Qualification Specification
601/6269/7
iCQ Level 3 Certificate in Working in End of Life Care (RQF)

Qualification Details

Title :	iCQ Level 3 Certificate in Working in End of Life Care (RQF)
Awarding Organisation :	iCan Qualifications Limited
Fees Price List Url :	https://icanqualify.net
Qualification Type :	RQF
Qualification Sub Type :	None
Qualification Level :	Level 3
Qualification Sub Level :	None
EQF Level :	Level 4
Regulation Start Date :	27-May-2015
Operational Start Date :	01-Jun-2015
Offered In England :	Yes
Offered In Wales :	No
Offered In Northern Ireland :	Yes
Assessment Language In English :	Yes
Assessment Language In Welsh :	No
Assessment Language In Irish :	No
SSA :	1.3 Health and Social Care
Purpose :	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
Sub Purpose :	B2. Develop knowledge and/or skills in a subject area
Total Credits :	26
Min Credits at/above Level :	17
Minimum Guided Learning Hours :	191
Maximum Guided Learning Hours :	218
Diploma Guided Learning Hours :	0
Barring Classification Code :	ZZZZ
Overall Grading Type :	Pass
Assessment Methods :	E-assessment, Portfolio of Evidence
Structure Requirements :	To achieve this qualification, learners must attain a minimum of 26 credits. 17 credits must be achieved from Group M and a minimum of 9 credits must be achieved from Group O
Age Ranges :	Pre-16 : No; 16-18 : Yes; 18+ : No; 19+ : Yes
Qualification Objective :	This level 3 certificate is for those whose job role is in Working in End of Life Care, and will give learners the ability to develop their skills and knowledge and demonstrate their competence

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Rules of Combination (ROC)

Group Name	Mandatory	#Units	Minimum Units	Maximum Units	Minimum Credits	Maximum Credits
OAG) Overarching Group	**Yes**	0	2	0	26	0
└ M) Group M - Mandatory Units	**Yes**	5	5	0	17	0
└ O) Group O - Optional Units	**Yes**	13	2	0	9	0

Group M Group M - Mandatory Units

URN	Title	Level	GLH	Credit
A/503/8135	Understand Advance Care Planning	3	25	3
D/503/8645	Supporting individuals with loss and grief before death	3	15	2
T/601/8282	Support Individuals With Specific Communication Needs	3	35	5
Y/503/8644	Managing symptoms in end of life care	3	22	3
Y/503/8689	Understand how to provide support when working in end of life care	3	33	4

Group O Group O - Optional Units

URN	Title	Level	GLH	Credit
A/601/7909	Support individuals who are bereaved	3	30	4
A/601/9028	Provide support to continue recommended therapies	3	20	3
F/503/8685	Support individuals during the last days of life	4	33	5
F/503/8704	End of life and dementia care	3	20	2
F/601/9029	Work with families, carers and individuals during times of crisis	4	35	5
J/503/8137	Understand how to support individuals during the last days of life	3	28	3
K/601/9025	Provide support to manage pain and discomfort	2	15	2
L/601/8143	Support individuals who are distressed	2	21	3
L/601/8725	Support individuals undergoing healthcare activities	2	22	3
M/503/8133	Support the spiritual wellbeing of individuals	3	26	3
M/601/7907	Support individuals during a period of change	3	29	4
R/601/8256	Contribute to the care of a deceased person	2	24	3
T/601/9495	Support individuals at the end of life	3	53	7

Unit Specification
A/503/8135
Understand Advance Care Planning

Qualification Framework :	RQF
Title :	Understand Advance Care Planning
Unit Level :	Level 3
Unit Sub Level :	None
Guided Learning Hours :	25
Unit Credit Value :	3
SSAs :	1.3 Health and Social Care
Unit Grading Structure :	Pass
Assessment Guidance :	Please refer to the Online iCQ Assessment Guidance.

Unit: A/503/8135 : Understand Advance Care Planning	
Understand the principles of	
Assessment Criterion - The learner can:	
01.01	Describe the difference between a care or support plan and an Advance Care Plan
01.02	Explain the purpose of advance care planning
01.03	Identify the national, local and organisational agreed ways of working for advance care planning
01.04	Explain the legal position of an Advance Care Plan
01.05	Explain what is involved in an Advance Decision to Refuse Treatment
01.06	Explain what is meant by a Do Not Attempt cardiopulmonary resuscitation (DNACPR) order
Understand the process of advance care planning	
02.01	Explain when advance care planning may be introduced
02.02	Outline who might be involved in the advance care planning process
02.03	Describe the type of information an **individual** may need to enable them to make informed decisions
02.04	Explain how to use legislation to support decision-making about the capacity of an individual to take part in advance care planning
02.05	Explain how the individuals capacity to discuss advance care planning may influence their role in the process
02.06	Explain the meaning of informed consent
02.07	Explain own role in the advance care planning process
02.08	Identify how an Advance Care Plan can change over time
02.09	Outline the principles of record keeping in advance care planning
02.10	Describe circumstances when you can share details of the Advance Care Plan
Understand the person centred approach to advance care planning	
03.01	Describe the factors that an individual might consider when planning their Advance Care Plan
03.02	Explain the importance of respecting the values and beliefs that impact on the choices of the individual
03.03	Identify how the needs of **others** may need to be taken into account when planning advance care
03.04	Outline what actions may be appropriate when an individual is unable to or does not wish to participate in advance care planning
03.05	Explain how individuals care or support plan may be affected by an Advance Care Plan

