

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 2 Award in Awareness of
End of Life Care
QN: 600/4893/1**

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Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v5.1	February 2020	Resources section added.
v6.0	September 2022	<p>Unit EOL 201 Understand how to work in end of life care (A/503/8085) has been amended following a review. There have also been minor amends to the unit summary and to the unit guidance.</p> <p>The following assessment criteria have been amended (and the corresponding assessment tasks have been updated to reflect these changes):</p> <ul style="list-style-type: none"> • 1.2, 1.3, 1.4 have all been updated • new criterion 2.1 added so all AC for LO2 have been renumbered (what was 2.1 is now 2.2, what was 2.2 is now 2.3 and so on) • 2.6 has extra wording • 3.2 has been updated • 3.3 has been removed and the AC below it have been renumbered (what was 3.4 is now 3.3 and what was 3.5 is now 3.4) <p>Further information added to the recommended assessment methods section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry requirements/recommendations section in the qualification summary to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support handbook section about how to access support handbooks.</p> <p>The progression section of the qualification summary has been updated to reflect updated qualifications and their titles.</p>
v6.1	December 2023	Unit EOL 201 Understand how to work in end of life care (A/503/8085) has been amended – removed the term ‘local’ within AC 2.5 and corresponding assessment task.

Section 1: General introduction

About this qualification specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain the qualification. It also contains extra information for your tutor or assessor.

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with the planning, delivery and assessment.

This qualification specification contains all of the qualification-specific information you will need that is not covered in the support handbook.

How the qualifications work

These qualifications are made up of units each representing a small step of learning. This allows the qualifications to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

Example shows how outcomes and criteria are laid out in the Unit Assessment Records (UARs) in Section 3

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Barred units, equivalencies, and exemptions

This qualification may contain barred units, equivalencies, or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence / Skills based learning outcomes:

- generally begin with 'Be able to' and the assessment criteria usually show that the evidence must be observable
- are about being able to perform a variety of different tasks as part of your work role **within** a real work environment.

Knowledge based learning outcomes:

- generally begin with 'Know', 'Understand' or 'Know how to' and the assessment criteria will reflect that evidence can be recorded in ways other than observation, although observation remains a valid method (however, some learning outcomes could be purely knowledge based and do not need to be in the context of a work role).



For your convenience, Knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, a unit has some Skills/Competence component(s).

Making use of our websites

Our websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The Public Website

The NCFE website contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

- **Complaints Procedure**
- **Appeals Process**
- **Diversity Statement**

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure site, click the link on the NCFE website and log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

Section 2: About this qualification

Qualification summary

Title	NCFE CACHE Level 2 Award in Awareness of End of Life Care		
Qualification number	600/4893/1		
Aim	<p>This qualification provides the opportunity to develop an understanding of different perspectives of death and dying and the impact it has on individuals. It covers the aims and principles of end of life care, communication factors, and how to access a range of support services in end of life care.</p> <p>It is aimed at all learners in the health and social care sector who are looking to develop their knowledge in this area.</p> <p>The Award provides initial learning in end of life care and could provide opportunity for CPD across all levels. This makes it ideal for anyone who may need an understanding of this subject even though they are not directly involved in the care of individuals.</p>		
Purpose Ofqual code and description (where applicable)	<p>B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area</p> <p>B2. Develop knowledge and/or skills in a subject area</p>		
Total Qualification Time (hours)	30		
Guided learning hours	28		
Credit value	3	Minimum credits at / above Level	3
Minimum age of learner	16		
Age ranges covered by the qualification	Due to the subject of the qualification, all ages may be covered.		
Real work environment (RWE) requirement / recommendation	This is a knowledge only qualification; therefore, no real work environment placement is required.		
Rules of Combination	Learners must take one mandatory unit.		

