



Qualification Specification

ProQual Level 2 Award in Awareness of End of Life Care

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This qualification is part of ProQual's broad offer of qualifications in the Health and Social Care Sector.

To find out more about other qualifications in this, or any other sector, or for our latest fees; check our Fees Schedule via the QR code below:



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Introduction

The ProQual Level 2 Award in Awareness of End of Life Care provides a nationally recognised qualification for those currently working in, or who want to work in the health and social care sector.

The award is a knowledge only qualification that is suitable for distance and blended learning, and perfect for those who do not yet work in the field to develop their knowledge ready for a career within health and social care, specifically end of life care. The award contains knowledge-based units that would also be suitable for those already working in the sector, and would be suitable for training, CPD or other professional development.

The aims of this qualification are:

- To allow those working in the adult care sector to develop and demonstrate the underpinning knowledge required to deliver effective end of life care.
- To develop the skills required to deliver end of life care.

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England. The regulatory body for this qualification is Ofqual, and this qualification has been accredited onto the Regulated Qualification Framework (RQF), and has been published in Ofqual's Register of Qualifications.

Qualification Profile

Qualification Title:	ProQual Level 2 Award in Awareness of End of Life Care
Qualification Number:	610/5783/6
Level:	2
Total Qualification Time (TQT):	30 3 Credits
Guided Learning Hours (GLH):	24
Assessment:	Pass / Fail
	Internally assessed and verified by centre staff
	External quality assured by ProQual Verifiers
Qualification Start Date:	02/06/2025
Qualification Review Date:	02/06/2028

Learner Profile

There are no formal entry requirements for this qualification. Centres should perform an initial assessment of candidate knowledge and skills to identify any gaps and to help determine the assessment plan.

Candidates must be **at least** 18 years old on the day that they are registered with ProQual. Centres are reminded that no assessment activity should take place until a candidate has been registered.

Candidates who complete this qualification may wish to progress onto other qualifications within ProQual's Health and Social Care Suite.

Qualification Structure

This qualification consists of **1** mandatory unit. Candidates must complete all mandatory units to complete this qualification.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete all units in this group.				
T/651/6124	Support Individuals at the End of Life	2	30	24

Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form**.

Materials produced by centres to support candidates should:

- Enable them to track their achievements as they progress through the learning outcomes and assessment criteria.
- Provide information on where ProQual's policies and procedures can be viewed.
- Provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence.

Centres must have the appropriate equipment to enable candidates to carry out the practical requirements of this qualification.

Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title:

ProQual Level 2 Award in Awareness of End of Life Care

Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement.

Assessment Requirements

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- Observation report by assessor.
- Assignments/projects/reports.
- Professional discussion.
- Witness testimony.
- Candidate product.
- Worksheets.
- Record of oral and written questioning.
- Recognition of Prior Learning.

Candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Centre staff assessing this qualification must be **occupationally competent** and qualified to make assessment decisions. Assessors who are suitably qualified may hold a qualification such as, but not limited to:

- ProQual Level 3 Certificate in Teaching, Training and Assessment.
- ProQual Level 3 Award in Education and Training.
- ProQual Level 3 Award in Assessing Competence in the Work Environment.
(Suitable for assessment taking place in a work environment only.)
- ProQual Level 3 Award in Assessing Vocational Achievement.
(Suitable for assessment taking place in a simulated training environment only.)

Candidate portfolios must be internally verified by centre staff who are **occupationally knowledgeable** and qualified to make quality assurance decisions. Internal verifiers who are suitably qualified may hold a qualification such as:

- ProQual Level 4 Award in the Internal QA of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal QA of Assessment Processes and Practice.

Occupationally competent means capable of carrying out the full requirements contained within a unit. **Occupationally knowledgeable** means possessing relevant knowledge and understanding.

Enquiries, Appeals and Adjustments

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Units – Learning Outcomes and Assessment Criteria

Title:		Support Individuals at the End of Life		Level:	2
Unit Number:	T/651/6124	TQT:	30	GLH:	24
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand legislation and professional best practice in end of life care.	1.1	State the legal and work setting requirements on equality, diversity, discrimination and rights.		
		1.2	Describe the requirements placed on you, in relation to your work, by: <ul style="list-style-type: none"> • Legislation. • Statutory codes. • Standards. • Frameworks. • Guidance. • How to access and work to procedures. • Agreed ways of working. 		
		1.3	Describe the principles of confidentiality, and when it may be appropriate to break confidentiality.		
		1.4	State the legal and work setting requirements for recording information and producing reports.		
		1.5	Explain your own roles, responsibilities and accountabilities with their limits and boundaries, plus the roles, responsibilities and accountabilities of others with whom you work.		
		1.6	Describe how to deal with and challenge discrimination.		
		1.7	Explain the principles of reflective practice and why it is important.		

