Qualification Handbook

BIIAB Level 2 Award in Awareness of End of Life Care

601/6129/2

BIIAB Level 2 Certificate in Understanding End of Life Care

601/6130/9

Version 2

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1. About the BIIAB Level 2 Award in Awareness of End of Life Care and the BIIAB Level 2 Certificate in Understanding End of Life Care

BIIAB is regulated to deliver these qualifications by Ofqual in England and Northern Ireland. The qualifications have a unique Qualification Number (QN) which is shown below. Each unit within the qualifications will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualifications.

Qualification Title	Qualification Number (QN)
BIIAB Level 2 Award in Awareness of End of Life Care	601/6129/2
BIIAB Level 2 Certificate in Understanding End of Life Care	601/6130/9

2. Objective and Purpose of these Qualifications

The Level 2 Award in Awareness of End of Life Care is suitable for learners in the health and social care sector who wish to develop their knowledge of this subject area. It is particularly appropriate for those who may not be directly involved in the care of individuals but need an understanding of the subject.

The Level 2 Certificate in Understanding End of Life Care is for learners with an interest in, or who are already working within a role in which they are required to know about the principles of end of life care, and need a qualification to show their knowledge.

The Level 2 Certificate will provide learners with the knowledge to work in a variety of job roles within the Health and Social Care sectors where they will be working with people approaching death.

The primary purpose of both qualifications is to enable the learner to develop knowledge in the subject of end of life care and to prepare for further learning or training.

In 2012 a range of national end of life qualifications was developed by Skills for Care in conjunction with employers, learning providers, awarding organisations and people who use services. This was a direct response to the publication of the National End of Life strategy in 2008 and the subsequent framework for social care published by the National End of Life Care Programme in 2010.

Neither the Level 2 Award nor the Level 2 Certificate is in an apprenticeship framework.

3. About this Pack

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

5. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.
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6a. BIIAB Level 2 Award in Awareness of End of Life Care Rules of Combination (ROC) and structure

To achieve the BIIAB Level 2 Award in Awareness of End of Life Care learners **must** gain a **total of 3** credits. This **must** consist of:

- **Minimum total** credit: **3**

- Mandatory Group A **minimum** credit: **3**

- GLH: **28**

- TQT: **30**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Group A

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
CA1	A/503/8085	Understand how to work in end of life care	3	2	28	Assessment Knowledge Module

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6b. BIIAB Level 2 Certificate in Understanding End of Life Care Rules of Combination (ROC) and structure

To achieve the BIIAB Level 2 Certificate in Understanding End of Life Care learners **must** gain a **total of 13** credits. This **must** consist of:

- **Minimum total** credit: **13**

- Mandatory Group A **minimum** credit: **13**

- GLH: **110**

- TQT: **130**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Group A

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
CA1	A/503/8085	Understand how to work in end of life care	3	2	28	Assessment Knowledge Module
CA2	T/504/5519	Understand how to provide support to manage pain and discomfort	2	2	20	Assessment Knowledge Module
CA3	K/505/1981	End of life care and dementia	2	2	16	Assessment Knowledge Module
CA4	H/505/1980	Understanding the role of the care worker in time of death	3	2	24	Assessment Knowledge Module
CA5	M/505/1982	Understand loss and grief in end of life care	3	2	22	Assessment Knowledge Module

7. Age Restriction

Both qualifications in this handbook are appropriate for use in the following age ranges:

- 16-18

- 19+.

8. Entry Requirements and Progression

There are no entry requirements for these qualifications. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The Level 2 Certificate in Understanding End of Life Care shows the learner has level 2 knowledge about end of life care in health care settings which is important for a wide range of health and social care job roles. It may help the learner to get a job, to improve performance at work or get promoted.

