

# **Assessment Knowledge Module**

**Unit – CA1 (A/503/8085)**

**Understand how to work in End of Life Care**

**Version 1 – May 2015**



## **Unit – CA1 Understand how to work in End of Life Care**

### **Unit Purpose**

The purpose of this unit is to assess your knowledge and understanding when starting to work in end of life care.

In order to do this, you will need to know and understand the principles and practice for the care of people at the end of their lives.

### **You will do this by learning about and understanding:**

- different perspectives on death and dying
- aims, principles and policies of end of life care
- communication in end of life care
- accessing the range of support services available to individuals and others

### **What you need to complete**

In order to meet the assessment requirements for the unit you will need to complete the module, giving full and detailed answers to each question.

Your assessor will assess the module and give you feedback on how you have achieved, and what you need to do in order to develop further.

After you have completed the module and your assessor has confirmed that it is complete, you will need to sign and date at the bottom of the ongoing assessor feedback record.

## Unit Content

Learning Outcome	Assessment Criterion	Evidence Requirements	Assessment Guidance
1. Know different perspectives on death and dying	1.1 Outline the factors that can affect an individual's view 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	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• learner statement against each criterion</li> <li>• questions and answers</li> </ul>	For each criterion, the assessor and learner need to ensure that the descriptors (outline and define) have been fully addressed. 1.1 – <b>Four</b> factors to be stated. However, the learner <b>must</b> know about <b>more</b> than the four stated.

<p>2. Understand the aims, principles and policies of end of life care</p>	<p>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</p>	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• learner statement against each criterion</li> <li>• questions and answers</li> </ul>	<p>For each criterion, the assessor and learner need to ensure that the descriptors (describe, explain, define) have been fully addressed.</p>
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<p>3. Understand factors regarding communication in end of life care</p>	<p>3.1 Explain how an individual's priorities and the ability to communicate may vary over time</p> <p>3.2 Explain your role in responding to key questions and cues from individuals and others regarding their end of life experience</p> <p>3.3 Describe how you might respond to difficult questions from individuals and others</p> <p>3.4 Outline strategies to manage emotional responses from individuals and others</p> <p>3.5 Explain the importance of sharing appropriate information according to the principles and local policy on confidentiality and data protection</p>	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• learner statement against each criterion</li> <li>• questions and answers</li> </ul>	<p>For each criterion, the assessor and learner need to ensure that the descriptors (describe, explain, outline) have been fully addressed.</p>
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<p>4. Know how to access the range of support services available to individuals and others</p>	<p>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</p>	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• learner statement against each criterion</li> <li>• questions and answers.</li> </ul>	<p>For each criterion, the assessor and learner need to ensure that the descriptors (identify, suggest) have been fully addressed.</p>
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**Important note:** Professional discussion has been listed in the evidence requirements and it also appears in the module itself. This is to give choice to learners and assessors in the way in which assessment is carried out. Although professional discussion is strongly recommended, there may be situations where it is **not** possible, eg in some distance learning. In these situations, learners can answer the questions in written form in the boxes headed ‘Learner notes’.

### Background to achievement of the unit

This unit is important for anyone already working, or wishing to work, with people at the end of their lives.

You should answer the following questions with this in mind.

Use either your own experiences from work, the place where you study, or from research you have done in order to answer the questions.

1. Think about, and describe, the different factors that can affect a person's view on death and dying. You will need to give at least **four**.  
(ac1.1)

