

Qualification Specification

Focus Awards Level 2 Award in Awareness of
End of Life Care (RQF)

601/6086/X

FOCUS AWARDS 

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

Contents

Qualification Details	3
Qualification Objective	3
Qualification Structure / Rules of Combination	3
Learner Entry Requirements	3
Age Ranges.....	4
Geographical Coverage	4
Reasonable Adjustments and Special Considerations	4
Assessment Methods.....	4
Simulation	4
Progression Routes.....	5
Useful websites and Supporting Materials.....	5
APPENDIX A: UNITS	6
Appendix B: Assessment Strategy	8
Appendix C: Guidance on observed assessments	10
Appendix D: Assessment Best Practice	13
APPENDIX E: Example Assessment Plan	18

Focus Awards Level 2 Award in Awareness of End of Life Care (RQF)

Qualification Details

QAN: 601/6086/X
 GLH: 28
 TQT: 30
 Credits: 3

Qualification Objective

The Focus Awards Level 2 Award in Awareness of End of Life Care (RQF) is aimed at those learners who currently work as health and social care workers within hospices, care homes, care in the community and primary care. This qualification provides the opportunity to advance their knowledge and understanding and can be used as part of their CPD.

The Focus Awards Level 2 Award in Awareness of End of Life Care (RQF) will provide learners with a basic understanding of how to approach end of life situations sensitively, respectfully, effectively and with a focus on quality. Learners will develop their knowledge and understanding of:

- Perspectives on death and dying;
- Principles and policies of end of life care;
- Communication in end of life care; and
- Support services for end of life care

Qualification Structure / Rules of Combination

To successfully achieve this qualification, learners must achieve the one mandatory unit. A total of 3 credits must be achieved.

Unit Title	Unit Ref	Credit	Level	GLH
Mandatory units				
Understand how to work in end of life care	A/503/8085	3	2	28

Learner Entry Requirements

There are no specific entry requirements for this qualification. There is an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication at level 2

Age Ranges

Entry is at the discretion of the centre; however learners should be 16 to undertake the qualification.

Geographical Coverage

This qualification has been accredited for use in England and Northern Ireland.

Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Focus Awards Reasonable Adjustments and Special Consideration Policy'

Assessment Methods

The Focus Awards Level 2 Award in Awareness of End of Life Care (RQF) is internally assessed and externally assured by Focus Awards.

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and the assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists on related action plans
- Witness testimony
- Learner product
- Worksheets
- Assignments / projects / reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Evidence may be drawn from actual or simulated situations where appropriate and where permitted by the relevant Sector Skills Council or Sector Skills Body.

Simulation

Simulation for this qualification is not permitted.

Progression Routes

Learners wishing to progress from this qualification can undertake the following qualification:

- Level 2 Award in Understanding Working with People with Mental Health Issues
- Level 2 Award in Awareness of Dementia
- Level 2 or 3 Certificate for Working in the Health Sector
- Level 2 or 3 Diploma in Health and Social Care (Adults) for England
- Level 2 or 3 Certificate in Preparing to Work in Adult Social Care
- Level 3 Award in Employment and Personal Learning Skills in Health
- Level 3 Certificate in Healthcare Support Services
- Level 3 Certificate in the Principles of End of Life Care
- Level 3 Certificate in Working in the End of Life Care

Useful websites and Supporting Materials

- www.focusawards.org.uk/supportingmaterials
- www.Ofqual.gov.uk
- www.skillsforcare.org.uk

APPENDIX A: UNITS

Unit Title:	Understand how to work in end of life care		
Unit No:	A/503/8085		
Level:	2		
GLH:	28		
Credit:	3		
Unit details:			
The aim of this unit is to develop learners knowledge and understanding of the different perspectives on death and dying, principles and policies of end of life care, communication and the range of support services available to individuals and others.			
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 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
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 wellbeing 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

Appendix B: Assessment Strategy

Assessment Guidance for Skills for Care and Development

Competence based units must include direct observation in the workplace as the primary source of observation. 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.

