

# Qualification Specification

Focus Awards Level 2 Certificate in  
Understanding End of Life Care (RQF)

601/7378/6



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

## Contents

Qualification Details .....	3
Qualification Structure / Rules of Combination .....	3
Learner Entry Requirements.....	4
Age Ranges .....	4
Geographical Coverage .....	4
Reasonable Adjustments and Special Considerations .....	4
Assessment Methods .....	4
Progression Routes .....	5
Useful Websites and Supporting Materials .....	5
Appendix A: Units .....	6
Appendix B: Assessment Strategy .....	14
Appendix C: Assessment Best Practice .....	18
Appendix D: Guidance on observed assessments .....	24
Appendix E: Example Assessment Plan .....	28

## Focus Awards Level 2 Certificate in Understanding End of Life Care (RQF)

### Qualification Details

QAN:	601/7378/6
GLH:	110
TQT:	130
Credit:	13

### Qualification Overview

The Focus Awards Level 2 Certificate in Understanding End of Life Care (RQF) is aimed at those learners who are currently working or intend to work in the health care environment.

The purpose of the Focus Awards Level 2 Certificate in Understanding End of Life Care (RQF) is to provide learners with the knowledge and understanding needed to be able to provide support and pain management during end of life care. The qualification will also provide the learner with the understanding of the role of a care worker in the time of death.

### Qualification Structure / Rules of Combination

In order to achieve the Focus Awards Level 2 Certificate in Understanding End of Life Care (RQF) a learner must complete 5 mandatory units achieving a total of 13 credits.

Unit Title	Unit Ref	Level	GLH	Credits
<b>Mandatory unit</b>				
Understand how to work in end of life care	A/503/8085	2	28	3
Understand how to provide support to manage pain and discomfort	T/504/5519	2	20	2
End of life care and dementia	K/505/1981	2	16	2
Understanding the role of the care worker in time of	H/505/1980	2	24	3

death				
Understand loss and grief in end of life care	M/505/1982	2	22	3

## Learner Entry Requirements

There are no specific entry requirements for this qualification.

## Age Ranges

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

Each learner is required to create 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)

## Progression Routes

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

- Level 2 Certificate in Dementia Awareness
- Level 3 Certificate Working in the Health Sector
- Level 3 Certificate in the Principles of End of Life Care
- Level 2 or 3 Diploma in Health and Social Care (Adults) for England
- Level 2 or Level 3 Diploma in Clinical Healthcare Support
- Level 2 or Level 3 Certificate in Preparing to Work in Adult Social Care
- Intermediate or Advanced Level Apprenticeship in Health & Social Care
- Intermediate or Advanced Level Apprenticeship in Health (Clinical Healthcare Support)

## Useful Websites and Supporting Materials

You will find useful websites and supporting materials here:

- [www.focusawards.org.uk](http://www.focusawards.org.uk)
- [www.hse.gov.uk/](http://www.hse.gov.uk/)
- [www.Ofqual.gov.uk](http://www.Ofqual.gov.uk)
- [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)
- [www.skillsforcare.org.uk/](http://www.skillsforcare.org.uk/)

## Appendix A: Units

<b>Unit Title:</b>	Understand how to work in end of life care		
<b>Unit No:</b>	A/503/8085		
<b>Level:</b>	2		
<b>GLH:</b>	28		
<b>Credit</b>	3		
<b>Unit Details:</b> The aim of this unit is to provide the learner with the knowledge of different perspectives on death and dying and the understanding of the aims, principles and policies of end of life care as well as the factors regarding communication in end of life care.			
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.