**Factor 1**

**Factor 2**

**Factor 3**

**Factor 4**





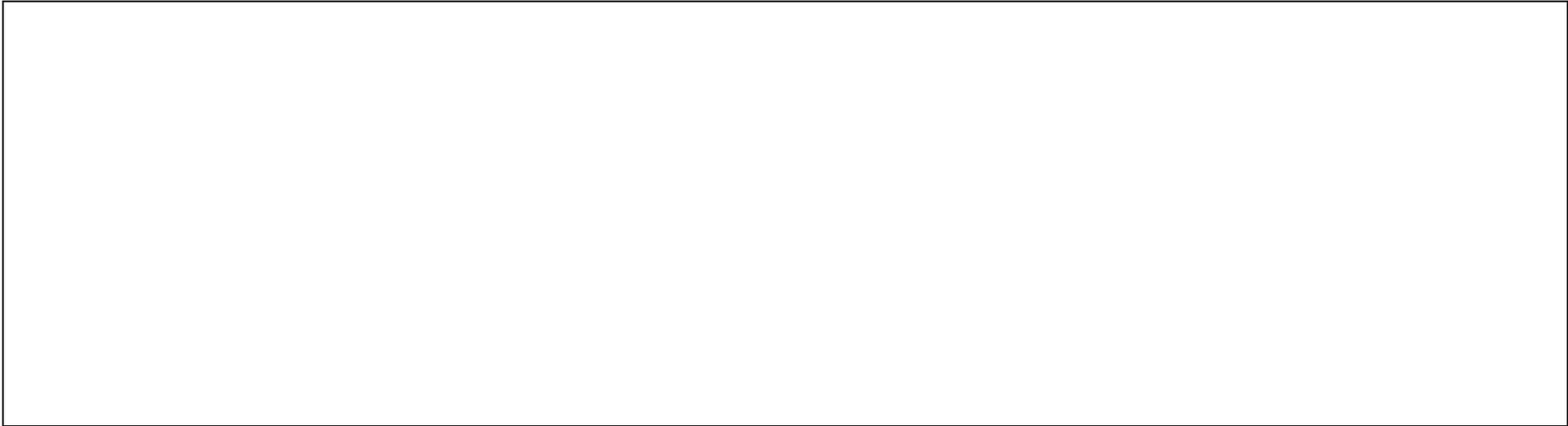
4. How can the attitudes of other people affect the choices an individual makes with regard to death and dying? (ac1.4)



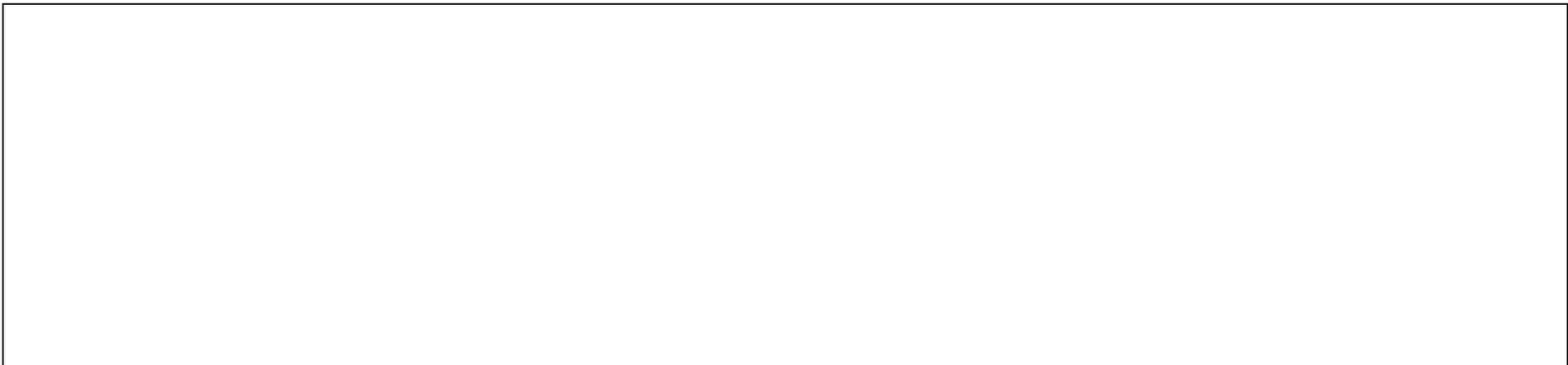
5. Explain the aims and principles of End of Life Care. (ac2.1)