Where an expert witness is used, they must meet the following criteria:

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

Guidance for Tutors, Assessors and IQA's

In order to offer any of Focus Awards regulated qualifications your Centre will need to ensure that it has the following:

- Tutor(s)
- Assessor(s)
- Internal Quality Assurers(s)

Requirements for Tutors:

Tutors should hold, or be working towards a teaching qualification. The following are acceptable:

- Preparing to Teach in the Lifelong Learning Sector (PTTLS);
- Certificate in Teaching in the Lifelong Learning Sector (CTTLS);
- Diploma in Teaching in the Lifelong Learning Sector (DTTLS);
- Level 3 Award in Education and Training;
- Level 4 Certificate in Education and Training;
- Level 5 Diploma in Education and Training.

Focus Awards will consider other teaching qualifications upon submission.

Tutors must also be able to show the following:

- Relevant technical/occupational competency in the disciplines/units they wish to teach.

Requirements for assessors:

Assessors should hold or be working towards the following:

- D32/D33;
- A1 qualification;
- Level 3 Award in Assessing Vocational Achievement;
- Level 3 Award in Assessing Competence in the Work Environment;
- Level 3 Certificate in Assessing Vocationally Related Achievement;
- Show relevant technical/occupational competency in the disciplines/units they wish to assess.

Please note – trainee assessors will require their decisions to be countersigned by a suitably qualified assessor.

Requirements for Internal Quality Assurers (IQA):

IQAs should hold or be working towards either of the following:

- D34;
- V1 qualification;
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice;
- Show relevant technical/occupational competency in the disciplines/units they wish to verify.

Please note – trainee IQAs will require their decisions to be countersigned by a suitably qualified IQA.

Appendix C: Guidance on observed assessments

Assessment briefing

When carrying out a planned observed assessment, it is essential that the assessor carries out a briefing prior to the assessment. The assessment briefing should cover the following information:

- Where the assessment will take place;
- How the assessment will be conducted;
- What evidence the learner is expected to produce;
- Documentation which forms part of the assessment process;
- When and where the feedback session will take place;
- What to do if the learner does not agree with the assessment decision (appeals procedure);
- The assessor should also encourage the learners to ask questions or seek clarification on anything relating to the planned assessment. If there are others involved in the assessment process (e.g. clients) they should be part of the assessment briefing.

The assessment briefing can be carried out in a one to one or in a group situation. If this is conducted in a group situation, then the assessor will briefly confirm the process with each individual before the assessment starts.

Observing the learner

Observation is the main method of assessing practical competence and involves the assessor observing the learner carry out the planned assessment. When carrying out an observed assessment, the assessor should abide by the following guidelines:

- Involve the learner in their own assessment;
- Complete an adequate briefing;
- Use an assessment checklist or an approved assessor report;
- Ensure a good observational position is adopted to enable you to see/hear appropriately;
- Avoid becoming involved in the assessment process except in instances of health and safety or when 'moving on';
Please note, assessors are not allowed to move learners on, if it is an NVQ assessment.
- When 'moving on', stick to the phrase 'thank you, can you move onto the next exercise please'. Avoid using phrases such as 'that's great' or 'well done' – this could give an indication of performance;
- Ensure sufficient time is planned to give feedback/assessment decision after the assessment;
- Use a method of recording the observation that is as unobtrusive as possible. Rustling papers can prove disruptive in a quiet environment where people are concentrating on what is being assessed;

- Be seen to be observing, never eat, talk to other people, text on a mobile phone or any other such action which will distract from your observation;
- Avoid using positive/negative body language – this could give an indication of performance;
- Avoid assessing in noisy environments;
- Please ensure that the feedback session to provide feedback on the learner's performance is conducted in an appropriate place e.g. comfortable and quiet environment.

