Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: End of Life Care and Bereavement

Unit Reference Number: R/652/0821

Level: Three (3)

Credit Value: Four (4)

Minimum Guided Learning Hours: 30

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand principles of end of life care	1.1 Explain principles underpinning end of life care
	1.2 Describe the importance of: a) Dignity b) Comfort c) Holistic support
2. Know how to support individuals at end of life	2.1 Explain how to provide support that meets physical and emotional needs
	2.2 Analyse how to communicate sensitively with individuals and others
3. Know how to support families and others through loss	3.1 Analyse ways to support families before and after death
	3.2 Explain how to signpost bereavement support appropriately
4. Know how to maintain professionalism and self-care	4.1 Reflect on emotional impact of end of life care
	4.2 Explain how to supervision and support appropriately

Indicative Content	
LO1	AC1.1 The meaning of end of life care and a palliative approach Key principles underpinning end of life care, including: • Person-centred and compassionate care • Respect for individual wishes, values and beliefs

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	The role of advance care planning, including: • Advance statements and preferences • Planning for future care and treatment Partnership working with health and social care professionals to support coordinated care The importance of maintaining quality of life until death AC1.2 Dignity, including: • Respecting privacy, choices and individuality • Treating individuals with compassion and respect Comfort, including: • Awareness of pain and symptom control • Supporting physical comfort and reassurance Holistic support, addressing: • Physical needs • Emotional and psychological needs • Spiritual and cultural needs How dignity, comfort and holistic care support wellbeing at the end of life
LO2	AC2.1 Supporting physical needs, including: • Monitoring comfort and symptoms • Reporting changes promptly Supporting emotional needs, such as: • Offering reassurance and presence • Acknowledging fears, anxiety or distress Respecting: • Individual wishes and preferences • Cultural, spiritual or religious beliefs Working within own role and escalating concerns appropriately AC2.2 Principles of sensitive and compassionate communication, including: • Active listening • Empathy and respect Adapting communication to: • The individual's emotional state • Stage of illness Communicating honestly while maintaining hope and reassurance Supporting communication with: • Families, carers and significant others Recognising when to involve other professionals
LO3	AC3.1 Understanding anticipatory grief experienced before death Ways to support families before death, including: • Providing information and reassurance • Involving them in care where appropriate Supporting families after death by: • Showing compassion and respect • Acknowledging loss and emotions Recognising the impact of:

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	• Cultural and spiritual practices • Individual responses to grief AC3.2 What is meant by bereavement support Types of support available, including: • Organisational support services • Community and voluntary services Knowing when and how to: • Signpost families and others to appropriate services Working within own role and boundaries when offering support
LO4	AC4.1 The emotional impact of supporting individuals at end of life Recognising feelings such as: • Sadness • Stress • Emotional fatigue The importance of reflective practice to: • Process experiences • Maintain emotional wellbeing Understanding professional boundaries AC4.2 The purpose of supervision in adult social care Using supervision to: • Reflect on practice • Discuss emotional impact • Seek guidance and support Other sources of support, including: • Managers and colleagues • Organisational wellbeing resources The importance of self-care strategies to maintain resilience and professionalism

Assessment Requirements

This unit must be assessed in line with Open Awards' assessment requirements and Skills for Care and Development assessment principles. Assessment must be work-based and grounded in the learner's real work practice within an adult social care setting.

Learners must generate assessment evidence that demonstrates full achievement of all learning outcomes and associated assessment criteria for the unit.

While some knowledge evidence may be generated outside of the workplace, final assessment decisions must confirm that knowledge and understanding have been applied effectively in the real work environment, in line with Skills for Care expectations of validity and authenticity.

Assessment evidence may be drawn from a range of methods, selected to ensure validity, reliability and sufficiency, and may include, but is not limited to:

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- Direct observation of practice in the workplace
- Reflective accounts demonstrating the application of learning to practice
- Professional discussion to explore understanding, reasoning and decision-making
- Work-based documentation relevant to the learner's role (for example: policies, procedures, care plans, risk assessments, audits or reports)
- Witness testimony from managers, colleagues or other relevant professionals
- Feedback from individuals, staff or partner organisations, where appropriate and permitted.

Where learning outcomes require demonstration of competence or practical skills, direct observation of practice must form the primary source of evidence. Observation should normally take place in person within the learner's work setting, unless otherwise permitted by awarding organisation guidance.

All assessment evidence must be valid, authentic, current, sufficient and reliable, and clearly attributable to the learner. Assessors must ensure that evidence:

- is fit for purpose
- reflects the learner's role, responsibilities and level of autonomy
- demonstrates both knowledge and effective practice, where required by the unit.

Evidence must clearly relate to the learner's own practice and must not rely solely on hypothetical, simulated or generic examples unless explicitly permitted.

Confidential, sensitive or personal information must not be included in learner portfolios. Where such information is relevant, evidence must be anonymised, summarised or referenced in line with organisational policies, data protection legislation and Open Awards requirements.

Assessment decisions must be made by an appropriately qualified and occupationally competent assessor and are subject to internal and external quality assurance in accordance with Open Awards policies and procedures and Skills for Care expectations.

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