

nqual.

# Level 3

Certificate in the Principles  
of End-of-Life Care

(610/5051/9)



Specification Pack

# CONTENTS

<b>About NQual</b>	<b>2</b>
<b>Qualification Specification</b>	<b>2</b>
<b>Qualification Information</b>	<b>2</b>
Overview	2
Entry Requirements	2
Progression Opportunities	2
Unit Guidance	2
Mandatory Units	3
Guided Learning Hours	3
Total Qualification Time	3
Delivery Options	3
Grading and Assessment	3
Approved Centre	4
Support From NQual	4
Initial Assessment	4
Reasonable Adjustment	4
Responsibilities	4
<b>Mandatory Units</b>	<b>6</b>
Principles of End-of-Life Care	6
Physical and Psychological Needs of Individuals in End-of-Life Care	8
Person-Centred Approach and Planning in End-of-Life Care	10
Providing Compassionate Care and Bereavement Support	12

## ABOUT NQUAL

NQual provides high-quality vocational and occupational qualifications designed to meet the needs of learners and employers.

At NQual we are committed to certifying current and relevant qualifications that meet the demands of today's ever-changing industries. Our dedication to staying at the forefront of knowledge ensures that our qualifications reflect the latest trends in your field of interest.

## QUALIFICATION SPECIFICATION

Qualification Specifications are used to inform and guide centres to deliver the qualification set out within this document. Information within this specification includes a qualification overview, unit breakdowns, assessment guidance and learning outcomes.

Alongside the specification, you will also find a qualification 'Fact Sheet'. These are used as handy tools to provide an overview of the qualifications.

## QUALIFICATION INFORMATION

The NQual Level 3 Certificate in the Principles of End-of-Life Care is regulated by Ofqual.

- Qualification Number: 610/5051/9

### Overview

The NQual Level 3 Certificate in the Principles of End-of-Life Care provides a valuable foundation for those working in healthcare and social care settings, enabling them to provide compassionate and effective end of life care.

The purpose of this qualification is to provide learners with a comprehensive understanding of end-of-life care, enabling them to support individuals and their families during this challenging time

### Entry Requirements

- Minimum age: 16

There are no further entry requirements for this qualification.

### Progression Opportunities

- Level 3 Diploma in Adult Care
- Level 4 Diploma in Adult Care

### Unit Guidance

Learners must achieve all mandatory units. The total credit value for this qualification is 14.

## Mandatory Units

Unit Reference	Title	Level	GLH	Credit Value
D/651/4075	Principles of End-of-Life Care	2	16	2
H/651/4077	Physical and Psychological Needs of Individuals in End-of-Life Care	3	32	4
K/651/4079	Person-Centred Approach and Planning in End-of-Life Care	3	40	5
R/651/4080	Providing Compassionate Care and Bereavement Support	3	24	3

## Guided Learning Hours

These hours are made up of contact time, guidance or supervision from course tutors, trainers, or training providers. The Guided Learning Hours for this qualification is 112.

## 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 understanding required for the award of this qualification. This includes the Guided Learning Hours and time spent completing independent study.

The Total Qualification Time for this qualification is 140.

## Delivery Options

NQual allows qualifications to be delivered both online and face-to-face. Please check the additional requirements with your Centre EQA if delivering qualifications online.

## Grading and Assessment

Assessment is used to measure a learner's skill or knowledge against the standards set in this qualification. This qualification is internally assessed and externally quality assured.

The assessment consists of either:

- An internally assessed Portfolio of Evidence and externally quality assured by NQual

A Portfolio of Evidence can contain:

- Professional Discussion and/or Q&A records
- Written answers
- PowerPoint Presentations
- Witness Statements
- Reflective Accounts
- Story Boards

## Approved Centre

To deliver any NQual qualification, each centre must be approved by NQual and meet the qualification approval criteria. The recognition process requires centres to implement policies and procedures to protect learners when undergoing NQual qualifications.

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

The approval process requires centres to demonstrate that they have the resources, including staff, and processes in place to deliver and assess the qualification.

Once approved to offer this qualification, centres must register learners before any assessment takes place. Centres must follow NQual's procedures for registering learners.

## Support From NQual

NQual support all new and existing approved centres. We respond to all communication within 48 hours and hold regular information webinars. If you would like to book our next webinar, please visit the 'News & Events' section on our website.

## Initial Assessment

It is part of the enrolment process by the approved centre to complete an initial assessment. Approved centres must ensure everyone undertaking an NQual qualification complete some form of initial assessment. This will be used to inform the tutor/trainer of current knowledge and understanding.