<p>Progression</p> <p>including Job Roles (where applicable)</p>	<p>The qualification offers the opportunity to develop knowledge around supporting individuals in end of life care.</p> <p>There is opportunity to progress to other End of Life Care qualifications and/or the Level 3 Diploma in Adult Care or the Level 3 Diploma in Healthcare Support. Progression to the following job roles may be possible:</p> <ul style="list-style-type: none"> • Care assistants/support workers/key workers in residential settings • Support workers in community and primary care environments • Care assistants/support workers/key workers in domiciliary services • Care assistants/support workers/key workers in day services • Support workers in supported living projects • Community-based care assistants/support workers/key workers, including those working in specialist areas e.g. dementia, learning disabilities • Family support workers • Personal assistants employed directly by the individual they support or their families • Senior workers and managers in above services • First line supervisors working at level 3 and above • Team leaders working at level 3 • Emerging new types of workers & multidisciplinary roles crossing traditional service barriers and delivery models • Informal and family carers • Volunteers • Charity team members • Sheltered housing teams • Extra care providers
<p>Recommended assessment methods</p>	<p>Coursework, Portfolio of evidence or other types of course work such as a task or assignment.</p>
<p>Additional assessment requirements</p>	<p>The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</p>
<p>Grading system</p>	<p>The qualification will be achieved or not yet achieved, all assessment criteria for the unit must be achieved.</p>
<p>How long will it take to complete?</p>	<p>The qualification can be completed in approximately 2 months but this is dependant on the learner.</p>
<p>Entry requirements / recommendations</p>	<p>Learners should be at least 16 years old. Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p>
<p>Regulation information</p>	<p>This is a regulated qualification. The regulated number for this qualification is 600/4893/1.</p>

Introduction to this qualification

This qualification provides the opportunity to develop an understanding of different perspectives of death and dying and the impact it has on individuals. It covers the aims and principles of end of life care, communication factors, and how to access a range of support services in end of life care.

It is aimed at all learners in the health and social care sector who are looking to develop their knowledge in this area.


The Award provides initial learning in end of life care and could provide opportunity for CPD across all levels. This makes it ideal for anyone who may need an understanding of this subject even though they are not directly involved in the care of individuals.

Rules of combination

- Learners must take one mandatory unit
- Total credits: 3
- All credits must be achieved from the unit contained in this specification

Unit Achievement Log

Level 2 Award in Awareness of End of Life Care

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours *	Page	Notes
 A/503/8085	EOL 201	Understand how to work in end of life care	Knowledge	2	3	28	17	

* This table shows the estimated total hours for each unit. Please see the unit details for a breakdown of guided learning and non-guided learning hours

Section 3: Units

This section includes an assessment task for tutors' convenience.

It is not mandatory.

Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. NCFE, Pearson).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

* *Additional information, Unit assessment guidance and Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

EOL 201: Understand how to work in end of life care

Unit reference	A/503/8085	Unit level	2
Credit value	3	GL	28
Unit aim	The purpose of this unit is to develop the learner's knowledge and understanding of working in end of life care.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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 the practitioner's views on death and dying		
	1.3 Explain how the beliefs, religion and culture of individuals and others may influence end of life care		
	1.4 Explain why support for spiritual needs is important at the end of life		
2. Understand the aims, principles and policies of end of life care.	2.1 Describe current national strategies and approaches to end of life care		
	2.2 Explain the aims and principles of end of life care		
	2.3 Explain why it is important to support an individual in a way that promotes their dignity		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4 Describe the importance of maintaining comfort and well-being in end of life care		
	2.5 Explain the stages of the end of life care pathway		
	2.6 Describe the principles and purpose of advance care planning		
	2.7 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 the practitioner's role in responding to key questions and cues from individuals and others regarding their end of life experience		
	3.3 Outline strategies to manage emotional responses from individuals and others		
	3.4 Explain the importance of sharing appropriate information according to the principles and local policy on confidentiality and data protection		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: EOL 201

