief on individuals approaching end of life and others	<p>6.1 Describe what is meant by loss and grief before reaching end of life</p> <p>6.2 Explain how the experience of loss and grief is unique to individuals and others</p> <p>6.3 Describe stages of loss and grief commonly experienced by individuals with a life-limiting illness</p> <p>6.4 Describe the effects of loss and grief on individuals and others</p> <p>6.5 Explain the need to explore with each individual their own specific areas of concern as they face death</p>
Additional information about this unit	
N/A	
Unit aim(s)	The purpose of this unit is to develop the learner's knowledge and understanding in relation to supporting individuals and others in the last days of life.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	D/617/6213 Step 6 - Care After Death
Level:	3
Credit Value:	2
GLH:	12
TQT:	20
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to work according to national guidelines, local policies and procedures after the death of the individual	1.1 Work with others to implement actions immediately after a death that respect the individual's preferences and wishes according to agreed ways of working 1.2 Provide care for the individual after death according to national guidelines, local policies and procedures 1.3 Explain the importance of following the advance care plan to implement the individual's preferences and wishes for their after-death care 1.4 Follow agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person
2. Understand the impact of the last days of life on the individual and others	2.1 Describe the possible psychological aspects of the dying phase for the individual and others 2.2 Explain the impact of the last days of life on the relationships between individuals and others
3. Be able to support others through their experience of loss and grief	3.1 Support others to communicate the losses they may experience 3.2 Support others through each stage of grief they experience 3.3 Enable others experiencing loss and grief to access support services
4. Be able to manage own feelings in relation to loss and grief	4.1 Describe how own feelings about loss and grief can impact on the support provided 4.2 Use support systems to manage own feelings brought on by loss and grief
Additional information about this unit	

N/A	
Unit aim(s)	The purpose of this unit is to develop the learner's knowledge and understanding in relation to supporting individuals and others through loss and grief.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A