

Qualification Handbook

BIIAB Level 3 Award in Awareness of End of Life Care

601/6134/6

BIIAB Level 3 Certificate in the Principles of End of Life Care

601/6135/8

Version 2

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1. About the BIIAB Level 3 Award in Awareness of End of Life Care and the BIIAB Level 3 Certificate in the Principles of End of Life Care

BIIAB is regulated to deliver these qualifications by Ofqual in England and Northern Ireland. The qualifications have a unique Qualification Number (QN) which is shown below. Each unit within the qualifications will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualifications.

Qualification Title	Qualification Number (QN)
BIIAB Level 3 Award in Awareness of End of Life Care	601/6134/6
BIIAB Level 3 Certificate in the Principles of End of Life Care	601/6135/8

2. Objective and Purpose of these Qualifications

The Level 3 Award in Awareness of End of Life Care is for learners who ideally have achieved a Level 2 qualification in health and social care and are looking to develop their knowledge of this subject area.

The Level 3 Certificate in the Principles of End of Life Care is for learners who ideally have already achieved a Level 3 qualification in health and social care and are looking to develop their specialist knowledge.

Both qualifications are particularly appropriate for those working in hospices, care homes, care in the community and primary care. Both qualifications are appropriate for those working at a senior or supervisory level. If the learner's main focus of work is in end of life care, the Level 3 Certificate would be the most appropriate qualification to undertake. If the learner only occasionally comes into contact with patients or residents nearing the end of their life, then the Level 3 Award would be the most appropriate qualification to undertake.

The primary purpose of both qualifications is to enable the learner to develop knowledge in the subject of end of life care and to prepare for further learning or training.

In 2012 a range of national end of life qualifications was developed by Skills for Care in conjunction with employers, learning providers, awarding organisations and people who use services. This was a direct response to the publication of the National End of Life strategy in 2008 and the subsequent framework for social care published by the National End of Life Care Programme in 2010.

Neither the Level 3 Award nor the Level 3 Certificate is in an apprenticeship framework.

3. About this Pack

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

5. What are Rules of Combination (ROC)?

Under the Regulatory Framework, qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (ROC). The ROC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6a. BIIAB Level 3 Award in Awareness of End of Life Care Rules of Combination (ROC) and structure

To achieve the BIIAB Level 3 Award in Awareness of End of Life Care learners **must** gain a **total of 10** credits. This **must** consist of:

- **Minimum total credit: 10**
- Mandatory Group A **minimum** credit: **10**
- A **minimum of 7** credits **must** be achieved through the completion of units at **Level 2** and above
- GLH: **89**
- TQT: **104**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Group A

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
CA1	A/503/8085	Understand how to work in end of life care	3	2	28	Assessment Knowledge Module
CA6	Y/503/8689	Understand how to provide support when working in end of life care	4	3	33	Assessment Knowledge Module
CA7	J/503/8137	Understand how to support individuals during the last days of life	3	3	28	Assessment Knowledge Module

6b. BIIAB Level 3 Certificate in the Principles of End of Life Care Rules of Combination (ROC) and structure

To achieve the BIIAB Level 3 Certificate in the Principles of End of Life Care learners **must** gain a **total of 16** credits. This **must** consist of:

- **Minimum total credit: 16**
- Mandatory Group A **minimum** credit: **16**
- GLH: **141**
- TQT: **155**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Group A

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
CA8	R/601/9570	Understanding end of life care	3	3	28	Assessment Knowledge Module
CA9	H/601/9573	Communication during end of life care	2	3	19	Assessment Knowledge Module
CA10	M/601/9575	Assessment and care planning in end of life care	3	3	26	Assessment Knowledge Module
CA11	A/601/9577	Person centred approaches to end of life care	5	3	41	Assessment Knowledge Module
CA12	A/601/9580	Care during the final hours of life and bereavement care	3	3	27	Assessment Knowledge Module

7. Age Restriction

Both qualifications in this handbook are appropriate for use in the following age ranges:

- 16-18
- 19+.

8. Entry Requirements and Progression

There are no entry requirements for these qualifications. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

Both qualifications show the learner has level 3 knowledge in end of life care in health care settings. They may help the learner to get a job, to improve performance at work or get promoted.