Unit Specification
D/503/8645
Supporting individuals with loss and grief before death

Qualification Framework : RQF
Title : Supporting individuals with loss and grief before death
Unit Level : Level 3
Unit Sub Level : None
Guided Learning Hours : 15
Unit Credit Value : 2
SSAs : 1.3 Health and Social Care
Unit Grading Structure : Pass
Assessment Guidance : Please refer to the Online iCQ Assessment Guidance.

Unit: D/503/8645 : Supporting individuals with loss and grief before death
Understand the impact of loss and grief on individuals approaching end of life and others
Assessment Criterion - The learner can:
01.01 Describe what is meant by loss and grief before reaching end of life
01.02 Explain how the experience of loss and grief is unique to individuals and others
01.03 Describe stages of loss and grief commonly experienced by individuals with a life-limiting illness
01.04 Describe the effects of loss and grief on individuals and others
Be able to support individuals and others through their experience of loss and grief
02.01 Support individuals and others to identify the losses they may experience
02.02 According to their preferences and wishes support individuals and others to communicate the losses they may experience
02.03 Support the individual and others through each stage of grief they experience
02.04 Support individuals and others experiencing loss and grief to access support services
Be able to manage own feelings in relation to loss and grief
03.01 Describe how own feelings about loss and grief can impact on the support provided
03.02 Use support systems to manage own feelings brought on by loss & grief

Qualification Framework : RQF
Title : Support Individuals With Specific Communication Needs
Unit Level : Level 3
Unit Sub Level : None
Guided Learning Hours : 35
Unit Credit Value : 5
SSAs : 1.3 Health and Social Care
Unit Grading Structure : Pass
Assessment Guidance : Please refer to the Online iCQ Assessment Guidance.
Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment.

Unit: T/601/8282 : Support Individuals With Specific Communication Needs	
Understand specific communication needs and factors affecting them	
Assessment Criterion - The learner can:	
01.01	Explain the importance of meeting an individuals communication needs
01.02	Explain how own role and practice can impact on communication with an individual who has specific communication needs
01.03	Analyse features of the environment that may help or hinder communication
01.04	Analyse reasons why an individual may use a form of communication that is not based on a formal language system
01.05	Identify a range of communication methods and aids to support individuals to communicate
01.06	Describe the potential effects on an individual of having unmet communication needs
Be able to contribute to establishing the nature of specific communication needs of individuals and ways to address them	
02.01	Work in partnership with the individual and others to identify the individuals specific communication needs
02.02	Contribute to identifying the communication methods or aids that will best suit the individual
02.03	Explain how and when to access information and support about identifying and addressing specific communication needs
Be able to interact with individuals using their preferred communication	
03.01	Prepare the environment to facilitate communication
03.02	Use agreed methods of communication to interact with the individual
03.03	Monitor the individuals responses during and after the interaction to check the effectiveness of communication
03.04	Adapt own practice to improve communication with the individual
Be able to promote communication between individuals and others	
04.01	Support the individual to develop communication methods that will help them to understand others and be understood by them
04.02	Provide opportunities for the individual to communicate with others
04.03	Support others to understand and interpret the individuals communication
04.04	Support others to be understood by the individual by use of agreed communication methods
Know how to support the use of communication technology and aids	
05.01	Identify specialist services relating to communication technology and aids
05.02	Describe types of support that an individual may need in order to use communication technology and aids
05.03	Explain the importance of ensuring that communication equipment is correctly set up and working properly
Be able to review an individuals communication needs and the support provided to address them	
06.01	Collate information about an individuals communication and the support provided
06.02	Contribute to evaluating the effectiveness of agreed methods of communication and support provided
06.03	Work with others to identify ways to support the continued development of communication

Unit Specification
Y/503/8644
Managing symptoms in end of life care

Qualification Framework :	RQF
Title :	Managing symptoms in end of life care
Unit Level :	Level 3
Unit Sub Level :	None
Guided Learning Hours :	22
Unit Credit Value :	3
SSAs :	1.3 Health and Social Care
Unit Grading Structure :	Pass
Assessment Guidance :	Please refer to the Online iCQ Assessment Guidance.