If, upon completion of either qualification, the learner wishes to proceed to a higher level of learning then the following qualifications may be suitable:

- BIIAB Level 3 Award in Awareness of End of Life Care
- BIIAB Level 3 Certificate in the Principles of End of Life Care
- BIIAB Level 3 Award in Awareness of Dementia
- BIIAB Level 3 Award in Awareness of the Mental Capacity Act 2005
- BIIAB Level 3 Diploma in Management
- BIIAB Level 3 Diploma in Health and Social Care (Adults) for England

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9. Assessment

Overview of assessment strategy

These qualifications comprise knowledge units. These units are assessed by Assessment Knowledge Modules (AKMs) externally set by the BIIAB or Centre Devised Assessments. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA). Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Centres **must** obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB for details of the Centre Devised Assessment process and procedure.

Assessment process

Assessment is the process used to judge the competence of a learner against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

The Assessment Strategy has been designed by Skills for Care. While BIIAB has not itself designed the strategy it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for these qualifications and it has agreed that it will monitor the compliance of BIIAB centres offering these qualifications against the criteria. As such all centres and their assessment must adhere to the current Skills for Care designed assessment strategy for these qualifications.

The assessment strategy for these qualifications can be seen in the section which follows and it provides details of the key requirements for the qualifications and the assessor, verifiers delivering, quality assuring and certificating the qualifications.

Skills for Care Assessment Principles

1   Introduction

1.1   Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: : Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2   This document sets out those principles and approaches to unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.

1.3   These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4   Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2   Assessment Principles

2.1   Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

2.3 Competence based assessment must include direct observation as the main source of evidence

2.4 Simulation may only be utilised as an assessment method for competence based LO where this is specified in the assessment requirements of the unit.

2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3   Internal Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4   Definitions

4.1 Occupationally competent

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3   Qualified to make assessment decisions

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

4.4   Qualified to make quality assurance decisions

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5   Expert witness:

An expert witness must:

- have a working knowledge of the units on which their expertise is based
- be occupationally competent in their area of expertise .
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from learners to be resolved within the centre. BIIAB will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to www.biiab.org

10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

12. Resources

BIIAB provides the following additional resources for these qualifications:

- Assessment Knowledge Modules (AKMs) for assessing specific units
- Assessor Guidance for assessing specific units
- a Learner Summative Reflection template
- Access to the units.

All of these resources are available for download via The Hub on centrezone.bii.org.

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

Access to the units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via centrezone.bii.org

Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a summative reflective account, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

13. Design and delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

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14. Format of Units

All units within these qualifications will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (http://register.ofqual.gov.uk).

Unit Number / Unique Reference Number (URN)

The Unique Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies within whichever qualification the unit is included. BIIAB also assign their own unique unit numbers which will in most instances be the same number when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

15. Initial Registration

Registration and certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) www.orcs.biiab.org. Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at
http://centrezone.bii.org/thehub/apprenticeships/qadocuments.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at
http://centrezone.bii.org/thehub/apprenticeships/qadocuments.

16. Mandatory Units

The following units are mandatory for these qualifications. For access to all optional units please visit centrezone.bii.org.

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Unit Title	Understand how to work in end of life care
BIIAB Reference	CA1
Level	2
Credit Value	3
GLH	28
Unit Reference No.	A/503/8085

Learning Outcome - The learner will:	Assessment Criterion - 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 and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information	
Assessment Criteria 1.1, 1.4, 2.2, 3.1-3.4, 4.1, 4.3, 4.4	The **individual** is the person receiving care or support in the work setting.
Assessment Criteria 1.1-1.3 Learning Outcome 3	**Factors** may include: • Social • Cultural • Religious • Spiritual • Psychological • Emotional
Assessment Criteria 1.4. 3.2-3.4 Learning Outcome 4	**Others** may be: • Partner • Family • Friends • Neighbours • Care worker • Colleague • Manager • Social worker • Occupational therapist • GP • Speech and language therapist • Physiotherapist • Pharmacist • Nurse • Psychologist • Independent mental capacity advocate • Community psychiatric nurse • Clinical nurse specialists

Unit Title	**Understand how to provide support to manage pain and discomfort**
BIIAB Reference	CA2
Level	2
Credit Value	2
GLH	20
Unit Reference No.	T/504/5519

Learning Outcome - The learner will:	Assessment Criterion - 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 and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Unit Title	End of life care and dementia
BIIAB Reference	CA3
Level	2
Credit Value	2
GLH	16
Unit Reference No.	K/505/1981
Learning Outcome - The learner will:	Assessment Criterion - 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 and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information	
Assessment Criterion 1.3	**Person-centred care**: This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.