Learners who have completed the Level 3 Award may wish to proceed on to the following qualifications:

- BIIAB Level 3 Diploma in Health and Social Care (Adults) for England
- Advanced Apprenticeship in Health and Social Care
- BIIAB Level 4 Diploma in Adult Care (England)
- BIIAB Level 4 NVQ Diploma in Management

Learners who have completed the Level 3 Certificate may wish to proceed on to the following qualifications:

- BIIAB Level 4 Diploma in Adult Care (England)
- BIIAB Level 4 NVQ Diploma in Management
- BIIAB Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)
- Higher Apprenticeship in Care Leadership and Management (Adult Social Care)

9. Assessment

Overview of assessment strategy

These qualifications comprise knowledge units. These units are assessed by Assessment Knowledge Modules (AKMs) externally set by the BIIAB or Centre Devised Assessments. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA). Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Centres **must** obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB for details of the Centre Devised Assessment process and procedure.

Assessment process

Assessment is the process used to judge the competence of a learner against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

The Assessment Strategy has been designed by Skills for Care. While BIIAB has not itself designed the strategy it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for these qualifications and it has agreed that it will monitor the compliance of BIIAB centres offering these qualifications against the criteria. As such all centres and their assessment must adhere to the current Skills for Care designed assessment strategy for these qualifications.

The assessment strategy for these qualifications can be seen in the section which follows and it provides details of the key requirements for the qualifications and the assessor, verifiers delivering, quality assuring and certifying the qualifications.

Skills for Care Assessment Principles

1 Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: : Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.
- 1.2 This document sets out those principles and approaches to unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.
- 1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2 Assessment Principles

- 2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

- 2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence
- 2.4 Simulation may only be utilised as an assessment method for competence based LO where this is specified in the assessment requirements of the unit.
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.
- 2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3 Internal Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4 Definitions

4.1 Occupationally competent

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

4.4 Qualified to make quality assurance decisions

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from learners to be resolved within the centre. BIIAB will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to www.biiab.org

10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

12. Resources

BIIAB provides the following additional resources for these qualifications:

- Assessment Knowledge Modules (AKMs) for assessing specific units
- Assessor Guidance for assessing specific units
- a Learner Summative Reflection template
- Access to the units.

All of these resources are available for download via The Hub on centrezone.bii.org.

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

Access to the units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via centrezone.bii.org

Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a summative reflective account, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

13. Design and delivery

Each unit within these qualifications has been allocated a number of guided learning hours (GLH). GLH are defined as the times when a tutor, trainer, mentor or line manager is giving specific advice relating to a learning outcome of the unit. This can include activities such as training sessions, tutorials, supervised study or 'on-the-job' learning. It could also include time spent by managers or mentors assessing the learner's achievements. When planning how to deliver the qualifications it is important to refer to this definition.

BIIAB will not prescribe how these qualifications are delivered, but centres must ensure the delivery chosen meets their learner's needs.

14. Format of Units

All units within these qualifications will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Unit Number / Unique Reference Number (URN)

The Unique Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies within whichever qualification the unit is included. BIIAB also assign their own unique unit numbers which will in most instances be the same number when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

15. Initial Registration

Registration and certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) www.orcs.biiab.org. Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

16. Mandatory Units

The following units are mandatory for these qualifications. For access to all optional units please visit centrezon.bii.org.

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Understand how to work in end of life care CA1 2 3 28 A/503/8085	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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
	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 support services and facilities 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