Unit: Y/503/8644 : Managing symptoms in end of life care	
Understand the effects of symptoms in relation to end of life care	
Assessment Criterion - The learner can:	
01.01	Identify a range of conditions where you might provide end of life care
01.02	Identify common symptoms associated with end of life care
01.03	Explain how symptoms can cause an individual distress and discomfort
01.04	Evaluate the significance of the individual's own perception of their symptoms
Be able to manage symptoms of end of life care	
02.01	Demonstrate a range of techniques to provide symptom relief
02.02	Describe own role in supporting therapeutic options used in symptom relief
02.03	Respond to an individual's culture and beliefs in managing their symptoms
02.04	Actively support the comfort and well being in end of life care
02.05	Recognise symptoms that identify the last few days of life may be approaching
Understand how to manage symptoms of pain	
03.01	Identify signs that may indicate that an individual is experiencing pain
03.02	Describe factors that can influence an individual's perception of pain
03.03	Describe a range of assessment tools for monitoring pain in individuals, including those with cognitive impairment
03.04	Explain how to maintain regular pain relief
Be able to integrate symptom management in the care management process	
04.01	Explain how symptom managment is an important part of the care planning process
04.02	Regularly monitor symptoms associated with end of life care
04.03	Report changes in symptoms according to policies and procedures in own work setting
04.04	Support the implementation of changes in the care plan

Qualification Framework : RQF
Title : Understand how to provide support when working in end of life care
Unit Level : Level 3
Unit Sub Level : None
Guided Learning Hours : 33
Unit Credit Value : 4
SSAs : 1.3 Health and Social Care
Unit Grading Structure : Pass
Assessment Guidance : Please refer to the Online iCQ Assessment Guidance.

Unit: Y/503/8689 : Understand how to provide support when working in end of life care	
Understand current approaches to end of life care	
Assessment Criterion - The learner can:	
01.01	Analyse the impact of national and local drivers on current approaches to end of life care
01.02	Evaluate how a range of tools for end of life care can support the individual and others
01.03	Analyse the stages of the local end of life care pathway
Understand an individual's response to their anticipated death	
02.01	Evaluate models of loss and grief
02.02	Describe how to support the individual throughout each stage of grief
02.03	Explain the need to explore with each individual their own specific areas of concern as they face death
02.04	Describe how an individual's awareness of spirituality may change as they approach end of life
Understand factors regarding communication for those involved in end of life care	
03.01	Explain the principles of effective listening and information giving, including the importance of picking up on cues and non-verbal communication
03.02	Explain how personal experiences of death and dying may affect capacity to listen and respond appropriately
03.03	Give examples of internal and external coping strategies for individuals and others when facing death and dying
03.04	Explain the importance of ensuring effective channels of communication are in place with others
Understand how to support those involved in end of life care situations	
04.01	Describe possible emotional effects on staff working in end of life care situations
04.02	Evaluate possible sources of support for staff in end of life situations
04.03	Identify areas in group care situations where others may need support in end of life care situations
04.04	Outline sources of emotional support for others in end of life care situations
Understand how symptoms might be identified in end of life care	
05.01	Identify a range of symptoms that may be related to an individual's condition, pre-existing conditions and treatment itself
05.02	Describe how symptoms can cause an individual and others distress and discomfort
05.03	Describe signs of approaching death
05.04	Identify different techniques for relieving symptoms
Understand advance care planning	
06.01	Explain the difference between a care or support plan and an advance care plan
06.02	Identify where to find additional information about advance care planning
06.03	Describe own role in advance care planning
06.04	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

Unit Specification
A/601/7909
Support individuals who are bereaved

iCQ

Qualification Framework : RQF
Title : Support individuals who are bereaved
Unit Level : Level 3
Unit Sub Level : None
Guided Learning Hours : 30
Unit Credit Value : 4
SSAs : 1.3 Health and Social Care
Unit Grading Structure : Pass
Assessment Guidance : Please refer to the Online iCQ Assessment Guidance.
Learning outcomes 3, 4 and 6 must be assessed in a real work environment but in ways that do not intrude on the individual's privacy.

Unit: A/601/7909 : Support individuals who are bereaved	
Understand the effects of bereavement on individuals	
Assessment Criterion - The learner can:	
01.01	Describe how an individual may feel immediately following the death of a loved one
01.02	Analyse how the bereavement journey may be different for different individuals
Understand principles for supporting individuals who are bereaved	
02.01	Compare the key points of theories of bereavement that assist in supporting individuals who are bereaved
02.02	Explain the importance of acting in accordance with an individuals culture and beliefs when providing support for bereavement
02.03	Explain the importance of empathy in supporting a bereaved individual
Be able to support individuals to express their response to loss	
03.01	Create an environment where the individual has privacy to express their emotions
03.02	Demonstrate active listening skills to support the individual to express their thoughts, feelings and distress
Be able to support individuals who are bereaved	
04.01	Assess the individuals level of distress and their capacity for resilience
04.02	Agree a programme of support with the individual and others
04.03	Carry out own role within the support programme
04.04	Support the individual to identify any changes they may need to make as a result of their loss
04.05	Explain the importance of working at the individuals pace during the bereavement journey
04.06	Support the individual to manage conflicting emotions, indecision or fear of the future
Understand the role of specialist agencies in supporting individuals who are bereaved	
05.01	Compare the roles of specialist agencies in supporting individuals who are bereaved
05.02	Describe how to assess whether a bereaved individual requires specialist support
05.03	Explain the importance of establishing agreement with the individual about making a referral to a specialist agency
Be able to manage own feelings when providing support for individuals who are bereaved	
06.01	Identify ways to manage own feelings while providing support for an individual who is bereaved
06.02	Use support systems to help manage own feelings

Unit Specification
A/601/9028
Provide support to continue recommended therapies

iCQ

Qualification Framework : RQF
Title : Provide support to continue recommended therapies
Unit Level : Level 3
Unit Sub Level : None
Guided Learning Hours : 20
Unit Credit Value : 3
SSAs : 1.3 Health and Social Care
Unit Grading Structure : Pass
Assessment Guidance : Please refer to the Online iCQ Assessment Guidance.

Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work situation.

Unit: A/601/9028 : Provide support to continue recommended therapies	
Understand the importance of supporting individuals to continue recommended therapies	
Assessment Criterion - The learner can:	
01.01	Analyse the potential benefits of recommended therapies to an individuals health and wellbeing
01.02	Describe barriers that may prevent individuals from continuing recommended therapies, and the possible consequences of discontinuation
Be able to encourage individuals to complete activities recommended by therapists	
02.01	Establish agreement on an individuals needs and preferences about continuing a recommended therapy
02.02	Provide opportunities for an individual to access information about the benefits of continuing the recommended therapy
02.03	Describe how to overcome an individuals fears or concerns about continuing the recommended therapy
Be able to support individuals to continue recommended therapy	
03.01	Clarify with the therapist the information needed before providing support for the therapy
03.02	Promote active participation during therapy
03.03	Address difficulties encountered during therapy
03.04	Provide constructive feedback and encouragement to the individual during therapy
Be able to observe, record and report on observations during recommended therapy	
04.01	Establish with the individual and others what observations need to be made during therapy sessions
04.02	Carry out agreed observations
04.03	Record agreed observations as required
04.04	Report on the findings of observations to individuals and others
Be able to contribute to evaluation and review of recommended therapies	
05.01	Work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided
05.02	Carry out agreed role to support the evaluation, using observations and feedback from the individual and others
05.03	Agree changes to therapy sessions or the support provided

Unit Specification
F/503/8685
Support individuals during the last days of life

Qualification Framework :	RQF
Title :	Support individuals during the last days of life
Unit Level :	Level 4
Unit Sub Level :	None
Guided Learning Hours :	33
Unit Credit Value :	5
SSAs :	1.3 Health and Social Care
Unit Grading Structure :	Pass
Assessment Guidance :	Please refer to the Online iCQ Assessment Guidance.

Unit: F/503/8685 : Support individuals during the last days of life	
Understand the impact of the last days of life on the individual	
Assessment Criterion - The learner can:	
01.01	Describe psychological aspects of the dying phase for the individual and others
01.02	Analyse the impact of the last days of life on the relationships between individuals and others
Understand how to respond to common symptoms in the last days of life	
02.01	Describe the common signs of approaching death
02.02	Explain how to minimise the distress of symptoms related to the last days of life
02.03	Describe appropriate comfort measures in the final hours of life
02.04	Explain the circumstances when life-prolonging treatment can be stopped or withheld
02.05	Identify the signs that death has occurred
Be able to support individuals and others during the last days of life	
03.01	Demonstrate a range of ways to enhance an individuals well- being during the last days of life
03.02	Work in partnership with others to support the individuals well-being
03.03	Describe how to use a range of tools for end of life care according to agreed ways of working
03.04	Support others to understand the process following death according to agreed ways of working
Be able to respond to changing needs of an individual during the last days of life	
04.01	Explain the importance of following the individuals advance care plan in the last days of life
04.02	Record the changing needs of the individual during the last days of life according to agreed ways of working
04.03	Support the individual when their condition changes according to agreed ways of working
Be able to work according to national guidelines, local policies and procedures, taking into account preferences and wishes after the death of the individual	
05.01	Implement actions immediately after a death that respect the individuals preferences and wishes according to agreed ways of working
05.02	Provide care for the individual after death according to national guidelines, local policies and procedures
05.03	Explain the importance of following the advance care plan to implement the individuals preferences and wishes for their after-death care
05.04	Follow agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person
05.05	Explain ways to support others immediately following the death of the individual
Be able to manage own feelings in relation to an individuals dying or death	
06.01	Identify ways to manage own feelings in relation to an individuals death
06.02	Use support systems to manage own feelings in relation to an individuals death

Unit Specification
F/503/8704
End of life and dementia care

Qualification Framework :	RQF
Title :	End of life and dementia care
Unit Level :	Level 3
Unit Sub Level :	None
Guided Learning Hours :	20
Unit Credit Value :	2
SSAs :	1.3 Health and Social Care
Unit Grading Structure :	Pass
Assessment Guidance :	Please refer to the Online iCQ Assessment Guidance.

