



Qualification Specification

TQUK Level 2 Certificate in Principles of End of Life Care (RQF)

Qualification Number: 601/5336/2

Version 12



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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
Version 11, May 2024	Rebranded
Version 12, June 2024	Revision of TQT and GLH

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

The TQUK Level 2 Certificate in Principles of End of Life Care (RQF) is regulated by Ofqual and has been developed in association with The Skills Network.

Qualification Purpose

The qualification develops learners' knowledge relating to the role of person-centred care planning at the end of life.

Entry Requirements

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

The qualification is suitable for learners of 16 years of age and above

Progression

Successful learners can progress to other qualifications such as:

- Level 3 Diploma in Healthcare Support (RQF)
- Level 3 Diploma in Healthcare Support Services (RQF).

They may also wish to expand learning into other areas of Health and Social Care at the same level with qualifications such as:

- Level 2 Certificate in Principles of Care Planning (RQF)
- Level 2 Certificate in Common Health Conditions (RQF)
- Level 2 Certificate in Falls Prevention (RQF)
- Level 2 Certificate in Care Planning (RQF)
- Level 2 Certificate in Safe Handling of Medicine in Health and Social Care (RQF).

Structure

Learners must achieve all the mandatory units.

Mandatory units

Title	Unit ref.	Level	Guided Learning Hours	Credit Value
Understand how to work in end of life care	L/616/8818	2	28	4
Understand how to provide support to manage pain and discomfort	R/616/8819	2	22	3
End of life care and dementia	J/616/8820	2	15	2
Understanding the role of the care worker at time of death	L/616/8821	2	25	3
Understand loss and grief in end of life care	R/616/8822	2	22	3
Principles of care planning in end of life care	F/617/3708	2	20	2

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 132 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 38 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, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 170 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, that unit must be assessed in line with the Skills for Care available for download from www.skillsforcare.org.uk

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria. For more information, please see the Centre Devised Assessments section below.

All learning outcomes 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.

Alternatively, our delivery partner The Skills Network offers a full resource pack for this qualification including TQUK endorsed training materials written by subject experts, and pre-approved assessments which meet the requirements of this specification. Centres choosing to work with The Skills Network

resources and assessments do not need to complete a CDA approval process and may begin assessing learners as soon as qualification approval is confirmed.

More detail about The Skills Network packs, and other TQUK qualifications that they support, can be found at www.theskillsnetwork.com.

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

The Skills Network www.theskillsnetwork.com

Health and Safety Executive www.hse.gov.uk

Office of Qualifications and Examinations Regulation www.ofqual.gov.uk

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

Health and Safety Executive NI <https://www.hseni.gov.uk/>

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

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

DAQW – Database of Approved Qualifications www.daqw.org.uk for public funding in Wales

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education www.deni.gov.uk for public funding in Northern Ireland.

Mandatory Units

Title:		Understand how to work in end of life care L/616/8818	
Level:		2	
Credit value:		4	
Guided learning hours:		28	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know different perspectives on death and dying.	1.1	Outline the factors that can affect an individual's views on death and dying.
		1.2	Outline the factors that can affect own views on death and dying.
		1.3	Outline how the factors relating to views on death and dying can impact on practice.
		1.4	Outline how attitudes of others may influence an individual's choices around death and dying.
2.	Understand the aims, principles and policies of end of life care.	2.1	Explain the aims and principles of end of life care.
		2.2	Explain why it is important to support an individual in a way that promotes their dignity.
		2.3	Describe the importance of maintaining comfort and wellbeing in end of life care.
		2.4	Explain the stages of the local end of life care pathway.
		2.5	Describe the principles of advance care planning.
		2.6	Define local and national policy and guidance for care after death.
3.	Understand factors regarding communication in end of life care.	3.1	Explain how an individual's priorities and the ability to communicate may vary over time.
		3.2	Explain your role in responding to key questions and cues from individuals and others regarding their end of life experience.
		3.3	Describe how you might respond to difficult questions from individuals and others.
		3.4	Outline strategies to manage emotional responses from individuals and others.

		3.5	Explain the importance of sharing appropriate information according to the principles and local policy on confidentiality and data protection.
4.	Know how to access the range of support services available to individuals and others.	4.1	Identify the range of support services and facilities available to an individual and others.
		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.
		4.4	Suggest ways to minimise the barriers an individual may face when accessing end of life care.
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.			

Title:		Understand how to provide support to manage pain and discomfort R/616/8819	
Level:		2	
Credit value:		3	
Guided learning hours:		22	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand approaches to managing pain and discomfort.	1.1	Explain the importance of a holistic approach to managing pain and discomfort.
		1.2	Describe the different approaches to alleviate pain and minimise discomfort.
		1.3	Outline agreed ways of working that relate to managing pain and discomfort.
2.	Know how to assist in minimising individuals' pain or discomfort.	2.1	Describe how pain and discomfort may affect an individual's wellbeing and communication.
		2.2	Identify ways of encouraging an individual to express feelings of discomfort or pain.
		2.3	Describe how to encourage an individual to use self help methods of pain control.
		2.4	Explain how to position an individual safely and comfortably.
3.	Know how to monitor, record and report on the management of individuals' pain or discomfort.	3.1	Identify monitoring activities required to manage an individual's pain or discomfort.
		3.2	Explain how records should be completed.
Assessment requirements:			
This unit adheres to Skills for Care and Development's agreed assessment principles.			