Assessment Requirements and Evidence Requirements
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This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.
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Additional information	
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Assessment Criteria 1.1, 1.4, 2.2, 3.1-3.4, 4.1, 4.3, 4.4	The individual is the person receiving care or support in the work setting.
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Assessment Criteria 1.1-1.3 Learning Outcome 3	Factors may include: <ul style="list-style-type: none"> • Social • Cultural • Religious • Spiritual • Psychological • Emotional
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Assessment Criteria 1.4. 3.2-3.4 Learning Outcome 4	Others may be: <ul style="list-style-type: none"> • Partner • Family • Friends • Neighbours • Care worker • Colleague • Manager • Social worker • Occupational therapist • GP • Speech and language therapist • Physiotherapist • Pharmacist • Nurse • Psychologist • Independent mental capacity advocate • Community psychiatric nurse • Clinical nurse specialists
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Unit Title	Understand how to provide support when working in end of life care	
BIIAB Reference	CA6	
Level	3	
Credit Value	4	
GLH	33	
Unit Reference No.	Y/503/8689	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand current approaches to end of life care	1.1	Analyse the impact of national and local drivers on current approaches to end of life care
	1.2	Evaluate how a range of tools for end of life care can support the individual and others
	1.3	Analyse the stages of the local end of life care pathway
2 Understand an individual's response to their anticipated death	2.1	Evaluate models of loss and grief
	2.2	Describe how to support the individual throughout each stage of grief
	2.3	Explain the need to explore with each individual their own specific areas of concern as they face death
	2.4	Describe how an individual's awareness of spirituality may change as they approach end of life
3 Understand factors regarding communication for those involved in end of life care	3.1	Explain the principles of effective listening and information giving, including the importance of picking up on cues and non-verbal communication
	3.2	Explain how personal experiences of death and dying may affect capacity to listen and respond appropriately
	3.3	Give examples of internal and external coping strategies for individuals and others when facing death and dying
	3.4	Explain the importance of ensuring effective channels of communication are in place with others
4 Understand how to support those involved in end of life care situations	4.1	Describe possible emotional effects on staff working in end of life care situations
	4.2	Evaluate possible sources of support for staff in end of life situations
	4.3	Identify areas in group care situations where others may need support in end of life care situations
	4.4	Outline sources of emotional support for others in end of life care situations
5 Understand how symptoms might be identified in end of life care	5.1	Identify a range of symptoms that may be related to an individual's condition, pre-existing conditions and treatment itself
	5.2	Describe how symptoms can cause an individual and others distress and discomfort
	5.3	Describe signs of approaching death
	5.4	Identify different techniques for relieving symptoms

Unit Title	Understand how to provide support when working in end of life care	
BIIAB Reference	CA6	
Level	3	
Credit Value	4	
GLH	33	
Unit Reference No.	Y/503/8689	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
6 Understand advance care planning	6.1	Explain the difference between a care or support plan and an advance care plan
	6.2	Identify where to find additional information about advance care planning
	6.3	Describe own role in advance care planning
	6.4	Explain why, with their consent, it is important to pass on information about the individual's wishes, needs, and preferences for their end of life care

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Unit Title	Understand how to support individuals during the last days of life	
BIIAB Reference	CA7	
Level	3	
Credit Value	3	
GLH	28	
Unit Reference No.	J/503/8137	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand common features of support during the last days of life	1.1 1.2 1.3 1.4	Describe the common signs of approaching death Define the circumstances when life-prolonging treatment can be stopped or withheld Analyse the importance of any advance care plan in the last days of life Identify the signs that death has occurred
2 Understand the impact of the last days of life on the individual and others	2.1 2.2 2.3	Describe the possible psychological aspects of the dying phase for the individual and others Explain the impact of the last days of life on the relationships between individuals and others Outline possible changing needs of the individual during the last days of life
3 Know how to support individuals and others during the last days of life	3.1 3.2 3.3 3.4	Describe a range of ways to enhance an individual's wellbeing during the last days of life Explain the importance of working in partnership with key people to support the individual's wellbeing during the last days of life Describe how to use an integrated care pathway according to agreed ways of working Define key information about the process following death that should be made available to appropriate people according to agreed ways of working
4 Understand the actions to be taken following an individual's death	4.1 4.2 4.3 4.4 4.5	Explain national guidelines, local policies and procedures relating to care after death Explain the importance of being knowledgeable about an individual's wishes for their after-death care Explain the importance of acting in ways that respect the individual's wishes immediately after death Describe agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person Describe ways to support others immediately following the death of a close relative or friend
5 Know how to manage own feelings in relation to an individual's dying or death	5.1 5.2	Define possible impact of an individual's death on own feelings Identify available support systems to manage own feelings in relation to an individual's death

Assessment Requirements and Evidence Requirements
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This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.
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Additional information