Unit: F/503/8704 : End of life and dementia care	
Understand considerations for individuals with dementia at end of life	
Assessment Criterion - The learner can:	
01.01	Outline in what ways dementia can be a terminal illness
01.02	Compare the differences in the end of life experience of an individual with dementia to that of an individual without dementia
01.03	Explain why it is important that end of life care for an individual with dementia must be person-centred
01.04	Explain why individuals with dementia need to be supported to make advance care plans as early as possible
Understand how to support individuals with dementia affected by pain and distress at end of life	
02.01	Explain why pain in individuals with dementia is often poorly recognised and undertreated
02.02	Describe ways to assess whether an individual with dementia is in pain or distress
02.03	Describe ways to support individuals with dementia to manage their pain and distress at end of life using Medication Non medication techniques
Understand how to support carers of individuals with dementia at end of life	
03.01	Explain why carers may experience guilt and stress at the end of life of an individual with dementia
03.02	Describe ways of supporting carers to understand how the end of life process may differ for individuals with dementia
03.03	Describe how others caring for individuals with dementia may experience loss and grief
03.04	Describe ways of supporting carers when difficult decisions need to be made for individuals with dementia at end of life
03.05	Give examples of how to support carers and others to support an individual with dementia in the final stages of their life

Unit Specification
F/601/9029
Work with families, carers and individuals during times of crisis

Qualification Framework : RQF
Title : Work with families, carers and individuals during times of crisis
Unit Level : Level 4
Unit Sub Level : None
Guided Learning Hours : 35
Unit Credit Value : 5
SSAs : 1.3 Health and Social Care
Unit Grading Structure : Pass
Assessment Guidance : Please refer to the Online iCQ Assessment Guidance.
Learning outcomes 2, 3 and 4 must be assessed in a real work environment

Unit: F/601/9029 : Work with families, carers and individuals during times of crisis
Understand relevant legislation, policy and practice when working with individuals, carers and families in times of crisis
Assessment Criterion - The learner can:
01.01	Describe current legislation relevant to risk assessment and risk management
01.02	Describe legislation, policy and practice relating to the recording, storing and sharing of information by a service provider
01.03	Explain the different types of support and intervention available to individuals, carer and families in times of crisis
01.04	Explain the factors that influence the kinds of support offered
Be able to develop risk management strategies when working with individuals, carers and families in times of crisis
02.01	Assess the risk of crisis situations occurring
02.02	Encourage the participation of individuals, carers and families during the agreement and review of a risk management strategy
02.03	Provide opportunities for individuals, carers and families to contribute to the identification and agreement of a risk management strategy
02.04	Formulate a risk management strategy using risk assessments
02.05	Ensure that activities, roles and responsibilities within a risk management strategy are agreed, clarified and understood by all parties
02.06	Complete documentation in line with agreed ways of working
Be able to respond during times of crisis
03.01	Evaluate the seriousness and urgency of a request for action
03.02	Work with families, carers and individuals to agree the response to a crisis situation
03.03	Record and communicate the agreed actions
03.04	Implement agreed actions promptly in line with agreed ways of working
Be able to review the outcomes of requests for action during times of crisis
04.01	Explain how to conduct a valid, reliable and comprehensive review
04.02	Review outcomes of actions taken and decisions made
04.03	Analyse the results of the review to inform future risk management strategies and actions to be taken

Unit Specification
J/503/8137
Understand how to support individuals during the last days of life

Qualification Framework : RQF
Title : Understand how to support individuals during the last days of life
Unit Level : Level 3
Unit Sub Level : None
Guided Learning Hours : 28
Unit Credit Value : 3
SSAs : 1.3 Health and Social Care
Unit Grading Structure : Pass
Assessment Guidance : Please refer to the Online iCQ Assessment Guidance.

Unit: J/503/8137 : Understand how to support individuals during the last days of life
Understand common features of support during the last days of life
Assessment Criterion - The learner can:
01.01 Describe the common signs of approaching death
01.02 Define the circumstances when life-prolonging treatment can be stopped or withheld
01.03 Analyse the importance of any advance care plan in the last days of life
01.04 Identify the signs that death has occurred
Understand the impact of the last days of life on the individual and others
02.01 Describe the possible psychological aspects of the dying phase for the individual and others
02.02 Explain the impact of the last days of life on the relationships between individuals and others
02.03 Outline possible changing needs of the individual during the last days of life
Know how to support individuals and others during the last days of life
03.01 Describe a range of ways to enhance an individuals wellbeing during the last days of life
03.02 Explain the importance of working in partnership with key people to support the individuals wellbeing during the last days of life
03.03 Describe how to use an integrated care pathway according to agreed ways of working
03.04 Define key information about the process following death that should be made available to appropriate people according to agreed ways of working
Understand the actions to be taken following an individuals death
04.01 Explain national guidelines, local policies and procedures relating to care after death
04.02 Explain the importance of being knowledgeable about an individuals wishes for their after-death care
04.03 Explain the importance of acting in ways that respect the individuals wishes immediately after death
04.04 Describe agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person
04.05 Describe ways to support others immediately following the death of a close relative or friend
Know how to manage own feelings in relation to an individuals dying or death
05.01 Define possible impact of an individuals death on own feelings
05.02 Identify availablesupport systems to manage own feelings in relation to an individuals death

Unit Specification
K/601/9025
Provide support to manage pain and discomfort

Qualification Framework : RQF
Title : Provide support to manage pain and discomfort
Unit Level : Level 2
Unit Sub Level : None
Guided Learning Hours : 15
Unit Credit Value : 2
SSAs : 1.3 Health and Social Care
Unit Grading Structure : Pass
Assessment Guidance : Please refer to the [Online iCQ Assessment Guidance](#).

