

Unit Title: Support Individuals at the End of Life	
Level:	Three
Credit Value:	7
GLH:	53
OCNLR Unit Code:	PA1/3/LQ/088
Ofqual Unit Reference Number:	M/508/4030

This unit has 10 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life.	1.1. Outline legal requirements and agreed ways of working designed to protect the rights of individuals in end of life care. 1.2. Explain how legislation designed to protect the rights of individuals in end of life care applies to own job role.
2. Understand factors affecting end of life care.	2.1. Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death. 2.2. Explain how the beliefs, religion and culture of individuals and key people influence end of life care. 2.3. Explain why key people may have a distinctive role in an individual's end of life care. 2.4. Explain why support for an individual's health and well-being may not always relate to their terminal condition.
3. Understand advance care planning in relation to end of life care.	3.1. Describe the benefits to an individual of having as much control as possible over their end of life care. 3.2. Explain the purpose of advance care planning in relation to end of life care. 3.3. Describe own role in supporting and recording decisions about advance care planning. 3.4. Outline ethical and legal issues that may arise in relation to advance care planning.

<p>4. Be able to provide support to individuals and key people during end of life care.</p>	<p>4.1. Support the individual and key people to explore their thoughts and feelings about death and dying.</p> <p>4.2. Provide support for the individual and key people that respects their beliefs, religion and culture.</p> <p>4.3. Demonstrate ways to help the individual feel respected and valued throughout the end of life period.</p> <p>4.4. Provide information to the individual and/or key people about the individual's illness and the support available.</p> <p>4.5. 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 aids • alternative therapies. <p>4.6. Contribute to partnership working with key people to support the individual's well-being.</p>
<p>5. Understand how to address sensitive issues in relation to end of life care.</p>	<p>5.1. Explain the importance of recording significant conversations during end of life care.</p> <p>5.2. Explain factors that influence who should give significant news to an individual or key people.</p> <p>5.3. Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care.</p> <p>5.4. Analyse ways to address such conflicts.</p>
<p>6. Understand the role of organisations and support services available to individuals and key people in relation to end of life care.</p>	<p>6.1. Describe the role of support organisations and specialist services that may contribute to end of life care.</p> <p>6.2. Analyse the role and value of an advocate in relation to end of life care.</p> <p>6.3. Explain how to establish when an advocate may be beneficial.</p> <p>6.4. Explain why support for spiritual needs may be especially important at the end of life.</p> <p>6.5. Describe a range of sources of support to address spiritual needs.</p>
<p>7. Be able to access support for the individual or key people from the wider team.</p>	<p>7.1. Identify when support would best be offered by other members of the team.</p> <p>7.2. Liaise with other members of the team to provide identified support for the individual or key people.</p>

<p>8. Be able to support individuals through the process of dying.</p>	<p>8.1. Carry out own role in an individual's care.</p> <p>8.2. Contribute to addressing any distress experienced by the individual promptly and in agreed ways.</p> <p>8.3. Adapt support to reflect the individual's changing needs or responses.</p> <p>8.4. Assess when an individual and key people need to be alone.</p>
<p>9. Be able to take action following the death of individuals.</p>	<p>9.1. Explain why it is important to know about an individual's wishes for their after-death care.</p> <p>9.2. Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working.</p> <p>9.3. Describe ways to support key people immediately following an individual's death.</p>
<p>10. Be able to manage own feelings in relation to the dying or death of individuals.</p>	<p>10.1. Identify ways to manage own feelings in relation to an individual's dying or death.</p> <p>10.2. Utilise support systems to deal with own feelings in relation to an individual's dying or death.</p>

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	