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Factors may include:</p> <ul style="list-style-type: none"> • Social • Cultural • Religious • Spiritual • Psychological • Emotional <p>Individual is the person receiving support or care.</p> <p>Others may include.</p> <ul style="list-style-type: none"> • Partner • Family • Friends • Neighbours • Care worker • Colleague • Manager • Social Worker • Occupational Therapist • GP • Speech & Language Therapist • Physiotherapist • Pharmacist • Nurse • Psychologist • Independent Mental Capacity Advocate • Community Psychiatric Nurse • Clinical nurse specialists <p>Support services and facilities may include:</p> <ul style="list-style-type: none"> • pastoral services • other professionals • citizens advice • self-help organisations • hospices.

Assessment task – EOL 201 Understand how to work in end of life care

Task 1 links to learning outcome 1 and 4 assessment criteria 1.1, 1.2, 1.3 & 1.4. 4.1, 4.2, 4.3 and 4.4

Provide a resource folder about understanding how to work in end of life care and how to access the range of support services available to individuals and others. Your evidence will need to show that you can:

- list the factors that can affect an individual's views on death and dying
- understand the factors that can affect the practitioner's views on death and dying
- explain how the beliefs, religion and culture of individuals and others may influence end of life care
- explain why support for spiritual needs is important at the end of life
- identify the range of support services and facilities available to an individual and others
- identify the key people who may be involved within a multi-disciplinary end of life care team
- identify the potential barriers an individual may face when accessing end of life care
- suggest ways to minimise the barriers an individual may face when accessing end of life care

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 and 2.7

As a new member of staff, as part of your induction you have been asked to collate evidence about the 'Principles and Policies of end of life care.' Using a setting of your choice, you will need to put evidence into the folder that shows that you can:

- describe current national strategies and approaches to end of life care
- explain the aims and principles of end of life care
- explain why it is important to support an individual in a way that promotes their dignity
- describe the importance of maintaining comfort and well-being in end of life care
- explain the stages of the end of life care pathway
- describe the principles and purpose of advance care planning
- explain the importance of sharing appropriate information according to the principles and local policy on confidentiality and data protection
- define local and national policy and guidance for care after death by outlining the main points from **one** local and **one** national policy

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4

Effective communication is vital when working in End of Life Care. It is crucial that you have an understanding of how to communicate to the person who is dying and also to other professionals as well as to other individuals who are involved in their care. As part of your induction, as a new member of staff, you have a session booked with your line manager where you have been asked to provide information that will show you can:

- explain how an individual's priorities and the ability to communicate may vary over time
- explain the practitioner's role in responding to key questions and cues from individuals and others regarding their end of life experience
- describe how you might respond to difficult questions for individuals and others
- outline strategies to manage emotional responses for individual and others
- explain the importance of sharing appropriate information according to the principles and local policy on confidentiality and data protection

Optional Tutor Guidance – Task 1

You may wish to consider the following optional guidance when working with your learners on learning outcomes 1 and 4.

Individuals all have different thoughts and views on death and dying especially when reaching end of life. Think about the different factors that could influence individuals views on death and dying by producing a case study of an individual who is dying. From your case study outline a range of factors that may affect the individual's views on death and dying, ensuring that you link the views to the factors.

Identify professionals who are involved within the multi-disciplinary end of life team and other individuals who may support the person during end of life care. What services, facilities or support can they offer to the individual and others such as family members? How do the attitudes of these professionals and other individuals influence the individual's choices for death and dying?

Sometimes individuals face barriers which make it difficult for them to access end of life care. Identify a range of barriers and suggest ways each barrier could be overcome

Explanation of terms used at Level 2:

(not all verbs are used in this qualification)

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points...)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.

Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Section 4: Assessment and quality assurance information for tutors and assessors

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in *the “Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance”*.

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

Skills for Care and Development Assessment Principles

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Section 5: Documents

Useful documents

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of this qualification.

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

These documents can be found in Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance.

Resources

The resources and materials used in the delivery of this qualification, must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

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