Assessment Criterion 2.1	The individual is the person receiving care or support in the work setting.
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Learning Outcomes 2 and 3 Assessment Criterion 4.5	<p>Others may be:</p> <ul style="list-style-type: none"> • Care or support staff • Colleagues • Managers • Non direct care or support staff • Carers • Families • Visitors • Volunteers • Health professionals • Other organisations • Social workers • Occupational therapists • GPs • Speech and language therapists • Physiotherapists • Pharmacists • Nurses • Macmillan nurses • Independent mental capacity advocates • Clinical nurse specialists
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Assessment Criterion 3.4	Agreed ways of working include policies and procedures where these exist.
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Unit Title	Understanding end of life care	
BIIAB Reference	CA8	
Level	3	
Credit Value	3	
GLH	28	
Unit Reference No.	R/601/9570	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand different attitudes towards death and dying	1.1	Outline the factors that can affect an individual's views on death and dying, to include the following perspectives: <ul style="list-style-type: none"> • social • cultural • religious • spiritual
2 Understand the aims of end of life care	2.1 2.2 2.3 2.4	2.1 Clarify the aims of end of life care 2.2 Differentiate between a 'good death' and a 'bad death' 2.3 Outline the World Health Organisation's definition of palliative care 2.4 Explain how palliative care is part of end of life care
3 Understand current approaches to end of life care	3.1 3.2 3.3	3.1 Explain the stages in the end of life care pathway 3.2 Identify the current approaches 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 range of support services available to individuals and their families	4.1 4.2 4.3 4.4	4.1 Explore the range of services and facilities available to an individual and their family 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 to meet their needs 4.4 Suggest ways to minimise the barriers identified in 4.3

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information	
Assessment Criterion 3.2	Approaches These may change over time, up to date approaches should be covered.
Assessment Criterion 4.1	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 Title	Communication during end of life care	
BIIAB Reference	CA9	
Level	3	
Credit Value	2	
GLH	19	
Unit Reference No.	H/601/9573	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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"> • non-judgemental • empathic • genuine • collaborative • supportive
	1.2	Explain 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 how the following could present barriers to communication: <ul style="list-style-type: none"> • tiredness/illness • stage of end of life care • language/culture • fear of dealing with strong emotions • not knowing what to say • the environment
	2.2	Explain strategies that can be used to overcome the barriers identified in 2.1

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Assessment and care planning in end of life care CA10 3 3 26 M/601/9575	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the holistic approach to end of life care	1.1	Describe the needs that should be considered when planning an individual's end of life care, to include: <ul style="list-style-type: none"> • health and wellbeing • emotional • social • intellectual • cultural • spiritual • religious • communication
	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 end of life care planning
	2.2	Outline ways to assess an individual's needs and priorities
	2.3	Identify a range of tools that can be used to inform the assessment
	2.4	Evaluate an assessment tool that can be used to plan for end of life care
	2.5	Describe how risks can be managed to support the individual to achieve their goals, aspirations and priorities
	2.6	Explain how to apply the care planning cycle in a person centred way
3 Understand advance care planning	3.1	Explain the legal status and implications of the Advance Care Planning process
	3.2	Give examples of when Advance Care Planning 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 'best interests' of an individual unable to participate in decision making

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information	
Assessment Criterion 3.1	Legal status: Current and up to date legislation should be used.
Assessment Criterion 3.1	Implications: For example people changing their mind regarding decisions previously made, ensuring people are not refused treatment that they do not want to receive.
Assessment Criterion 3.2	Advance Care Planning to include, for example: <ul style="list-style-type: none"> • Advanced Decisions to Refuse Treatment • Do Not Attempt Cardiopulmonary Resuscitation
Assessment Criterion 3.5	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 Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Person centred approaches to end of life care CA11 3 5 41 A/601/9577	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the effects of symptoms in relation to end of life care	1.1	Identify a range of health conditions for which end of life care may be provided
	1.2	Identify symptoms that may be related to the individual's condition and/or treatment
	1.3	Outline the underlying causes of a range of symptoms
	1.4	Describe how symptoms can cause the individual pain and discomfort
	1.5	Outline how different factors can alleviate or exacerbate symptoms
2 Understand a range of therapeutic options used to support effective symptom relief	2.1	Identify a range of interventions that can be used to provide symptom relief
	2.2	Clarify 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 common types of pain
	3.2	Identify signs that might indicate that an individual is experiencing pain
	3.3	Suggest 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	Distinguish between spirituality and religion
	5.2	Identify the things that a person may classify as being spiritually important to them
	5.3	Give examples of how to support an individual to meet their religious and/or spiritual needs