Suggested stages of an observation for Focus Awards Level 2 Award in Awareness of End of Life Care (RQF)

- **Step 1**
Assessment briefing
- **Step 2**
Summative Observation
- **Step 3**
Learner/Client Feedback
- **Step 4**
Learner (Instructor) Evaluation with client (15 minutes minimum)
- **Step 5 (Feedback session)**
Assessor Questions
- **Step 6**
Assessment Decision (pass/refer)
- **Step 7**
Assessment Feedback

Questioning to Assess Knowledge and Understanding

- It is easy to infer a level of understanding by what is seen during an observation, therefore it is essential that assessors question learners if they are ever in doubt about underpinning knowledge;
- However, a question should not be asked if the assessor does not see a particular performance criteria.
- Questions are divided into two categories:
 - Open questions start with the words, 'How?', 'What?', 'When?', 'Where?', 'Why?' and 'Who?'
 - Closed questions will ultimately result in the learner responding with a 'Yes' or 'No' response. This is not a good technique when assessing a learner's underpinning knowledge, as it is very hard for the assessor not to lead learners in this scenario.

- Assessors should always use open questions when assessing knowledge and understanding.
- It is a Focus Awards requirement that all questions asked during assessment are recorded together with learner responses. They must be written out in full and signed and dated by both the learner and assessor.
- It is unacceptable to write next to a question "learner answered correctly". If there was an appeal against your assessment decision, then there would not be a clearly auditable trail of evidence which shows the question that was asked and the learner response.

Non-Leading Questions

Assessors should be careful not to use questions that could lead the learners by giving them a clue to the right answer. They should also be aware of any preferences or opinions they might hold that could affect the way they ask questions. It is just as easy to lead the learner by the tone or inflection of the voice or by some facial expression or body movement.

Feedback

- Feedback following assessment should relate specifically to what has been assessed and how the evidence presented meets, or does not fully meet the criteria being assessed.
- Feedback should not include assessor opinion nor should it be a criticism.
- When providing feedback, this should always be positive and constructive and never critical of the learner's performance. When feedback is delivered to the learner it should follow the 'feedback sandwich' (positive feedback, followed by constructive feedback, finished with positive feedback).
- Effective feedback should be a two way process, involving the learner at all times.
- Assessors must give their assessment decision first and never ask a learner 'how did you think the assessment went'. Following this approach will inform the learner of the assessment decision and not give them false hope, if they think they have achieved competence when they have not. The learner can then concentrate on their feedback rather than thinking 'have I passed'.
- Feedback must be given in an appropriate environment e.g. somewhere quiet and comfortable so that the learner can concentrate on their feedback.

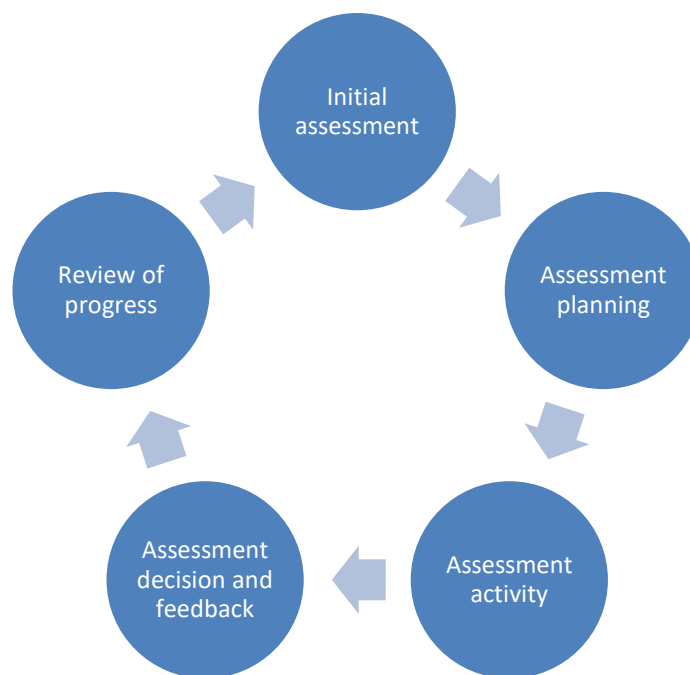
Appendix D: Assessment Best Practice

The assessment process

The assessment process is a systematic procedure which should be followed to give learners a positive experience. This can be achieved by following the assessment cycle. The cycle will continue until all aspects of the qualification have been achieved by your learner(s).