Learning outcomes 2 and 3 must be assessed in a real work situation.
An individual is someone requiring care or support

Agreed ways of working will include policies and procedures where these exist.

Unit: K/601/9025 : Provide support to manage pain and discomfort	
Understand approaches to managing pain and discomfort	
Assessment Criterion - The learner can:	
01.01	Explain the importance of a holistic approach to managing pain and discomfort
01.02	Describe different approaches to alleviate pain and minimise discomfort
01.03	Outline agreed ways of working that relate to managing pain and discomfort
Be able to assist in minimising individuals pain or discomfort	
02.01	Describe how pain and discomfort may affect an individuals wellbeing and communication
02.02	Encourage an individual to express feelings of discomfort or pain
02.03	Encourage an individual to use self-help methods of pain control
02.04	Assist an individual to be positioned safely and comfortably
02.05	Carry out agreed measures to alleviate pain and discomfort
Be able to monitor, record and report on the management of individuals pain or discomfort	
03.01	Carry out required monitoring activities relating to management of an individuals pain or discomfort
03.02	Complete records in required ways
03.03	Report findings and concerns as required

Qualification Framework : RQF
Title : Support individuals who are distressed
Unit Level : Level 2
Unit Sub Level : None
Guided Learning Hours : 21
Unit Credit Value : 3
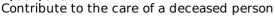SSAs : 1.3 Health and Social Care
Unit Grading Structure : Pass
Assessment Guidance : Please refer to the Online iCQ Assessment Guidance.
Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

Unit: L/601/8143 : Support individuals who are distressed
Understand causes and effects of distress
Assessment Criterion - The learner can:
01.01	Identify common causes of distress
01.02	Describe signs that may indicate an individual is distressed
01.03	Explain how distress may affect the way an individual communicates
01.04	Explain how working with an individual who is distressed may impact on own well being
Be able to prepare to support individuals who are experiencing distress
02.01	Access information and advice about supporting an individual through a time of distress
02.02	Establish signs of distress that would indicate the need for specialist intervention
02.03	Describe how to access specialist intervention
02.04	Identify sources of support to manage own feelings when working with an individual who is distressed
Be able to support individuals through periods of distress
03.01	Communicate empathy and reassurance in ways that respect the individuals dignity, culture and beliefs
03.02	Demonstrate ways to alleviate immediate distress
03.03	Adapt support in response to the individuals reactions
03.04	Demonstrate how to involve others in supporting an individual who is distressed
Be able to support individuals to reduce distress
04.01	Encourage the individual to express thoughts and feelings about troubling aspects of their life
04.02	Work with the individual and others to identify triggers for distress
04.03	Work with an individual and others to reduce triggers or alleviate causes of distress
04.04	Encourage the individual to review their usual ways of coping with distress
Be able to record and report on an individuals distress
05.01	Maintain records relating to the individuals distress and the support provided
05.02	Report on periods of distress in line with agreed ways of working

Qualification Framework : RQF
Title : Support individuals undergoing healthcare activities
Unit Level : Level 2
Unit Sub Level : None
Guided Learning Hours : 22
Unit Credit Value : 3
SSAs : 1.3 Health and Social Care
Unit Grading Structure : Pass
Assessment Guidance : Please refer to the Online iCQ Assessment Guidance.
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Unit: L/601/8725 : Support individuals undergoing healthcare activities

Understand healthcare activities in order to support individuals

Assessment Criterion - The learner can:

01.01	Describe relevant anatomy and physiology in relation to the healthcare activity
01.02	Explain the purposes and use of medical equipment and devices required for the procedure
01.03	Explain the roles and responsibilities of team members
01.04	State protection/precautionary measures appropriate to the procedure being carried out how they should be applied the implications and consequences of not applying these measures
01.05	Explain how to manage the privacy and dignity of an individual in both conscious and unconscious states
01.06	Explain how to complete records of the actions taken and the individual's condition during the healthcare activity

Be able to prepare individuals to undergo healthcare activities

02.01	Confirm the individuals identity and gain valid consent
02.02	Describe any concerns and worries that an individual may have in relation to healthcare activities
02.03	Describe ways of responding to these concerns
02.04	Explain the procedure to the individual
02.05	Agree the support needed with the individual in a way that is sensitive to their personal beliefs and preferences
02.06	Refer any concerns or questions to others if unable to answer
02.07	Support an individual to prepare and position for the procedure ensuring that privacy and dignity is maintained at all times

Be able to support individuals undergoing healthcare activities.

03.01	Inform and reassure individuals
03.02	Apply standard precautions for infection prevention and control
03.03	Apply health and safety measures relevant to the healthcare activity and environment
03.04	Recognise any ill effects or adverse reactions
03.05	Take actions in response to any ill effects or adverse reactions
03.06	Ensure that an individuals privacy and dignity is maintained at all times

Be able to support individuals following the healthcare activities.