Unit Title	Understanding the role of the care worker in time of death
BIIAB Reference	CA4
Level	2
Credit Value	3
GLH	24
Unit Reference No.	H/505/1980

Learning Outcome - The learner will:	Assessment Criterion - 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 'last offices'
	2.5	Give examples of how the individual's personal beliefs and preferences affect the performance of last offices
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 and Evidence Requirements

This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information	
Assessment Criterion 2.3	**Sudden death** e.g. need or a Coroner, need for a post-mortem.
Assessment Criterion 4.1	**Legislation and policies** should be current.
Assessment Criterion 4.2	**Legal and organisational responsibilities** e.g. roles and responsibilities within and outside the organisation; who should be informed; who informs the family; what to do if you find a person has died; recording and reporting.

Unit Title		Understand loss and grief in end of life care
BIIAB Reference		CA5
Level		2
Credit Value		3
GLH		22
Unit Reference No.		M/505/1982
Learning Outcome - The learner will:		**Assessment Criterion - 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 and Evidence Requirements
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

Additional information	
Learning Outcome 1	**Loss and grief** It would be useful for learners to be introduced to key concepts in the work of, for example, Elizabeth Kubler Ross and J William Worden.

Additional information	
Assessment Criterion 2.2	**Types of loss** Loss could be emotional, physical, financial or social and include, for example, loss of control; loss of independence; loss of productivity; loss of security; loss of family role; loss of community etc.
Assessment Criterion 4.3	**Support of others** May include formal and informal support both within and outside organisation.

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17a. BIIAB Level 2 Award in Awareness of End of Life Care sign-off sheet

To achieve the BIIAB Level 2 Award in Awareness of End of Life Care learners **must** gain a **total of 3** credits. This **must** consist of:

- **Minimum total** credit: **3**

- Mandatory Group A **minimum** credit: **3**

- GLH: **28**

- TQT: **30**

Learners and centres should complete the table below to confirm when the unit is considered as complete. Only units that are a requirement of the RoC and Optional units that are selected to meet the RoC requirements need to be completed.

Mandatory Group A

Unit No.	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
CA1	A/503/8085	Understand how to work in end of life care						

17b. BIIAB Level 2 Certificate in Understanding End of Life Care sign-off sheet

To achieve the BIIAB Level 2 Certificate in Understanding End of Life Care learners **must** gain a **total of 13** credits. This **must** consist of:

- **Minimum total** credit: **13**

- Mandatory Group A **minimum** credit: **13**

- GLH: **110**

- TQT: **130**

Learners and centres should complete the table overleaf to confirm when a unit is considered as complete. Only units that are a requirement of the RoC and Optional units that are selected to meet the RoC requirements need to be completed.

Mandatory Group A

Unit No.	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
CA1	A/503/8085	Understand how to work in end of life care						
CA2	T/504/5519	Understand how to provide support to manage pain and discomfort						
CA3	K/505/1981	End of life care and dementia						
CA4	H/505/1980	Understanding the role of the care worker in time of death						
CA5	M/505/1982	Understand loss and grief in end of life care						

BIIAB

The purpose of this summative reflection is to enable you, the learner to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provide below and sign & date the document, or you and your assessor may wish to record your reflection on a voice recorder.

Learner Name: _____

Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

Learner Reflection

Learner Signature: _____   Date: _____

Assessor Signature: _____   Date: _____

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