<b>Unit Title:</b>	Understand how to provide support to manage pain and discomfort		
<b>Unit No:</b>	T/504/5519		
<b>Level:</b>	2		
<b>GLH:</b>	20		
<b>Credit</b>	2		
<b>Unit Details:</b> The aim of this unit is to provide the learner with the understanding of approaches to managing pain and discomfort and how to assist in minimising individuals' pain or discomfort.			
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

<b>Unit Title:</b>	End of life care and dementia		
<b>Unit No:</b>	K/505/1981		
<b>Level:</b>	2		
<b>GLH:</b>	16		
<b>Credit</b>	2		
<b>Unit Details:</b> The aim of this unit is to provide the learner with the knowledge of how an individual's dementia can affect their end of life care and know how to support individuals with dementia affected by pain and distress at end of life.			
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

<b>Unit Title:</b>	Understanding the role of the care worker in time of death		
<b>Unit No:</b>	H/505/1980		
<b>Level:</b>	2		
<b>GLH:</b>	24		
<b>Credit</b>	3		
<b>Unit Details:</b> The aim of this unit is to provide the learner with the understanding of how to support an individual as they are approaching death and the support needed by family, significant others and friends of the deceased individual.			
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: <ul style="list-style-type: none"> <li>• Religious beliefs</li> <li>• Cultural beliefs</li> <li>• Family role</li> <li>• Cause of death</li> </ul>
		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

<b>Unit Title:</b>	Understand loss and grief in end of life care		
<b>Unit No:</b>	M/505/1982		
<b>Level:</b>	2		
<b>GLH:</b>	22		
<b>Credit</b>	3		
<b>Unit Details:</b> The aim of this unit is to provide the learner with the understanding of loss, grief, how to support people following bereavement and managing your own reaction when working in end of life care			
1	Know the process of loss and grief	1.1	Define the following terms <ul style="list-style-type: none"> <li>• Loss</li> <li>• Bereavement</li> <li>• Grief</li> <li>• Mourning</li> </ul>
		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
--	--	--	---

## 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.

## **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.

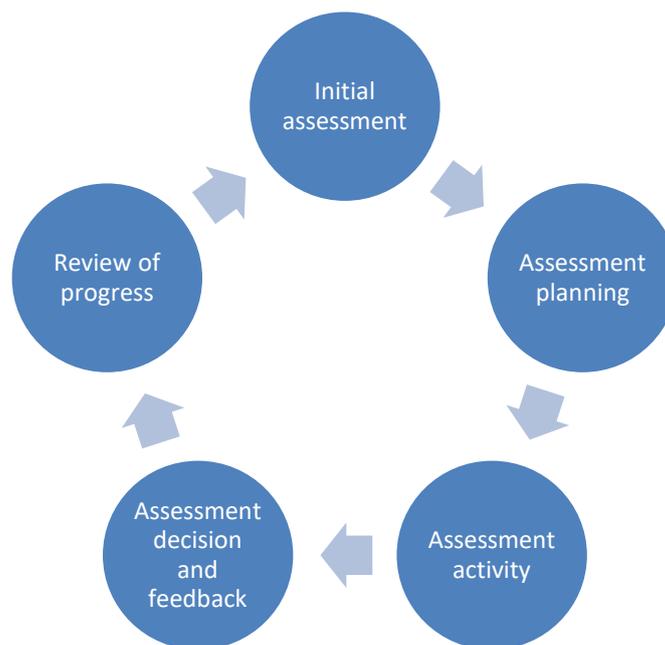
## Appendix C: Assessment Best Practice

### 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

**Focus Awards Level 2 Certificate in Understanding End of Life Care (RQF)**

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

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**

With the introduction of the RQF it now enables learners to avoid duplication of learning and assessment through equivalences or exemptions as follows:

- For achievements within the RQF it is possible to transfer credit (equivalence)

- Individuals with certificated achievements outside the RQF can claim exemption from the requirement to achieve credits for designated units
- If a learner has previously achieved the same unit through another awarding organisation, this will be classed as a credit transfer.

In all these cases as the learner has already had their achievement recognised, and will have received a certificate to confirm this, their achievement towards this specific qualification **MUST** be shown as an exemption, equivalence or credit transfer and **MUST NOT** be allocated any credit achievement.

**Recognition of Prior Learning (RPL)** is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Therefore the learner is either awarded the unit or can progress straight to assessment without the need for delivery. This will show as a unit achievement on the certificate. For any learner who has previously achieved units that have been approved as Exemptions, Equivalences, and Credit Transfer or will be achieved through RPL it is your responsibility to inform Focus Awards at registration, through the use of the registration excel spread sheet.