6. Explain why it is important to promote the dignity of a person. (ac2.2)



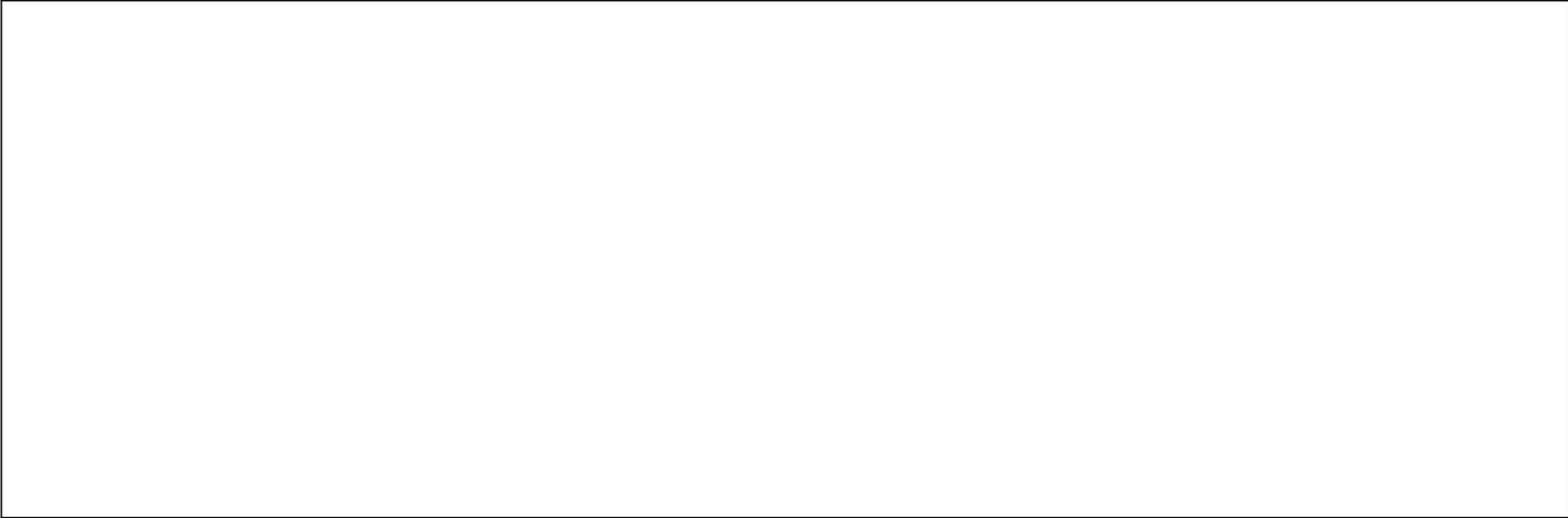
7. Why is it important to ensure the comfort and dignity of the individuals you look after at the end of life? (ac2.3)



8. a. Find out about, and describe, your local End of Life Care Pathway (ac2.4)  
b. Describe **each** of the **six** steps in the End of Life Care Pathway (ac2.4)

<p><b>a.</b></p>
<p><b>b.</b></p> <p>Step 1</p> <p>Step 2</p> <p>Step 3</p> <p>Step 4</p> <p>Step 5</p> <p>Step 6</p>

9. What are the principles of Advance Care Planning? (ac2.5)



10. What is:

a. the National policy and guidance for Care after Death? (ac2.6)

b. your local policy and guidance for Care after Death? (ac2.6)

a.

b.

11. Explain **how** and **why** people's ability to communicate and their priorities may change over time. (ac3.1)

**Communication**

Why?

How?

**Priorities**

Why?

How?

12. Explain (a) what your job role is when you are asked key questions from people and others involved in their care regarding End of Life experience, and (b) how you should respond to these questions. (ac3.2, 3.3)

a.

b.

13. How should you deal with the emotional responses of individuals receiving care and others involved in their care? (ac3.4)

14. Why is it important to take account of (a) the principles and local policy on confidentiality and (b) data protection, when sharing appropriate information? (ac3.5)