Throughout the cycle, standardisation of assessment practice between assessors should take place; this will ensure consistency and fairness of decisions and that all assessors interpret the requirements in the same way. Internal Quality Assurance will also take place throughout the cycle as part of your Centre's internal quality assurance arrangements.

The assessment cycle



Initial assessment

The assessor must ascertain if the learner has any previous knowledge and/or experience of the subject/topic/unit to be assessed. This information can be obtained through application forms, interviews or professional discussions. The results of the initial assessment will give you vital information regarding your learners which you may be able to use within the assessment process for example claiming exemptions, equivalences, credit transfer or Recognition of Prior Learning (RPL). It will also give you vital information if your learner requires further training or any additional support they may need. This process might not always be carried out by the assessor, but the information obtained must be passed onto the assessor in order

for them to effectively move onto the next stage of the assessment cycle and plan the learner assessment. Initial assessment is known as assessment for learning, as it helps prepare learners for assessment and identifies their potential.

Assessment planning

Assessment planning should be short and medium/long term, to allow for both formative and summative assessment to take place. Inclusion of your learner(s) in the planning process will help identify what they have learnt, how and when they will be assessed and will allow for communication to take place to clarify any points or concerns.

Assessment activity

The assessor must use relevant methods, approaches and activities for example observation, questioning, assignments or gathering appropriate evidence of competence. Assessment can be formative (usually ongoing and to check progress) and summative (usually at the end, that fully achieves the assessment criteria and fully concludes the assessment cycle).

Assessment decision and feedback

The assessor makes a judgement of success or otherwise, giving constructive feedback and agreeing further action that may be necessary. Records of what was assessed and the decisions made should always be maintained.

Review of progress

The assessor reviews the progress and achievement with the learner, discussing any other issues that may be relevant to the learning and assessment process. Within this session, the assessor will naturally start the assessment cycle again, by identifying what is the next stage in the assessment of the qualification, how the learner will achieve this and then planning the assessment.

Records should be maintained throughout all aspects of the assessment cycle and internal quality assurance activities should take place on an ongoing basis.

Exemptions, equivalences, credit transfer and RPL

Learners are able to avoid duplication of learning and assessment through exemptions or equivalences as follows:

- It is possible to transfer credit (equivalence) for achievements within the RQF
- Exemption from the requirement to achieve credits for designated units can be claimed by individuals with certificated achievements outside the RQF
- Where the unit has previously been achieved by the learner through a different awarding organisation, this will be regarded as a credit transfer.

Due to the learner already having their achievement recognised, and having received a certificate to confirm this, in all of these instances their recognised achievement concerning this specific qualification **MUST** be shown as an exemption, equivalence or credit transfer and credit achievement **MUST NOT** be allocated

Guided learning hours

The guided learning hours figure gives the minimum amount of time required to 'deliver' the programme, and includes all times when a member of staff is present to give specific guidance towards learning aims/outcomes, as well as other structured learning time such as directed assignments, supported individual study or practice and assessments. It does not include time spent on learner-initiated work; or time spent by tutors marking assignments where the learner is not present.

Assessment

Assessment practices must reflect the **Equality and Diversity Policy of Focus Awards and reasonable adjustments** may be required for individual learners to enable them to undertake assessments fairly. Please see our guidance and the procedures for applying reasonable adjustments.

Assessment must meet fully all learning outcomes and assessment criteria as described in the qualification specification / assessment strategy; although the method of assessment may sometimes be adjusted to cater for learners requiring alternative assessment methods. The qualification assessment strategy provides detailed assessment and evidence requirements.

Consistency of assessment decisions

The consistency of assessment decisions, across learners, sites and assessors, is of primary importance in assuring the quality of assessment within a Centre.

Focus Awards ensures that the following mechanisms are in place to assist this:

- Assessors are qualified or working towards current assessor standards;
- Level 3 Award in Assessing Vocational Achievement or Level 3 Award in Assessing Competence in the Work Environment. Note: D32/33 and A1 is also acceptable;
- Assessors have relevant subject competency in the units that they wish to assess;
- Assessors are observed assessing by qualified IQAs at least once per year;
- Standardisation exercises are carried out within the Centre;
- Focus Awards issue 'Assessment Guidance' documentation for each qualification;
- Centre training days run by Focus Awards include assessment best practice;
- External quality assurance is carried out at least twice per year in each Centre by trained and qualified EQAs.

