

# **SPECIFICATION**

**IAO LEVEL 3 CERTIFICATE IN THE PRINCIPLES OF END OF  
LIFE CARE**

**QUALIFICATION NUMBER: 603/6436/1**

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**

**Health and Social Care**

**Business and Management**

**Hospitality and Catering**

**Childcare**

**IT**

**Employability**

**Logistics**

**Retail**

**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](http://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](mailto:contactus@innovateawarding.org)

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*“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)** 603/6436/1

**Qualification review date** 31.08.2023  
**Guided Learning Hours (GLH)** 141

**Total Qualification Time (TQT)** 160

**RQF level** 2

**Qualification credit value** 16 credits

**Minimum credits at/above level** 16 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 Level 3 Certificate in the Principles of End of Life Care (QCF) is aimed at learners seeking to increase their knowledge of end of life care in a vocational setting. This qualification aims to provide learners with a definition of end of life care and the possible approaches to end of life care, provide an understanding of how learners may support an individual's familial, spiritual, social and emotional needs and prepares the learner to confront issues of death and bereavement.

**Entry guidance** There are no formal entry requirements for this qualification.

**Progression opportunities** Learners who achieve this qualification could progress on to further training or education and go on to qualifications in a range of sectors, such as:

- IAO Level 2 Certificate in the Principles of Dementia Care
- IAO Level 2 Certificate in Understanding Working in Mental Health (QCF)
- IAO Level 2 Certificate in Understanding the Safe Handling of Medicines (QCF)

## **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](http://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](mailto: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.

## **Section 3**

### **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

Learners must complete all mandatory units to achieve the required 16 credits.

The total Guided Learning Hours (GLH) for this qualification is 141 hours.

### Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
<b>K/618/3908</b>	Understanding end of life care	3	3	28
<b>M/618/3909</b>	Communication during end of life care	3	2	19
<b>H/618/3910</b>	Assessment and care planning in end of life care	3	3	26
<b>K/618/3911</b>	Person centred approaches to end of life care	3	5	41
<b>M/618/3912</b>	Care during the final hours of life and bereavement care	3	3	27



**Mandatory units:**

<b>Title:</b>	<b>K/618/3908 Understanding end of life care</b>
<b>Level:</b>	3
<b>Credit Value:</b>	3
<b>GLH:</b>	28
<b>TQT:</b>	30
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand end of life care	1.1 Explain the aims of end of life care 1.2 Explain the difference between a 'good death' and a 'bad death' 1.3 Outline the World of Health Organisation's definition of palliative care 1.4 Explain how palliative care is part of end of life care
2. Understand different attitudes towards death and dying	2.1 Outline the <b>factors</b> that can affect an individual's views on death and dying
3. Understand current approaches to end of life care	3.1 Explain the stages in the end of life care pathway 3.2 Identify current <b>approaches</b> to end of life care 3.3 Evaluate how an approach to end of life care can support the individual and others
4. Know the support services available for end of life care	4.1 Explore the <b>services</b> and facilities available to an individual and their family 4.2 Identify the key people who may be care involved within a multi-disciplinary end of life team 4.3 Suggest ways to minimise the barriers an individual may face when accessing end of life care to meet their needs
<b>Additional information about this unit</b>	
<b>Factors</b> to include the following perspectives: social, cultural, religious, spiritual	
<b>Approaches:</b> these change over time, up to date approaches should be covered	

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

**Unit aim(s)**

This unit provides learners with an overview of the emotive issues surrounding death and dying. It will also help learners to understand palliative care and its place within end of life care, along with the support services available to individuals and others