## Reasonable Adjustment

NQual is committed to providing fair and reasonable adjustments for learners to help reduce the effect of a disability or difficulty that places the learners at a disadvantage during an assessment. For more information on Reasonable Adjustments, please see our Reasonable Adjustments and Fair Access Policy.

## Responsibilities

### Assessor

It is important to note, that to assess qualification content, the assessor must be occupationally competent to assess skills-based competence and/or occupationally knowledgeable to assess knowledge-based content.

Assessors who deliver NQual qualifications must possess a qualification appropriate for the level they are delivering. Examples of these can include at least one of the following:

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- Level 3 Certificate in Assessing Vocational Achievement
- HEI Certificate in Education
- Qualified Teacher Status Certificate in Education in Post Compulsory Education (PCE)
- Post Graduate Certificate in Education

- Teaching Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Learning and Skills Assessor Apprenticeship
- Level 5 Learning and Skills Teacher Apprenticeship

Examples of evidence for subject knowledge can include:

- Qualification at the same level or above, the qualification you are delivering
- Extensive experience at the same level or above, the qualification you are delivering

### Internal Quality Assurer

Centre staff who complete Internal Quality Assurance for NQual qualification must possess or be working towards a relevant qualification. Examples of these can include at least one of the following:

- D34 Unit **Internally verify the assessment process**
- V1 Verifiers Award
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

Examples of evidence for subject knowledge must include at least one of the following:

- Qualification at the same level or above, the qualification you are quality assuring
- Extensive experience at the same level or above, the qualification you are quality assuring

## MANDATORY UNITS

## Unit Breakdown: Level 3 Certificate in the Principles of End-of-life care

Learners must complete all mandatory units for this qualification.

## Unit: Principles of End-of-Life Care

Unit Code: D/651/4075

RQF Level 2

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the definition, principles and approaches of end-of-life care	1.1 Define the term end of life care 1.2 Outline the aims of end-of-life care 1.3 Outline the different needs of individuals in end-of-life care, including: <ul style="list-style-type: none"> <li>Physical</li> <li>Psychological</li> <li>Social</li> </ul> 1.4 Explain palliative care in the context of end-of-life care 1.5 Outline the definition of 'palliative care', as set out by the World Health Organisation 1.6 Outline the stages in the end-of-life care pathway 1.7 Evaluate how an approach to end-of-life care can support the individual and others
2. Understand the legal and ethical considerations in end-of-life care	2.1 Explain how you can access, review and evaluate information about your practice in relation to the end of life 2.2 Outline the role of culture, beliefs and religion in the wishes of individuals and key people and in how the process of dying and death itself is managed 2.3 Identify the legal considerations in end-of-life care to include: <ul style="list-style-type: none"> <li>Care planning</li> <li>Decision making</li> </ul> 2.4 Outline methods to promote effective communication and enable individuals to communicate their needs, views and preferences
3. Know the services available to those in end-of-life care and their families and/or caregivers	3.1 Outline the range of services available to those in end-of-life care and their families and/or caregivers 3.2 Explain why families and/or caregivers may not access the support available to them 3.3 Outline the key people who may be involved in end-of-life care teams

### Unit Summary

This unit aims to equip learners with the knowledge and skills to provide compassionate and effective care to individuals approaching the end of life and support their families during bereavement.



## Unit: Physical and Psychological Needs of Individuals in End-of-Life Care

Unit Code: H/651/4077

RQF Level 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand how to recognise and respond to the physical needs of individuals in end-of-life care	1.1 Identify the physical changes in individuals at the end of life 1.2 Describe the signs that may indicate an individual may be experiencing pain 1.3 Outline the different methods in which you can monitor an individual's pain levels 1.4 Outline the different strategies to support during physically during end-of-life care, including: <ul style="list-style-type: none"> <li>• Pain management</li> <li>• Comfort measures</li> <li>• Hydration and Nutrition</li> <li>• Therapeutic interventions</li> </ul> 1.5 Explain when to work with professionals to support the physical needs of those in end-of-life care 1.6 Identify how an individual's culture and beliefs might influence their preferred approach to symptom management
2. Understand how to recognise and respond to the psychological and emotional needs of individuals in end-of-life care	2.1 Identify the common psychological and emotional needs of individuals approaching the end of life 2.2 Explain how to recognise the signs and symptoms of psychological distress in individuals in end-of-life care 2.3 Outline the strategies you can employ to support those in end-of-life care during times of psychological and emotional distress 2.4 Explain the importance of a person-centred approach when creating support strategies
3. Understand how to communicate effectively with those in end-of-life care	3.1 Describe how different challenges and circumstances can create barriers to effective communication, including: <ul style="list-style-type: none"> <li>• Tiredness/illness</li> <li>• Language/culture</li> <li>• The environment</li> </ul> 3.2 Explain the strategies that can be employed to overcome the circumstances above 3.3 Explain the importance of communicating in ways that are non-judgemental, empathetic and supportive 3.4 Explain the importance of actively listening

	<p>3.5 Describe how to support an individual or others who want to discuss sensitive issues</p> <p>3.6 Outline non-verbal methods of communication and why these may be appropriate</p>
--	---

### Unit Summary

This unit aims to equip learners with the knowledge and skills to provide compassionate and effective care to individuals approaching the end of life, addressing both their physical and psychological needs.