04.01	Provide the individual with the facilities and support for the period of recovery
04.02	Monitor an individual and recognise signs of ill effects or adverse reactions
04.03	Take action in response to any ill effects or adverse reactions
04.04	Give individuals and relevant others instructions and advice where this is within own role
04.05	Confirm any requirements for transport and escorts
04.06	Maintain confidentiality of information in accordance with guidelines and procedure

Unit Specification
M/503/8133
Support the spiritual wellbeing of individuals

Qualification Framework :	RQF
Title :	Support the spiritual wellbeing of individuals
Unit Level :	Level 3
Unit Sub Level :	None
Guided Learning Hours :	26
Unit Credit Value :	3
SSAs :	1.3 Health and Social Care
Unit Grading Structure :	Pass
Assessment Guidance :	Please refer to the Online iCQ Assessment Guidance.

Unit: M/503/8133 : Support the spiritual wellbeing of individuals
Understand the importance of
Assessment Criterion - The learner can:
01.01	Outline different ways in which spirituality can be defined
01.02	Define the difference between spirituality and religion
01.03	Describe different aspects of spirituality
01.04	Explain how spirituality is an individual experience
01.05	Explain how spirituality defines an individuals identity
01.06	Outline the links between spirituality, faith and religion
01.07	Explain how an individuals current exploration of spirituality may be affected by their previous experience of spirituality, faith or religion
Be able to assess the spiritual needs of an individual
02.01	Support the individual to identify their spiritual needs and how and by whom these can be addressed
02.02	Identify how an individuals emphasis on spirituality may vary at different stages of their life experience
02.03	Take action to ensure that the individuals spiritual wellbeing is recognised appropriately in their care plan
Understand the impact of values and beliefs on own and an individual's spiritual wellbeing
03.01	Analyse how your own values and beliefs may impact on others when communicating about the individuals spiritual wellbeing
03.02	Identify how the values and beliefs of others may impact on the individual
03.03	Identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others
Be able to support individuals' spiritual wellbeing
04.01	Access resources and information to support the individuals spiritual wellbeing
04.02	Contribute to the creation of an environment that enables individuals to express aspects of their spiritual wellbeing
04.03	Support the individual to take opportunities to explore and express themselves in ways that support their spiritual wellbeing
04.04	Support the individual to participate in their chosen activities to support their spiritual wellbeing
04.05	Access any additional expertise required to meet the individuals spiritual needs
04.06	Outline the benefits of working in partnership with faith and non-religious communities to support the spiritual needs and preferences of the individual

Unit Specification
M/601/7907
Support individuals during a period of change

Qualification Framework : RQF
Title : Support individuals during a period of change
Unit Level : Level 3
Unit Sub Level : None
Guided Learning Hours : 29
Unit Credit Value : 4
SSAs : 1.3 Health and Social Care
Unit Grading Structure : Pass
Assessment Guidance : Please refer to the Online iCQ Assessment Guidance.
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Unit: M/601/7907 : Support individuals during a period of change	
Understand reasons for and responses to change	
Assessment Criterion - The learner can:	
01.01	Describe types of change that may occur in the course of an individuals life
01.02	Analyse factors that may make change a positive or a negative experience
01.03	Describe approaches likely to enhance an individuals capacity to manage change and experience change positively
Be able to support individuals to plan how to manage or adapt to change	
02.01	Work with individuals and others to identify recent or imminent changes affecting them
02.02	Support the individual to assess the implications and likely impacts of the change identified
02.03	Work with the individual and others to plan how to adapt to or manage the change
02.04	Explain the importance of both practical support and emotional support during a time of change
02.05	Identify and agree roles and responsibilities for supporting a change
Be able to support individuals to manage or adapt to change	
03.01	Carry out agreed role and responsibilities for supporting change, in ways that promote active participation
03.02	Provide information and advice to support the individual to manage change
03.03	Support the individual to express preferences and anxieties when going through change
03.04	Adapt support methods to take account of preferences or anxieties
03.05	Describe how and when to seek additional expertise and advice when supporting an individual through change
Be able to evaluate the support provided during a period of change	
04.01	Agree with the individual and others how the support provided will be evaluated, and who will be involved
04.02	Work with the individual and others to identify positive and negative aspects of a change
04.03	Work with the individual and others to evaluate the effectiveness of methods used to support the change process
04.04	Record and report on the effectiveness of support for the change process

Unit Specification
R/601/8256
Contribute to the care of a deceased person

Qualification Framework :	RQF
Title :	Contribute to the care of a deceased person
Unit Level :	Level 2
Unit Sub Level :	None
Guided Learning Hours :	24
Unit Credit Value :	3
SSAs :	1.3 Health and Social Care
Unit Grading Structure :	Pass
Assessment Guidance :	Please refer to the Online iCQ Assessment Guidance.