<b>Title:</b>	<b>M/618/3909 Communication during end of life care</b>	
<b>Level:</b>	3	
<b>Credit Value:</b>	2	
<b>GLH</b>	19	
<b>TQT</b>	20	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<b>The learner will:</b>	<b>The learner can:</b>	
1. Understand communication skills in the context of end of life care	1.1 Explain how to support communication in ways that are: <ul style="list-style-type: none"> <li>• non-judgemental</li> <li>• empathic</li> <li>• genuine</li> <li>• collaborative</li> <li>• supportive</li> </ul> 1.2 Describe how the use of non-verbal methods of communication can aid understanding 1.3 Explain the skills required of an active listener 1.4 Explain why silence is sometimes an important part of communication in end of life care	
2. Understand how to overcome barriers to communication	2.1 Describe <b>barriers</b> to communication 2.2 Explain strategies that can be used to overcome barriers to communication	
<b>Additional information about this unit</b>		
<b>Barriers</b> to communication: <ul style="list-style-type: none"> <li>• tiredness/illness</li> <li>• stage of end of life care</li> <li>• language/culture</li> <li>• fear of dealing with strong emotions</li> <li>• not knowing what to say</li> <li>• the environment</li> </ul>		
<b>Unit aim(s)</b>	This unit aims to give the learner an understanding of the importance of communication when supporting an individual and others during end of life care.	

<b>Title:</b>	<b>H/618/3910 Assessment and care planning in end of life care</b>	
<b>Level:</b>	3	
<b>Credit Value:</b>	3	
<b>GLH</b>	26	
<b>TQT</b>	30	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<b>The learner will:</b>	<b>The learner can:</b>	
1. Understand the holistic approach to end of life care	1.1 Describe the <b>needs</b> that should be considered when planning an individual's end of life care 1.2 Describe how the needs of others can be taken into account when planning holistic care	
2. Understand person centred assessment and planning	2.1 Explain why it is important to ensure the individual is at the centre of all aspects of end of life care planning 2.2 Outline ways to assess an individual's needs and priorities 2.3 Evaluate assessment tools that can be used to plan for end of life care 2.4 Describe how risks can be managed to support the individual to achieve their goals, aspirations and priorities 2.5 Explain how to apply the care planning cycle in a person centred way	
3. Understand advance care planning	3.1 Explain the <b>legal status</b> and <b>implications</b> of the Advance Care Planning process 3.2 Explain when <b>Advance Care Planning</b> would be used 3.3 Explain the meaning of 'Informed Consent' 3.4 Explain how to communicate the Advance Care Plan to others 3.5 Describe how to work in a way that supports the ' <b>best interests</b> ' of an individual unable to participate in decision making	

**Additional information about this unit**

The **needs** that should be considered when planning an individual's end of life care, to include:

- health and wellbeing
- emotional
- social
- intellectual
- cultural
- spiritual
- religious
- communication
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**Legal status:** current and up-to-date legislation should be used

**Implications:** e.g. people changing their mind regarding decisions previously made, ensuring people are not refused treatment that they do want to receive

**Advance Care Planning:** to include, for example, Advance Decisions to Refuse Treatment, do not attempt Cardiopulmonary Resuscitation

**Best interests:** it is important to ensure that the legal context is covered regarding those who are unable to participate in decisions about their own treatment

**Unit aim(s)**

This unit aims to give an understanding of the person-centred approach to assessment and care planning within end of life care and the legal implications of any advance care planning decisions.

<b>Title:</b>	<b>K/618/3911 Person centred approaches to end of life care</b>	
<b>Level:</b>	3	
<b>Credit Value:</b>	5	
<b>GLH</b>	41	
<b>TQT</b>	50	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<b>The learner will:</b>	<b>The learner can:</b>	
1. Understand the effects of symptoms in relation to end of life care	1.1 Identify health conditions for which end of life care may be provided 1.2 Describe symptoms that may be related to the individual's condition and/or treatment 1.3 Outline how different factors can alleviate or exacerbate symptoms	
2. Understand therapeutic options used to support symptom relief	2.1 Identify <b>interventions</b> that can be used to provide symptom relief 2.2 Explain how an individual's culture and beliefs might influence their preferred approach to symptom management	
3. Understand the principles of pain management	3.1 Describe types of pain 3.2 Identify signs that might indicate that an individual is experiencing pain 3.3 Explain different ways to monitor pain 3.4 Describe factors that can influence an individual's perception of pain 3.5 Explain the World Health Organisation's analgesic ladder 3.6 Explain the importance of maintaining regular pain relief 3.7 Outline the reasons for planning activities after pain relief has taken effect	
4. Understand techniques for supporting a person with their social needs	4.1 Explain the importance of relationships as a person nears the end of life 4.2 Describe the ways to support a dying person to maintain their relationships with others 4.3 Explain how to support the relatives and friends of dying people to maintain their relationships	
5. Understand how to support a person's spiritual, religious and cultural needs	5.1 Explain the difference between spirituality and religion	

