



Training
QualificationsUK

Qualification Specification

TQUK Level 3 Certificate in the Principles of End of Life Care (RQF)

Qualification Number: 601/4300/9

Version 2.1

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Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
2	Rebrand
2.1	Removal of progression routes: Level 2 Certificate in Awareness of Mental Health Problems Level 2 Award in Awareness of Dementia Level 2 Certificate in the Principles of Dementia Care

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

The Qualification

TQUK Level 3 Certificate in the Principles of End of Life Care (RQF) is regulated by Ofqual.

Qualification Purpose

The purpose of the qualification is to develop the learner's understanding of end of life care; communication, assessment and care planning and person centred approaches during end of life care. The qualification also addresses care during the final hours of life and bereavement care.

Entry Requirements

There are no specific entry requirements, however learners should have a minimum of level two in literacy and numeracy or equivalent.

The recommended minimum age for this qualification is 16 years.

Progression

Successful learners can progress to other qualifications such as:

- Level 3 Diploma in Adult Care
- Level 3 Diploma in Healthcare Support

Structure

Learners must achieve all mandatory units.

Mandatory units

Units	Unit ref.	Level	Guided Learning Hours	Credit value
Understanding end of life care	R/601/9570	3	28	3
Communication during end of life care	H/601/9573	3	19	2
Assessment and care planning in end of life care	M/601/9575	3	26	3
Person centred approaches to end of life care	A/601/9577	3	41	5
Care during the final hours of life and bereavement care	A/601/9580	3	27	3

Guided Learning Hours

These hours are made up of all contact time, guidance, or supervision of a learner by a lecturer, supervisor, tutor, trainer, or other appropriate provider of education or training.

GLH for this qualification is 141 hours.

Directed Study Requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 19 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed

by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

The total Qualification Time for this qualification is 160 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where stated in a unit's assessment requirements, assessment must meet the requirements of the identified assessment strategy/principles.

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

Materials for internal assessment must be submitted to TQUK for approval before use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tauk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested

- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility please refer to the following websites:

- [Education & Skills Funding Agency for public funding information for 14+ learners in England](#)
- [Learning Aim Reference Service \(LARS\)](#)

Mandatory Units

Title:	Understanding end of life care R/601/9570	
Level:	3	
Credit value:	3	
Guided learning hours:	28	
Learning outcomes	Assessment criteria	
The learner will:	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: • social • cultural • religious • spiritual
2. Understand the aims of end of life care	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	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	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 minimize the barriers identified

Title:	Communication during end of life care H/601/9573	
Level:	3	
Credit value:	2	
Guided learning hours:	19	
Learning outcomes	Assessment criteria	
The learner will:	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: • non-judgmental • 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: • 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

Title:	Assessment and care planning in end of life care M/601/9575	
Level:	3	
Credit value:	3	
Guided learning hours:	26	
Learning outcomes	Assessment criteria	
The learner will:	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: • 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

Title:	Person centred approaches to end of life care A/601/9577	
Level:	3	
Credit value:	5	
Guided learning hours:	41	
Learning outcomes	Assessment criteria	
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
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

Title:	Care during the final hours of life and bereavement care A/601/9580	
Level:	3	
Credit value:	3	
Guided learning hours:	27	
Learning outcomes	Assessment criteria	
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: • 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