Unit: R/601/8256 : Contribute to the care of a deceased person
Know the factors that affect how individuals are cared for after death
Assessment Criterion - The learner can:
01.01	Outline legal requirements and agreed ways of working that underpin the care of deceased individuals
01.02	Describe how beliefs and religious and cultural factors affect how deceased individuals are cared for
01.03	Identify the physical changes that take place after death and how this may affect laying out and moving individuals
01.04	Identify diseases and conditions that necessitate specialist treatment or precautions when caring for and transferring deceased individuals
01.05	Describe the precautions needed when undertaking the care and transfer of deceased individuals with specific high risk diseases and conditions
Be able to contribute to supporting those who are close to deceased individuals
02.01	Describe the likely immediate impact of an individuals death on others who are close to the deceased individual
02.02	Support others immediately following the death of the individual in ways that: reduce their distress respect the deceased individual
Be able to contribute to preparing deceased individuals prior to transfer
03.01	Follow agreed ways of working to ensure that the deceased person is correctly identified
03.02	Carry out agreed role in preparing the deceased individual in a manner that respects their dignity, beliefs and culture
03.03	Use protective clothing to minimise the risk of infection during preparation of the deceased individual
03.04	Contribute to recording any property and valuables that are to remain with the deceased individual
Be able to contribute to transferring deceased individuals
04.01	Carry out agreed role in contacting appropriate organisations
04.02	Carry out agreed role in transferring the deceased individual in line with agreed ways of working and any wishes expressed by the individual
04.03	Record details of the care and transfer of the deceased person in line with agreed ways of working
Be able to manage own feelings in relation to the death of individuals
05.01	Identify ways to manage own feelings in relation to an individuals death
05.02	Utilise support systems to deal with own feelings in relation to an individuals death

Unit Specification
T/601/9495
Support individuals at the end of life

Qualification Framework : RQF
Title : Support individuals at the end of life
Unit Level : Level 3
Unit Sub Level : None
Guided Learning Hours : 53
Unit Credit Value : 7
SSAs : 1.3 Health and Social Care
Unit Grading Structure : Pass
Assessment Guidance : Please refer to the Online iCQ Assessment Guidance.

Learning outcomes 4, 7, 8, 9 and 10 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life.

Unit: T/601/9495 : Support individuals at the end of life
Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life

Assessment Criterion - The learner can:

01.01	Outline legal requirements and agreed ways of working designed to protect the rights of individuals in end of life care
01.02	Explain how legislation designed to protect the rights of individuals in end of life care applies to own job role

Understand factors affecting end of life care

02.01	Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death
02.02	Explain how the beliefs, religion and culture of individuals and key people influence end of life care
02.03	Explain why key people may have a distinctive role in an individuals end of life care
02.04	Explain why support for an individuals health and well-being may not always relate to their terminal condition

Understand advance care planning in relation to end of life care

03.01	Describe the benefits to an individual of having as much control as possible over their end of life care
03.02	Explain the purpose of advance care planning in relation to end of life care
03.03	Describe own role in supporting and recording decisions about advance care planning
03.04	Outline ethical and legal issues that may arise in relation to advance care planning

Be able to provide support to individuals and key people during end of life care

04.01	Support the individual and key people to explore their thoughts and feelings about death and dying
04.02	Provide support for the individual and key people that respects their beliefs, religion and culture
04.03	Demonstrate ways to help the individual feel respected and valued throughout the end of life period
04.04	Provide information to the individual and/or key people about the individuals illness and the support available
04.05	Give examples of how an individuals well-being can be enhanced by: environmental factors non-medical interventions use of equipment and aids alternative therapies
04.06	Contribute to partnership working with key people to support the individuals well-being

Understand how to address sensitive issues in relation to end of life care

05.01	Explain the importance of recording significant conversations during end of life care
05.02	Explain factors that influence who should give significant news to an individual or key people
05.03	Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care
05.04	Analyse ways to address such conflicts

Understand the role of organisations and support services available to individuals and key people in relation to end of life care

06.01	Describe the role of support organisations and specialist services that may contribute to end of life care
06.02	Analyse the role and value of an advocate in relation to end of life care
06.03	Explain how to establish when an advocate may be beneficial
06.04	Explain why support for spiritual needs may be especially important at the end of life
06.05	Describe a range of sources of support to address spiritual needs

Be able to access support for the individual or key people from the wider team

07.01	Identify when support would best be offered by other members of the team
07.02	Liaise with other members of the team to provide identified support for the individual or key people

Be able to support individuals through the process of dying

08.01	Carry out own role in an individuals care
08.02	Contribute to addressing any distress experienced by the individual promptly and in agreed ways
08.03	Adapt support to reflect the individuals changing needs or responses
08.04	Assess when an individual and key people need to be alone

Be able to take action following the death of individuals

09.01	Explain why it is important to know about an individuals wishes for their after-death care
09.02	Carry out actions immediately following a death that respect the individuals wishes and follow agreed ways of working
09.03	Describe ways to support key people immediately following an individuals death

Be able to manage own feelings in relation to the dying or death of individuals

10.01	Identify ways to manage own feelings in relation to an individuals dying or death
10.02	Utilise support systems to deal with own feelings in relation to an individuals dying or death

Qualification Specification
601/6269/7
iCQ Level 3 Certificate in Working in End of Life Care (RQF)

Barred Units

Barred Unit	Unit
Description	
Source Unit	Target Units
Support individuals during the last days of life (F/503/8685)	Understand how to support individuals during the last days of life (J/503/8137)