Title:		End of life care and dementia J/616/8820	
Level:		2	
Credit value:		2	
Guided learning hours:		15	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know how an individual's dementia can affect their end of life care.	1.1	Outline how dementia can be a life-limiting illness.
		1.2	Differentiate between the end of life experience of an individual with dementia and an individual without dementia.
		1.3	Describe ways in which person-centred care can be used to support an individual with dementia at end of life.
2.	Know how to support individuals with dementia affected by pain and distress at end of life.	2.1	Give examples of ways to determine whether an individual with dementia is in pain or distress.
		2.2	Describe ways to support an individual with dementia to manage their pain and distress at end of life.
3.	Know how to support family, significant others and friends of an individual with dementia at end of life.	3.1	Outline ways to support others to understand how the end of life experience may differ for an individual with dementia.
		3.2	Identify sources of information and support for family, significant others and friends of an individual with dementia at end of life.
Assessment requirements: N/A			

Title:		Understanding the role of the care worker at time of death L/616/8821	
Level:		2	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how to support an individual as they are approaching death.	1.1	Describe the stages of an individual's adjustment to their imminent death.
		1.2	Outline why it is necessary to allow individuals sufficient time and understanding to express their feelings, wishes and preferences.
		1.3	Describe why wishes expressed by an individual at end of life should be met whenever possible.
		1.4	Describe how information given to and received from an individual at end of life should be recorded and reported.
		1.5	Describe why it is necessary to ensure the environment is of the individual's choosing, and consistent with their personal beliefs and preferences.
		1.6	Identify measures that can be taken to ensure the comfort of an individual in the final hours of life.
2.	Understand how to care for a deceased individual.	2.1	Outline the steps that need to be taken immediately after a death has occurred.
		2.2	Describe how caring for a deceased individual is influenced by: - religious beliefs - cultural beliefs - family role - cause of death.
		2.3	State how the preparation and movement of a deceased individual is affected by sudden death.
		2.4	State the meaning of the term 'care after death'.
		2.5	Give examples of how the individual's personal beliefs and preferences affect the performance of care after death team.

3.	Know the support needed by family, significant others and friends of the deceased Individual.	3.1	Explain why it is necessary to provide family, significant others and friends of the deceased individual with time and privacy.
		3.2	Identify the possible reactions to death and loss shown by family, significant others and friends of the deceased individual.
		3.3	Identify organisations that may provide information and support for family, significant others and friends of the deceased individual.
		3.4	Outline ways to manage own feelings to minimise any undue effect on others.
4.	Understand relevant legislation and policies.	4.1	Identify legislation and policies that may influence how a body is dealt with following death.
		4.2	Summarise the legal and organisational responsibilities following the death of an individual.
Assessment requirements: N/A			

Title:		Understand loss and grief in end of life care R/616/8822	
Level:		2	
Credit value:		3	
Guided learning hours:		22	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Know the process of loss and grief.	1.1	Define the following terms: • loss • bereavement • grief • mourning.
		1.2	Outline the factors that can affect the intensity and duration of a person's grief.
		1.3	Give examples of how people may respond to loss and show their grief.
2.	Understand loss in the context of end of life care.	2.1	List the fears people commonly experience towards the end of life.
		2.2	List the types of loss an individual at end of life might experience.
		2.3	Describe how to support an individual at end of life who is experiencing feelings of loss.
3.	Understand how to support people following bereavement.	3.1	Outline the main types of support that can be offered to a bereaved person.
		3.2	Identify the stages of bereavement.
		3.3	Describe ways to support a person during the various stages of their bereavement.
		3.4	Give examples of ways in which group care settings can mark the life and death of an individual.
4.	Understand how to manage own feelings of loss and grief when working in end of life care.	4.1	Explain what the term 'cumulative grief' means.
		4.2	Describe ways to manage own feelings of loss and grief when working in end of life care.

		4.3	Identify ways in which the support of others can help manage own feelings of loss and grief.
Assessment requirements: N/A			

Title:		Principles of care planning in end of life care F/617/3708	
Level:		2	
Credit:		2	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand end of life care.	1.1	Describe the concept of holistic care at the end of life.
		1.2	Describe a range of needs that could be important to an individual at the end of life.
		1.3	Describe how to meet the needs of individuals at the end of life through support.
2.	Understand how to plan care in a person centred way.	2.1	Describe why it is important that end of life care for an individual must be person-centred.
		2.2	Describe the types of assessment that might be carried out by a Health and Social Care worker when an individual is nearing the end of life including: • needs • concerns • priorities.
		2.3	Outline how an individual's care planning cycle can be delivered in a person-centred way.
3.	Understand advance care planning	3.1	Explain the purpose of advance care planning.
		3.2	Explain the meaning of: • informed consent • statement of wishes • advance decision to refuse treatment.