

Unit Title: Support Individuals at the End of Life
Unit Level: Three
Unit Credit Value: 7
GLH: 53
AIM Awards Unit Code: PA1/3/EA/021
Unique Reference Number: T/601/9495

This unit has 10 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life	1.1. Outline legal requirements and agreed ways of working designed to protect the rights of individuals in end of life care 1.2. Explain how legislation designed to protect the rights of individuals in end of life care applies to own job role
2. Understand factors affecting end of life care	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 2.2. Explain how the beliefs, religion and culture of individuals and key people influence end of life care 2.3. Explain why key people may have a distinctive role in an individual's end of life care 2.4. Explain why support for an individual's health and well-being may not always relate to their terminal condition

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
3. Understand advance care planning in relation to end of life care	3.1. Describe the benefits to an individual of having as much control as possible over their end of life care 3.2. Explain the purpose of advance care planning in relation to end of life care 3.3. Describe own role in supporting and recording decisions about advance care planning 3.4. Outline ethical and legal issues that may arise in relation to advance care planning

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
4. Be able to provide support to individuals and key people during end of life care	4.1. Support the individual and key people to explore their thoughts and feelings about death and dying 4.2. Provide support for the individual and key people that respects their beliefs, religion and culture 4.3. Demonstrate ways to help the individual feel respected and valued throughout the end of life period 4.4. Provide information to the individual and/or key people about the individual's illness and the support available 4.5. Give examples of how an individual's well-being can be enhanced by: <ul style="list-style-type: none"> • environmental factors • non-medical interventions • use of equipment and aids • alternative therapies 4.6. Contribute to partnership working with key people to support the individual's well-being

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
5. Understand how to address sensitive issues in relation to end of life care	5.1. Explain the importance of recording significant conversations during end of life care 5.2. Explain factors that influence who should give significant news to an individual or key people 5.3. Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care 5.4. Analyse ways to address such conflicts
6. Understand the role of organisations and support services available to individuals and key people in relation to end of life care	6.1. Describe the role of support organisations and specialist services that may contribute to end of life care 6.2. Analyse the role and value of an advocate in relation to end of life care 6.3. Explain how to establish when an advocate may be beneficial 6.4. Explain why support for spiritual needs may be especially important at the end of life 6.5. Describe a range of sources of support to address spiritual needs

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The learner will:	The learner can:
7. Be able to access support for the individual or key people from the wider team	7.1. Identify when support would best be offered by other members of the team 7.2. Liaise with other members of the team to provide identified support for the individual or key people
8. Be able to support individuals through the process of dying	8.1. Carry out own role in an individual's care 8.2. Contribute to addressing any distress experienced by the individual promptly and in agreed ways 8.3. Adapt support to reflect the individual's changing needs or responses 8.4. Assess when an individual and key people need to be alone
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

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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

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ASSESSMENT INFORMATION

Guidance:

This grid gives details of the assessment activities to be used with the unit attached.
 Please refer to the AIM Awards Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

The assessment activities for this unit are indicated in the table below:

Key: P = Prescribed – this assessment method *must* be used to assess the unit.

O = Optional – this assessment method *could* be used to assess the unit.

Case study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Owner:	EDI
Unit Grading Structure	PASS
Sector Subject Areas (SSA) <i>More than one SSA can be listed</i>	1.3
Unit Review Date (dd/mm/yyyy)	30/04/2015
Availability for Use	Shared – open to all AOs to award credit
Restricted organisations	N/A.
Assessment Guidance	<p>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment</p> <p>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.</p>
Equivalences	N/A.