The claim must first of all be made to your Centre and it is your responsibility to make the initial consideration – if you are in any doubt you should request advice/clarification from Focus Awards. Upon authorising the request, you must ensure that appropriate evidence and documentation is reviewed, maintained and made available to Focus Awards staff as required.

### **Guided Learning Hours (GLH)**

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 assessment. 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 they wish to assess;
- Assessors are observed assessing by qualified IQA's at least once per year;
- Standardisation exercises are carried out with 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 EQA's.

### **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 IQA's 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 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;
- 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.

## Appendix D: 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 the student is expected to present in terms of performance evidence;
- Any documentation which forms part of the assessment;
- When questioning and feedback will take place;
- What to do if there is a disagreement with the assessment decision (appeals procedure);
- The assessor should also use this time to let students ask questions or seek clarification on anything relating to the planned assessment. Others involved in the assessment process should be part of the assessment briefing.

The assessment briefing is usually carried out in a group situation and then the assessor will briefly confirm the process with each individual before the assessment commences.

### Observing the learner

Observation is the main method of assessing practical competence and involves the assessor watching the student carry out the planned tasks. When carrying out an observed assessment, the assessor should adhere to the following guidelines:

- Involve the student;
- Complete an adequate briefing;
- Use an assessment checklist;
- Ensure good observational position enabling you to see/hear appropriately;
- Avoid becoming involved in the assessment process except in instances of health of safety or when 'moving on';

- 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 immediate feedback 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.

### **Suggested stages of an observation for the Focus Awards Level 2 Certificate in Understanding End of Life Care (RQF)**

- **Step 1**  
Initial Learner briefing
- **Step 2**  
Direct Observation
- **Step 3**  
Learner/Client Feedback
- **Step 4**  
Learner Evaluation with client (15 minutes minimum)
- **Step 5**  
Assessor Questions (open and non-leading)
- **Step 6**  
Assessor Decision (pass/refer)
- **Step 7**  
Assessor Feedback (constructive, concise and relevant to performance criteria, written and verbal)

### **Questioning to Assess Knowledge and Understanding**

- It is easy to infer a level of understanding by what we see during observation and so it is essential that we question learners if we are ever in doubt about underpinning knowledge;

- However, a question should not be asked if the assessor does not see a particular PC.
- Questions can be divided into two categories:
  - Open questions start with the words, 'How?', 'What?', 'When?', 'Where?', 'Why?' and 'Who?' - These words act as prompts to give the students the opportunity to respond fully in their own words.
  - Closed questions enable the students to respond with a simple 'Yes' or 'No' response. For example, "Would you ask a participant to keep the back straight when lifting weights from the floor?"
- Assessors should always use open questions when assessing underpinning knowledge
- It is a Focus Awards requirement that all questions asked during assessment are recorded together with learner responses. These 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 should 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 him or her 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.

Examples of leading questions would be:

- "Your participant seemed to be out of breath on the CV section of your workout, do you think you could have brought the intensity down for her?"
- "Are the deltoids worked in a bench press as well as the pectorals and triceps?"

### **Feedback**

*'Structured information that one person offers to another, about the impact of their actions or behaviour'.*

- 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 your opinion nor should it be a criticism.
- Criticism is one person's judgement of another person, or their work. Criticism is likely to make someone feel devalued or angry; and does nothing to boost self-confidence. It does not help a person to solve the problem. It shows that you dismiss, reject or disapprove, and is unlikely to lead to the result you intended. You will get a result - but it may be a worse situation or a backlash.
- Effective feedback should be a two way process, involving the learner at all times.

## 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

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

<b>Assessor signature:</b>		<b>Date:</b>	
<b>Learners signature:</b>		<b>Date:</b>	
<b>Internal quality assurer signature:</b>		<b>Date:</b>	

### 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

<b>Assessor signature:</b>		<b>Date:</b>	
<b>Learners signature:</b>		<b>Date:</b>	
<b>Internal quality assurer signature:</b>		<b>Date:</b>	

**Learner Assessment Record**

Evidence	Date Achieved	Assessor signature	Learner Signature