## Unit: Person-Centred Approach and Planning in End-of-Life Care

Unit Code: K/651/4079

RQF Level 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the principles of person-centred care in end-of-life care settings	1.1 Define the meaning of person-centred working and the importance of knowing and respecting each as an individual  1.2 Explain the importance of a person-centred approach for individuals in end-of-life care
2. Understand assessment and planning strategies for those in end-of-life care	2.1 Explain the importance of holistic and person-centred approaches in the assessment and planning processes  2.2 Describe ways to assess an individual's needs and priorities  2.3 Outline a range of tools that can be used to inform the assessment  2.4 Outline reasons for revising care or support plans regularly and how to deal with the effects that revisions may have on the individual  2.5 Outline the risk management strategies that can be put in place to support the successful implementation of the individual's wants and priorities
3. Understand advance care planning	3.1 Outline the legal status and implications of the advance care planning process  3.2 Explain the term informed consent  3.3 Outline factors that affect an individual at end-of-life care's capacity to represent themselves during advanced care planning  3.4 Identify methods of supporting individuals to identify and express their needs and preferences during advanced care planning, taking into account any risks  3.5 Explain how to communicate updates and changes to the care plan with others
4. Understand how to support culture, religion, personal beliefs and preferences in end-of-life care	4.1 Outline the role of culture, beliefs and religion in the wishes of individuals and key people and in how the process of dying and death itself is managed  4.2 Explain how to work in ways that respect individuals' dignity, personal beliefs and preferences
5. Understand the psychological and emotional responses to bereavement and end of life care	5.1 Define 'bereavement' and 'grief'  5.2 Identify the psychological and emotional responses to bereavement  5.3 Explain the term 'anticipatory loss'

	<p>5.4 Describe how to support the individual through each phase of anticipatory grief</p> <p>5.5 Outline the factors that can influence the bereavement process, such as cultural, social, and personal factors</p> <p>5.6 Explain why individuals in end-of-life care may suffer from depression</p> <p>5.7 Outline the signs and symptoms that may indicate depression</p>
--	---

### Unit Summary

This unit aims to equip learners with the skills and knowledge to provide person-centred care to individuals approaching the end of life, ensuring their dignity, comfort, and well-being.

## Unit: Providing Compassionate Care and Bereavement Support

Unit Code: R/651/4080

RQF Level 3

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand how to recognise and offer support in the final hours of life	1.1 Explain how to manage the practical effects of the process of dying, including: <ul style="list-style-type: none"> <li>• How long individuals can concentrate</li> <li>• The number of visitors they can cope with at any one time</li> <li>• The need to have time alone or with key people</li> </ul> 1.2 Describe the common signs of approaching death 1.3 Explain the importance of implementing any advanced directives
2. Understand how to facilitate postmortem care ensuring dignity and respect	2.1 Outline the requirements, procedures and practices that must immediately follow an individual's death to include: <ul style="list-style-type: none"> <li>• The removal of medical equipment from the deceased</li> <li>• Dealing with their personal property and possessions</li> <li>• The records that are required for this</li> </ul> 2.2 Describe the information that the Registrar will require before issuing a Certificate for Burial or Cremation 2.3 Outline in which circumstances a postmortem would be required
3. Understand the process of grief and loss and how to offer support following bereavement	3.1 Explain how the impact of culture, religion, personal beliefs, preferences, stage of development and previous experiences of loss may affect an individual's approach to bereavement 3.2 Explain how to work with the individual's family and/or caregivers to address practical issues and how they may be affected by the individual's loss 3.3 Explain how to support individuals and key people through the process of grieving and mourning for the deceased individual 3.4 Outline the role of specialist agencies in supporting individuals who are bereaved and how to recognise when specialist support is required 3.5 Describe how to recognise when an individual is stressed and distressed

### Unit Summary

This unit aims to equip learners with the knowledge and skills to provide compassionate and effective care to individuals approaching the end of life and support their families during bereavement.



admin@nqual.co.uk  
www.nqual.co.uk  
01925-964-903