	<p>5.2 Identify what a person may classify as being spiritually important to them</p> <p>5.3 Explain how to support an individual to meet their religious and /or spiritual needs</p>
<p>6. Understand techniques for supporting a person with their psychological and emotional needs</p>	<p>6.1 Explain how an individual's priorities and ability to communicate may vary over time</p> <p>6.2 Explain how to support an individual to address fears that they may experience towards the end of life</p> <p>6.3 Describe how to support an individual or others who want to discuss sensitive issues</p>
<p>7. Understand people's responses to dying</p>	<p>7.1 Explain the term 'anticipatory loss'</p> <p>7.2 Describe the stages of 'anticipatory grief' commonly experienced by individuals with a life-limiting illness</p> <p>7.3 Describe how to support the individual throughout each phase of anticipatory grief</p>
<p><b>Additional information about this unit</b></p> <p><b>Interventions</b> including: therapies and equipment</p>	
<p><b>Unit aim(s)</b></p>	<p>This unit will inform learners of the person-centred approach to end of life care and how it ensures that the individual's physical, emotional, social and cultural needs are met.</p>

<b>Title:</b>	<b>M/618/3912 Care during the final hours of life and bereavement care</b>	
<b>Level:</b>	3	
<b>Credit Value:</b>	3	
<b>GLH</b>	27	
<b>TQT</b>	30	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
<b>The learner will:</b>	<b>The learner can:</b>	
1. Understand how to offer support in the final hours of life	1.1 Describe the signs of approaching death 1.2 Describe appropriate comfort measures in the final hours of life 1.3 Explain the circumstances when life-prolonging treatment can be stopped or withheld 1.4 Explain the importance of implementing any advance directive 1.5 Identify the signs that death has occurred 1.6 Describe how healthcare staff can support relatives in the period immediately after a person's death	
2. Understand how to care for the deceased person	2.1 Describe the steps that need to be taken immediately after death has occurred 2.2 Identify the information a Registrar will want to know before issuing a Certificate for Burial or Cremation 2.3 Explain the circumstances in which a post-mortem would normally be required	
3. Understand the process of grief and loss	3.1 Define the meaning of the terms: <ul style="list-style-type: none"> <li>• Loss</li> <li>• Bereavement</li> <li>• Grief</li> <li>• Mourning</li> </ul> 3.2 Explain how each person's experience and expression of loss and grief is unique 3.3 Explain the <b>factors</b> that can affect the <b>nature</b> of a person's grief 3.4 Compare models that illustrate the <b>stages</b> of grief that could be experienced following bereavement	
4. Understand how to support people following bereavement	4.1 Describe how to support people during the various stages of their bereavement	



	<p>4.2 Describe ways to support people in group care settings following bereavement</p> <p>4.3 Evaluate methods that can be used to help cope with feelings of loss and grief</p> <p>4.4 Identify signs and symptoms that might indicate that an individual or colleague is experiencing stress</p> <p>4.5 Explain why it is important to seek specialist support if signs and symptoms of stress are causing concern</p> <p>4.6 Describe the challenges and rewards associated with providing end of life care</p>
<p><b>Additional information about this unit</b></p> <p><b>Factors:</b></p> <ul style="list-style-type: none"> <li>• relationship to deceased</li> <li>• religious beliefs</li> <li>• type of death</li> <li>• social support</li> </ul> <p><b>Nature</b> of person's grief:</p> <ul style="list-style-type: none"> <li>• hidden</li> <li>• unresolved</li> <li>• cumulative</li> </ul> <p><b>Stages:</b></p> <ul style="list-style-type: none"> <li>• numbness</li> <li>• anger</li> <li>• agitation</li> <li>• despair</li> </ul>	
<p><b>Unit aim(s)</b></p>	<p>This unit will assist learners to understand approaches to death and the final hours of care.</p> <p>It will also provide an understanding of the process of loss and grief, how to support those that are bereaved and how to cope with own feelings of stress and grief.</p>