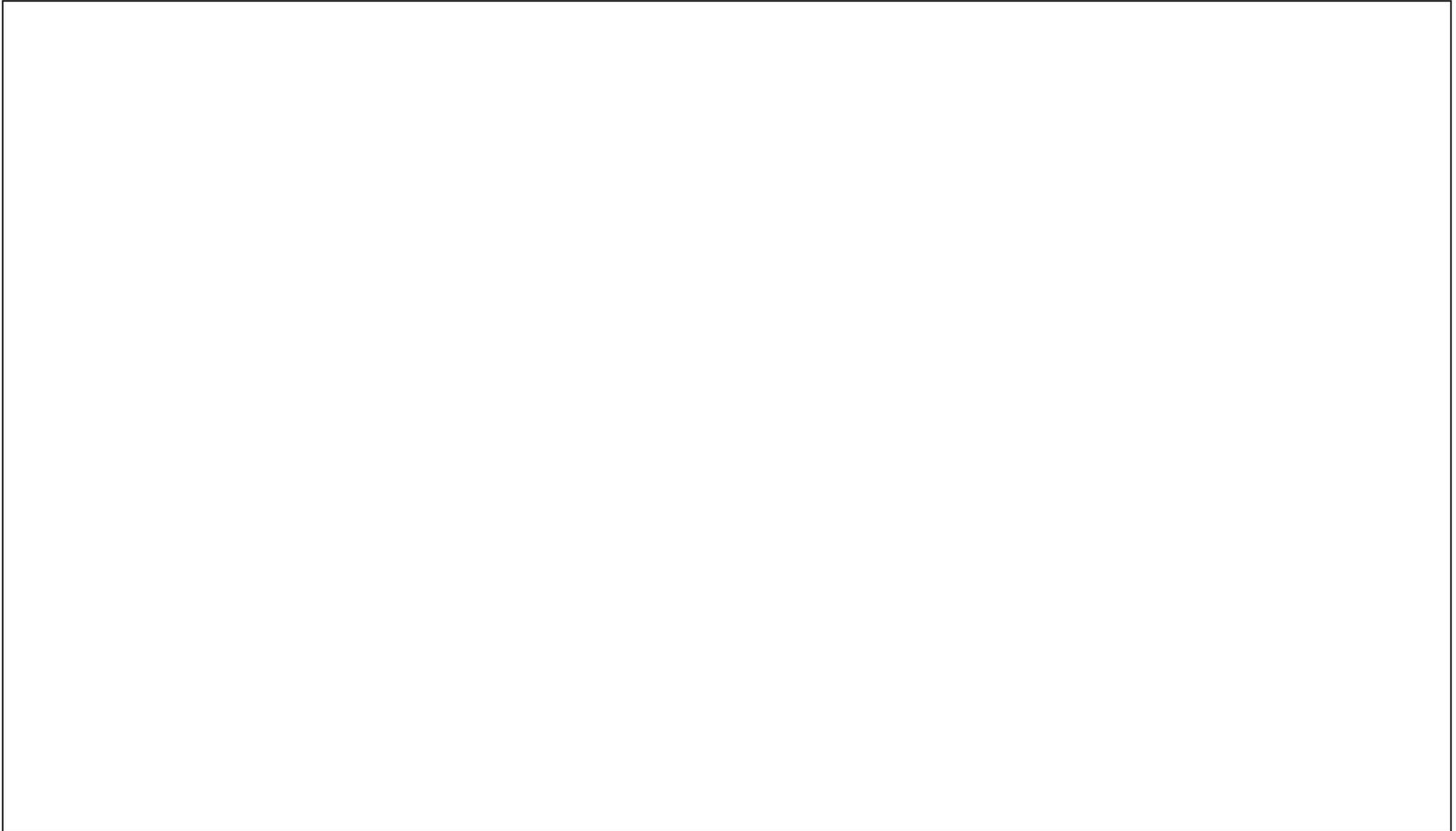
a.

b.

15. List and explain the range of support services and facilities that are available to people and their families, friends and carers. (ac4.1)



16. Identify and explain the roles of the key people who may be involved within a multi-disciplinary End of Life care team. (ac4.2)

A large, empty rectangular box with a thin black border, intended for the student to write their answer to the question above.

17. Discuss, with your assessor (a) the potential barriers a person may face when accessing End of Life Care and (b) ways to minimise these barriers. (ac 4.3, 4.4)

You can make notes in the box to help you for when you have your discussion. Your notes should be a reminder of what you want to say to your assessor; you should not read from them. If your assessor feels you need help, he/she will prompt you by asking a question and then you can look at your notes and answer from those.

<b>Learner's notes for discussion:</b>	
<b>a. Potential Barriers</b>	<b>b. Ways to minimise the barriers</b>