



Training
QualificationsUK

Qualification Specification

TQUK Level 3 Award in Awareness of End of Life Care (RQF)

Qualification Number: 601/7716/0

Version 9

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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.

Introduction to the Qualification

The TQUK Level 3 Award in Awareness 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 working in end of life care; how to provide support when working in end of life care and how to support individuals during the last days of life. It is relevant as an introduction for those working or planning to work in a role which involves end of life 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 qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

- TQUK Level 3 Certificate in the Principles of End of Life Care
- TQUK Level 3 Diploma in Adult Care
- TQUK Level 2 Award in Awareness of Dementia
- TQUK Level 3 Diploma in Healthcare Support
- TQUK Level 2 Certificate in the Principles of Dementia Care

Structure

Learners must achieve 10 credits from three mandatory units

Mandatory Units

Title	Unit ref.	Level	Guided Learning Hours	Credit value
Understand how to work in end of life care	A/503/8085	2	28	3
Understand how to provide support when working in end of life care	Y/503/8689	3	33	4
Understand how to support individuals during the last days of life	J/503/8137	3	28	3

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 100 hours

Guided Learning Hours

These hours are made up of all real time 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 89.

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.

The qualification must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles (Appendix 1)

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.

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

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.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 requirement 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

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/>

Skills for Care and Development www.skillsforcareanddevelopment.org.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>

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

Units of Assessment

Title:	Understand how to work in end of life care A/503/8085	
Level:	2	
Credit value:	3	
Guided learning hours:	28	
Learning outcomes The learner will:	Assessment criteria 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	Define 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 well being 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 when working in end of life care Y/503/8689	
Level:	3	
Credit value:	4	
Guided learning hours:	33	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand current approaches to end of life care	1.1	Analyse the impact of national and local drivers on current approaches to end of life care
	1.2	Evaluate how a range of tools for end of life care can support the individual and others
	1.3	Analyse the stages of the local end of life care pathway
2. Understand an individual's response to their anticipated death	2.1	Evaluate models of loss and grief
	2.2	Describe how to support the individual throughout each stage of grief
	2.3	Explain the need to explore with each individual their own specific areas of concern as they face death
	2.4	Describe how an individual's awareness of spirituality may change as they approach end of life
3. Understand factors regarding communication for those involved in end of life care	3.1	Explain the principles of effective listening and information giving, including the importance of picking up on cues and non-verbal communication

	3.2	Explain how personal experiences of death and dying may affect capacity to listen and respond appropriately
	3.3	Give examples of internal and external coping strategies for individuals and others when facing death and dying
	3.4	Explain the importance of ensuring effective channels of communication are in place with others
4. Understand how to support those involved in end of life care situations	4.1	Describe possible emotional effects on staff working in end of life care situations
	4.2	Evaluate possible sources of support for staff in end of life situations
	4.3	Identify areas in group care situations where others may need support in end of life care situations
	4.4	Outline sources of emotional support for others in end of life care situations
5. Understand how symptoms might be identified in end of life care	5.1	Identify a range of symptoms that may be related to an individual's condition, pre-existing conditions and treatment itself
	5.2	Describe how symptoms can cause an individual and others distress and discomfort
	5.3	Describe signs of approaching death
	5.4	Identify different techniques for relieving symptoms
6. Understand advance care planning	6.1	Explain the difference between a care or support plan and an advance care plan
	6.2	Identify where to find additional information about advance care planning
	6.3	Describe own role in advance care planning

	6.4	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
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.		

Title:	Understand how to support individuals during the last days of life J/503/8137	
Level:	3	
Credit value:	3	
Guided learning hours:	28	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand common features of support during the last days of life	1.1	Describe the common signs of approaching death
	1.2	Define the circumstances when life-prolonging treatment can be stopped or withheld
	1.3	Analyse the importance of any advance care plan in the last days of life
	1.4	Identify the signs that death has occurred
2. Understand the impact of the last days of life on the individual and others	2.1	Describe the possible psychological aspects of the dying phase for the individual and others
	2.2	Explain the impact of the last days of life on the relationships between individuals and others
	2.3	Outline possible changing needs of the individual during the last days of life
3. Know how to support individuals and others during the last days of life	3.1	Describe a range of ways to enhance an individual's wellbeing during the last days of life
	3.2	Explain the importance of working in partnership with key people to support the individual's wellbeing during the last days of life

	3.3	Describe how to use an integrated care pathway according to agreed ways of working
	3.4	Define key information about the process following death that should be made available to appropriate people according to agreed ways of working
4. Understand the actions to be taken following an individual's death	4.1	Explain national guidelines, local policies and procedures relating to care after death
	4.2	Explain the importance of being knowledgeable about an individual's wishes for their after-death care
	4.3	Explain the importance of acting in ways that respect the individual's wishes immediately after death
	4.4	Describe agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person
	4.5	Describe ways to support others immediately following the death of a close relative or friend
5. Know how to manage own feelings in relation to an individual's dying or death	5.1	Define possible impact of an individual's death on own feelings
	5.2	Identify available support systems to manage own feelings in relation to an individual's death
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.		