Unit Title	Person centred approaches to end of life care	
BIIAB Reference	CA11	
Level	3	
Credit Value	5	
GLH	41	
Unit Reference No.	A/601/9577	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
6 Understand techniques for supporting a person with their psychological and emotional needs	6.1	Explain how an individual's priorities and ability to communicate may vary over time
	6.2	Describe the fears people commonly experience towards the end of life
	6.3	Explain how to support an individual to address their fears
	6.4	Describe how to support an individual or others who want to discuss sensitive issues
7 Understand people's responses to dying	7.1	Explain the term 'anticipatory loss'
	7.2	Describe the stages of 'anticipatory grief' commonly experienced by individuals with a life-limiting illness
	7.3	Describe how to support the individual throughout each phase of anticipatory grief
	7.4	Explain why people with a life-limiting illness may become depressed
	7.5	Identify the signs and symptoms that might indicate depression

Assessment Requirements and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information	
Assessment Criterion 1.1	Conditions: These are wide ranging, e.g. cancers, dementia, generative or progressive illnesses, general conditions associated with the ageing process.
Assessment Criterion 1.2	Symptoms: These are wide ranging, e.g. pain, nausea, fatigue, incontinence, loss of appetite, hair loss.
Assessment Criterion 1.5	Factors: These are wide ranging, e.g. anxiety, fear, diversion, positioning/movement, boredom.
Assessment Criterion 2.1	Interventions: e.g. medication, complementary therapies, alternative therapies, use of equipment.

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Care during the final hours of life and bereavement care CA12 3 3 27 A/601/9580
Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand how to offer appropriate support in the final hours of life	1.1 Describe the common 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 a 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 Give the meaning of the following terms: <ul style="list-style-type: none"> • loss • bereavement • grief • mourning 3.2 Explain how each person's experience and expression of loss and grief is unique 3.3 Explain the factors that can affect the nature of a person's grief 3.4 Compare models that illustrate the stages 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 4.2 Describe ways to support people in group care settings following bereavement 4.3 Evaluate methods that can be used to help cope with feelings of loss and grief 4.4 Identify signs and symptoms that might indicate that an individual or colleague is experiencing stress 4.5 Explain why it is important to seek specialist support if signs and symptoms of stress are causing concern 4.6 Describe the challenges and rewards associated with providing end of life care

Assessment Requirements and Evidence Requirements
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This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.
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Additional information

Assessment Criterion 3.3	<p>Factors For example relationship to the deceased, type of death, religious beliefs, social support</p> <p>Nature of a person's grief For example hidden, unresolved, cumulative</p> <p>Stages For example numbness, anger, agitation, despair</p>
Assessment Criterion 3.3	
Assessment Criterion 4.1	

17a. BIIAB Level 3 Award in Awareness of End of Life Care sign-off sheet

To achieve the BIIAB Level 3 Award in Awareness of End of Life Care learners **must** gain a **total of 10** credits. This **must** consist of:

- **Minimum total credit: 10**
- Mandatory Group A **minimum** credit: **10**
- A **minimum of 7** credits **must** be achieved through the completion of units at **Level 2** and above
- GLH: **89**
- TQT: **104**

Learners and centres should complete the table overleaf to confirm when the unit is considered as complete. Only units that are a requirement of the RoC and Optional units that are selected to meet the RoC requirements need to be completed.

Mandatory Group A

Unit No.	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
CA1	A/503/8085	Understand how to work in end of life care						
CA6	Y/503/8689	Understand how to provide support when working in end of life care						
CA7	J/503/8137	Understand how to support individuals during the last days of life						

17b. BIIAB Level 3 Certificate in the Principles of End of Life Care sign-off sheet

To achieve the BIIAB Level 3 Certificate in the Principles of End of Life Care learners **must** gain a **total of 16** credits. This **must** consist of:

- **Minimum total** credit: **16**
- Mandatory Group A **minimum** credit: **16**
- GLH: **141**
- TQT: **155**

Learners and centres should complete the table overleaf to confirm when a unit is considered as complete. Only units that are a requirement of the RoC and Optional units that are selected to meet the RoC requirements need to be completed.

Mandatory Group A

Unit No.	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
CA8	R/601/9570	Understanding end of life care						
CA9	H/601/9573	Communication during end of life care						
CA10	M/601/9575	Assessment and care planning in end of life care						
CA11	A/601/9577	Person centred approaches to end of life care						
CA12	A/601/9580	Care during the final hours of life and bereavement care						

Learner Summative Reflection



The purpose of this summative reflection is to enable you, the learner to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provide below and sign & date the document, or you and your assessor may wish to record your reflection on a voice recorder.

Learner Name: _____

Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

Learner Reflection

Learner Signature: _____

Date: _____

Assessor Signature: _____

Date: _____

Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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