Judging authenticity

- Assessors must ensure that the evidence provided by learners is valid, current, sufficient, reliable and authentic;
- Trainers/assessors should ensure that learners sign a declaration that their work is authentic i.e. their 'own unaided work';
- You must implement a Record of Achievement document to record how the learning outcomes and assessment criteria has been sufficiently covered. By 'signing off' learners' evidence using this document the assessors and IQAs are confirming that the assessment evidence submitted by the learner is authentic and their own unaided work and it is sufficient to meet the stated learning outcomes and assessment criteria.
- Where there is suspicion that the work may not be authentic, the assessor should carry out checks to ascertain its authenticity. For example, oral questioning to check that the learner's knowledge matches the evidence provided.
- Evidence which is deemed to be inauthentic should not be accepted.

Guidance on re-submission of learner assessment

- There is no limit to the number of times that work may be resubmitted by the learner for assessment;
- However, you may wish to operate your own systems and policies for additional support/advice which may be given to learners who have been unsuccessful on a number of occasions;
- There is no limit to the number of times that assessments may be redrafted by the learner prior to assessment;
- Assessors/tutors may offer some assistance to learners in completing written work, such as explaining what the questions mean or offering additional guidance when they have previously answered questions incorrectly, however, assessors/tutors must not give learners, or lead them to, the correct answers;
- Assessors/tutors should not add to learners' answers in worksheets, etc... where they do not fully meet the required standard. Rather the learner should be asked to add to their answers themselves until they demonstrate competence.

Use of language and stimulus materials

It is your responsibility as a Centre to provide your learners with suitable resources and assessment materials to support them in their learning journey. Resources and assessment materials and the language used within these should be suitable and appropriate to their needs. They are only appropriate if they:

- Enable learners to demonstrate their level of attainment;
- Require knowledge, skills and understanding which are required for the qualification;

- Are clear and unambiguous (unless ambiguity forms part of the assessment) and
- Are not likely to cause unnecessary offence to learners.

The use of these materials will be reviewed during Centre EQA monitoring visits and in considering whether language and stimulus materials for learning and assessment are appropriate, an EQA will take into account the following:

- The age of learners who may reasonably be expected to take the qualification;
- The level of the qualification;
- The objective of the qualification;
- The knowledge, skills and understanding assessed for the qualification;
- It contains language or content which could lead a group of learners who share a common attribute or circumstance to experience – because of that attribute or circumstance – an unreasonable disadvantage in the level of attainment that they are able to demonstrate in the assessment.

Please note:

- That for the creation of manuals or text books, you must show how each of the learning outcomes has been covered and for assessment materials you must adopt an evidence referencing system to show how each of the assessment criteria has been covered.
- For certain qualifications focus awards may provide manuals and learner portfolios for centres to utilise.

APPENDIX E: Example Assessment Plan

Assessor name:

Learner name:

Date:

Date and timings of planned assessment	Unit/s and/or learning outcome/s to be assessed	What is to be assessed? Describe the activity or process you will observe or the product to be produced.	Assessment Method (Please see key below)	Date assessment completed

I confirm that the assessment process, the activity and evidence to be generated has been fully explained to me:

Signed by Learner:

Date:.....

OQ - Oral Questioning, **O** – Observation, **WT** - Witness Testimony, **S** - Simulation, **PD** - Professional Discussion, **WQ** - Written Questions,
A - Assignment/Project, **WP** - Work Project, **CS** - Case Study, **RA** – Reflective Account, **RPL** – Recognition of prior learning

Professional Discussion

Learner name:	
Assessor name:	
Date:	
Assessment criteria / topic of discussion:	Learner response:

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

Assessor Question Sheet

Qualification:

Unit:

Assessor question	Learner response	Assessment criteria covered

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

Assessor Feedback Sheet

Qualification:

Unit(s):

Performance criteria / assessment criteria	Assessor feedback

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

Learner Assessment Record

Evidence	Date Achieved	Assessor signature	Learner Signature

