

SPECIFICATION

IAO Level 2 Certificate in Principles of End of Life Care
Qualification number: 601/6185/1



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
- Business Management (Administration)
- Business Management (Sales)
- Business Management (Team Leading)
- Education and Training
- Health and Beauty
- Hospitality and Catering
- IT
- Retail
- Business Management (Customer Service)
- Childcare
- Health and Social Care
- Logistics

We currently offer over 120 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 recognised as an awarding organisation by the following qualifications regulators – Ofqual (England) and the Welsh Government (in Wales).

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)	601/6185/1
Qualification review date	31 st July 2018
Guided Learning Hours (GLH)	Minimum 135 hours
Total qualification time (TQT)	160 hours
RQF level	2
Qualification credit value	16
Minimum credits at/above level	16
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 IAO Level 2 Certificate in Principles of End of Life Care provides learners who are working in, or intending to work in, healthcare and social care the knowledge and understanding of all aspects of end of life care which will support them in their role. The qualification enables learners to progress to other qualifications in this subject area, or within the wider area of health and social care
Entry guidance	There are no formal entry requirements for this qualification, however, learners may find it helpful if they have already achieved a Level 1 or 2 qualification in a health or social care related area. This qualification is suitable for those who work, or who are looking to work within the health or social care sector. It provides Learners with an opportunity to demonstrate their knowledge and understanding of the principles of End of Life Care.

Progression opportunities

Learners who achieve this qualification could progress to further qualifications such as:

- IAO Level 3 Certificate in the Principles of End of Life Care
- IAO Level 3 Certificate in Preparing to Work in Adult Social Care
- IAO Level 3 Diploma in Health and Social Care (Adults) for England

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/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 IAO 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

To achieve the IAO Level 2 Certificate in Principles of End of Life Care (RQF), the Learner must gain a total credit value of 16 credits. Learners must complete all of the 6 mandatory units to achieve 16 credits.

The total Guided Learning Hours (GLH) for this qualification is 135 hours.

The Total Qualification Time (TQT) for this qualification is 160 hours.

Unit structures

All units are listed below.

Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
K/505/1981	End of life care and dementia	2	2	16
H/506/5507	Understand how to work in end of life care	2	3	28
H/505/1980	Understand the role of the care worker in time of death	2	3	24
L/506/5503	Care planning in End of Life Care	2	2	20
M/505/1982	Understand loss and grief in end of life care	2	3	22
A/506/5495	Understand how to provide support to manage pain and discomfort	2	3	25

Title:	K/505/1981 End of life care and dementia
Level:	2
Credit value:	2
GLH:	16
Learning outcome The learner will:	Assessment criteria 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 person-centred care 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
Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to enable learners to understand how the condition of dementia impacts on an individual's end of life care.
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:	H/506/5507 Understand how to work in end of life care
Level:	2
Credit value:	3
GLH:	28
Learning outcome The learner will:	Assessment criteria The learner can:
1. Know different perspectives on death of 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 wellbeing in end of life care 2.4 Explain the stages of the local end of life 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 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 individuals and others	<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>
Additional information about this unit	
N/A	
Unit aim (s)	The purpose of this unit is to assess the learner's knowledge and understanding when beginning to work in end of life care.
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:	H/505/1980 Understanding the role of the care worker in time of death
Level:	2
Credit Value:	3
GLH:	24
Learning outcome The learner will:	Assessment criteria 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
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"> • religious beliefs • cultural beliefs • family role • cause of death 2.3 State how the preparation and movement of a deceased individual is affected by sudden death 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	<p>3.1 Explain why it is necessary to provide family, significant others and friends of the deceased individual with time and privacy</p> <p>3.2 Identify the possible reactions to death and loss shown by family, significant others and friends of the deceased individual</p> <p>3.3 Identify organisations that may provide information and support for family, significant others and friends of the deceased individual</p> <p>3.4 Outline ways to manage own feelings to minimise any undue effect on others</p>
4. Understand relevant legislation and policies	<p>4.1 Identify legislation and policies that may influence how a body is dealt with following death</p> <p>4.2 Summarise the legal and organisational responsibilities following the death of an individual</p>
Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to enable learners to understand the role of the care worker at time of death.
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/506/5503 Care Planning in End of Life Care
Level:	2
Credit Value:	2
GLH:	20
Learning outcome The learner will:	Assessment criteria 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 needs 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 person-centred care 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 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"> • informed consent • statement of wishes and preferences • advance decision to refuse treatment • lasting power of attorney 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
Additional information about this unit N/A	
Unit aim (s)	The aim of this unit is to provide learners with an understanding of the person-centred approach to care planning within end of life care.
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:	M/505/1982 Understand loss and grief in end of life care
Level:	2
Credit Value:	3
GLH:	22
Learning outcome The learner will:	Assessment criteria The learner can:
1. Know the process of loss and grief	1.1 Define the following terms: <ul style="list-style-type: none"> • loss • bereavement • grief • mourning 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 types of loss 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 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 support of others can help manage own feelings of loss and grief

Additional information about this unit	
N/A	
Unit aim (s)	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.
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:	A/506/5495 Understand how to provide support to manage pain and discomfort
Level:	2
Credit Value:	3
GLH:	25
Learning outcome The learner will:	Assessment criteria 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 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
Additional information about this unit	
N/A	

Unit aim (s)	The unit provides the learner with the knowledge and skills to provide support for managing pain and discomfort.
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