1	<i>Continued</i>	1.8	Describe the indicators of potential harm or abuse and the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.
		1.9	Describe how to work in ways that: <ul style="list-style-type: none"> • Promote active participation. • Maintain individuals' dignity, respect, personal beliefs and preferences. • Work in partnership with individuals, key people and others.
		1.10	Describe how and when to seek support in situations beyond your experience and expertise.
		1.11	Describe how to build trust and rapport in a relationship, and how your power and influence as a worker can impact on relationships.
2	Understand rights and responsibilities in end of life care.	2.1	Describe your role in: <ul style="list-style-type: none"> • Promoting individuals' rights. • Promoting individuals' choices. • Promoting individuals' wellbeing. • Promoting active participation. • The duty to report any acts or omissions that could infringe the rights of individuals.
		2.2	Describe how to manage ethical conflicts, dilemmas and poor practice in your work.
		2.3	Describe the factors that can affect communication and language skills and their development in children, young people and adults.
		2.4	Describe methods to promote effective communication and enable individuals to communicate their needs, views and preferences.
		2.5	Explain the rights that individuals have to make complaints and be supported to do so.
3	Understand the factors that influence individuals' decisions in end of life care.	3.1	Describe how your own background, experiences and beliefs may have an impact on your own practice.

3	<i>Continued</i>	3.2	<p>Explain the meaning of person-centred/child-centred working, including the importance of:</p> <ul style="list-style-type: none"> • Knowing and respecting each person as an individual. • The interests and well-being of the individual.
		3.3	<p>Explain the role of culture, beliefs, religion and other social factors in the following:</p> <ul style="list-style-type: none"> • The wishes of individuals and key people. • How the process of dying and death itself is managed. • How people respond to the knowledge that an individual is dying.
		3.4	<p>Discuss the nature and impact of factors that may affect the health, wellbeing and development of individuals you care for or support.</p>
4	Understand how to care for people at the end of life.	4.1	<p>Describe theories relevant to the individuals with whom you work with, relating to the following:</p> <ul style="list-style-type: none"> • Death and the end of life process, both generally and specifically for these individuals. • The impact of death and dying, grief and mourning on individuals and key people.
		4.2	<p>Describe how to support key people through the following:</p> <ul style="list-style-type: none"> • Extra support for individuals who are having difficulties adjusting to the fact that the individual is dying. • The process of grieving for the dying person. • Coping with the likely impact of individual's death on their lives. • Supporting key people when they are stressed and distressed.

4	Continued	4.3	Describe how to support individuals to take as much control as possible over the process of and the environment for dying through advance planning, and why this is important, including support with: <ul style="list-style-type: none"> • Conditions. • Illnesses. • Diseases. • Injuries where imminent death is likely. • Injuries where the prognosis is for a longer period before they die.
		4.4	Describe how to manage the practical effects of the process of dying, including: <ul style="list-style-type: none"> • How long individuals can concentrate. • The number of visitors they can cope with at any one time. • The need to have time alone or with key people. • The requirements, procedures and practices for the making of wills, including living wills.
		4.5	Describe the family and group dynamics that may affect reactions to the individual dying, and decisions about how the process of dying and death itself is managed.
		4.6	Describe the purpose of and arrangements for your supervision when working with and supporting individuals through the process of dying.
		4.7	Explain the requirements, procedures and practices that must immediately follow an individual's death, including the removal of medical equipment from the deceased, dealing with their personal property and possessions and the records that are required for this.

Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Centres may use the appropriate ProQual Candidate Workbook, or their own, centre devised, assignments.

Where an assessment criteria refers to 'with whom you work', if the candidate is not currently employed within the health and social sector, this may be a simulated or 'typical employer' within the sector. This may also be a setting in which they volunteer.

Appendix One – Command Verb Definitions

The table below explains what is expected from each **command verb** used in an assessment objective. Not all verbs are used in this specification

Apply	Use existing knowledge or skills in a new or different context.
Analyse	Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories.
Classify	Organise information according to specific criteria.
Compare	Examine subjects in detail, giving the similarities and differences.
Critically Compare	As with compare, but extended to include pros and cons of the subject. There may or may not be a conclusion or recommendation as appropriate.
Describe	Provide detailed, factual information about a subject.
Discuss	Give a detailed account of a subject, including a range of contrasting views and opinions.
Explain	As with describe, but extended to include causation and reasoning.
Identify	Select or ascertain appropriate information and details from a broader range of information or data.
Interpret	Use information or data to clarify or explain something.
Produce	Make or create something.
State	Give short, factual information about something.
Specify	State a fact or requirement clearly and in precise detail.



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