

Unit 81: Support Individuals at the End of Life

Unit code:	HSC 3048
Unit reference number:	T/601/9495
QCF level:	3
Credit value:	7
Guided learning hours:	53

Unit summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support end of life care.

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

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.

Additional information

Legislation and agreed ways of working will include policies and procedures where these apply, and may relate to:

- equality, diversity and discrimination
- data protection, recording, reporting, confidentiality and sharing information
- the making of wills and living wills
- dealing with personal property of deceased people
- removal of medical equipment from deceased people
- visitors
- safeguarding of vulnerable adults.

Systems for advance care planning may include:

- Gold Standard Framework
- Preferred Priorities for Care.

An **individual** is the person requiring end-of-life care.

Key people may include:

- family members
- friends
- others who are important to the wellbeing of the individual.

Support organisations and specialist services may include:

- nursing and care homes
- specialist palliative care services
- domiciliary, respite and day services
- funeral directors.

Other members of the team may include:

- line manager
- religious representatives
- specialist nurse
- occupational or other therapist
- social worker
- key people.

Actions may include:

- attending to the body of the deceased
- reporting the death through agreed channels
- informing key people.

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

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life	<p>1.1 Outline legal requirements and agreed ways of working designed to protect the rights of individuals in end-of-life care</p> <p>1.2 Explain how legislation designed to protect the rights of individuals in end-of-life care applies to own job role</p>			
2 Understand factors affecting end-of-life care	<p>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</p> <p>2.2 Explain how the beliefs, religion and culture of individuals and key people influence end-of-life care</p> <p>2.3 Explain why key people may have a distinctive role in an individual's end-of-life care</p> <p>2.4 Explain why support for an individual's health and wellbeing may not always relate to their terminal condition</p>			
3 Understand advance care planning in relation to end of life care	<p>3.1 Describe the benefits to an individual of having as much control as possible over their end-of-life care</p> <p>3.2 Explain the purpose of advance care planning in relation to end-of-life care</p> <p>3.3 Describe own role in supporting and recording decisions about advance care planning</p> <p>3.4 Outline ethical and legal issues that may arise in relation to advance care planning</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<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 wellbeing can be enhanced by:</p> <ul style="list-style-type: none"> - environmental factors - non-medical intervention - use of equipment and aids - alternative therapies. <p>4.6 Contribute to partnership working with key people to support the individual's wellbeing</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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand the role of organisations and support services available to individuals and key people in relation to end-of-life care	<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>			
7 Be able to access support for the individual or key people from the wider team	<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>			
8 Be able to support individuals through the process of dying	<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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
9 Be able to take action following the death of individuals	9.1 Explain why it is important to know about an individual's wishes for their after-death care 9.2 Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working 9.3 Describe ways to support key people immediately following an individual's death			
10 Be able to manage own feelings in relation to the dying or death of individuals	10.1 Identify ways to manage own feelings in relation to an individual's dying or death 10.2 Utilise support systems to deal with own feelings in relation to an individual's dying or death			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)