

Learning Outcomes

Tier	Topic	Learning Outcomes
Tier 1		
Topic 1	Person Centred Care	<p>1.1 Undertake conversations with individuals nearing the end of life.</p> <p>1.2 Through your actions, demonstrate understanding and respect that individuals are experts in their own lives.</p> <p>1.3 Demonstrate the ability and willingness to support the diverse needs and wishes of individuals, that may differ from your own.</p> <p>1.4 Discuss how person-centred care includes all elements of an individual's life that are important to them, not just their symptoms.</p> <p>1.5 Identify and discuss who is important to the individual and who they see as 'leading' their care.</p> <p>1.6 Discuss the part, you play in the individual's end of life care and know where to seek support.</p> <p>1.7 Discuss the importance of a caring network from which the individual and those important to them may benefit.</p>
Topic 2	Communication in Palliative & EOL Care	<p>1.1 Explain the importance of discussing dying, death and bereavement, and expressing wishes and preferences associated with this.</p> <p>1.2 Talk about death, dying and bereavement and actively listen to others.</p> <p>1.3 Demonstrate good listening skills in relation to end of life discussions.</p>
Topic 3	Support for Carers	<p>1.1 Explain what it means to be a 'Carer'.</p> <p>1.2 Discuss what support, services and resources are available, including practical and emotional support services, and demonstrate how to access them.</p> <p>1.3 Describe how to access support for family conflicts.</p> <p>1.4 Access a Carer's Assessment and resultant support.</p> <p>1.5 Offer support to someone who is bereaved and grieving.</p>
Topic 4	Care After Death	<p>1.1 Explain the difference between verification of death.</p>

		<p>1.2 Discuss your role in the verification of death.</p> <p>1.3 Discuss your role regarding certification (medical examiner).</p> <p>1.4 Discuss your role in informing individuals in informing local services/central departments e.g., banks, DVLA, passport office.</p>
Topic 5	Own Health and Wellbeing	<p>1.1 Explain the importance of caring for yourself and others providing caring roles.</p> <p>1.2 Identify the potential emotional impact of death and dying on oneself and others involved in caring for the person at end of life.</p> <p>1.3 Demonstrate how to access support to help oneself and others involved in caring for the person at end of life, including accessing a caring network.</p>

Tier 2		
Topic 1	Person Centred Care	<p>Tier 1 Learning Outcomes plus:</p> <p>2.1 Explain the importance of assessment and care planning being a ‘holistic’ and person-centred process.</p> <p>2.2 Discuss how to make the individual the focal point of their own care and support, prioritising individual wishes and beliefs to support them to retain independence, choice, and dignity.</p> <p>2.3 Empower and support individuals manage their care and support and to make decisions based on their own experience, utilising professional support and guidance.</p> <p>2.4 Assess the needs, concerns, and priorities of individuals and those important to them in a person-centred way and support them to meet these needs.</p> <p>2.5 Support individuals to identify and manage risk. i.e. risk feeding and take appropriate action to rectify problems individuals may have with eating and drinking.</p> <p>2.6 Work with individuals and others to develop a person-centred end of life care plan that balances disease-specific treatment with care and support needs and wishes of the individual.</p>
Topic 2	Communication in Palliative and End of Life Care	<p>Tier 1 Learning Outcomes plus:</p> <p>2.1 Communicate sensitively with individuals and those important to them on a range of complex matters relating to end-of-life care, in a non-judgemental, empathetic, genuine, collaborative, and supportive manner that is appropriate to them and the situation.</p> <p>2.2 Use active listening skills and open questions to support individuals and those important to them to express their feelings, preferences and needs alongside their strengths and abilities and understand why silence is an important part of communication in end-of-life care and feel confident in the value of silence.</p> <p>2.3 Identify the different barriers to communication at end of life, including where someone has additional care, support or communicate needs e.g., learning</p>

		<p>disabilities, cognitive impairment, sensory impairment, or where a situation makes it difficult to communicate effectively e.g., noisy, distressing, emergency environments, and have strategies in place to overcome these barriers.</p> <p>2.4 Identify where to seek advice about difficult and complex matters or situations and be able to manage conflict where it arises between the individual and those important to them regarding end-of-life care or advance care planning choices, work sensitively with all parties towards a resolution and access mediation and advocacy services where appropriate.</p> <p>2.5 Discuss how sensitive communication includes the need to respect wishes of those who do not want to have open discussions about their condition or end of life and that the ability and desire of individuals and those important to them to discuss end of life care issues may change over time.</p> <p>2.6 Use communication skills to ensure end of life care plans, and advance care plans, are understood and shared and be able to share information about the illness, its prognosis and support available to make informed decisions in a way that is accessible and uses appropriate language</p>
Topic 3	Recognition and Identification of Deterioration	<p>2.1 Use appropriate assessment tools to aid in the early identification of the deteriorating patient e.g., SBARD, Restore2 mini, SPICT, Karnofsky, phase of illness.</p> <p>2.2 Distinguish between an acute and end of life deterioration.</p> <p>2.3 Recognise and manage the deterioration confidently and competently.</p> <p>2.4 Discuss the PIER (Prevention, Identification, Escalation, Response) framework and identify when to appropriately escalate patients.</p> <p>2.5 Sensitively communicate deterioration to individuals and those important to them.</p>
Topic 4	Assessment and Care Planning in Palliative and End of Life Care	<p>2.1 Identify when an end of life or advance care plan would be appropriate, planning ahead.</p> <p>2.2 Explain how individuals and those important to them have a choice in who they choose to discuss assessment and care planning with.</p>

		<p>2.3 Provide a variety of information and assessments based on the individual's need and those important to them in a person-centred, holistic, private and dignified way.</p> <p>2.4 Discuss why and how an individual's capacity will affect how assessment and end of life care planning takes place and when a mental capacity assessment may be required.</p> <p>2.5 Review and update assessments (including ReSPECT) in partnership with others, including the individual and those important to them taking account of the changing needs and wishes of individuals.</p> <p>2.6 Support and record decisions about advance care planning, understanding the difference between advanced decisions and advance statements.</p>
Topic 5	Symptom Management in Palliative and End of Life Care	<p>2.1 Identify and discuss common symptoms associated with the approach of end of life.</p> <p>2.2 Discuss how different factors can alleviate or exacerbate pain and discomfort.</p> <p>2.3 Discuss the importance of a holistic understanding and assessment of the individual's perception of their symptoms and the impact this may have on their choices.</p> <p>2.4 Identify and employ the range of therapeutic options available including practical support or psychological therapy, for symptom management available to them and any potential risks and benefits.</p> <p>2.5 Discuss how symptoms have many causes and demonstrate how different causes may require different approaches to treatment, care, and support.</p> <p>2.6 Support the individual to retain dignity during symptom management.</p> <p>2.7 Discuss the importance of, and demonstrate how to provide regular symptom relief, and measure its effectiveness.</p> <p>2.8 Demonstrate when and how to refer concerns about an individual's symptoms to specialist colleagues.</p> <p>2.9 Discuss and utilise local and national policy relating to medicines management</p>
Topic 6	Support for Carers	Tier 1 Learning Outcomes plus:

		<p>2.1 Explain that carers may need support to recognise they have taken on a caring role.</p> <p>2.2 Identify where a child or young person has taken on a caring role and refer to appropriate support services.</p> <p>2.3 Discuss the impact of and identify the different factors that may affect carers' response to, death grief, loss and bereavement.</p> <p>2.4 Discuss the need to be sensitive to carers' changing circumstances and needs and adapt care and support accordingly.</p> <p>2.5 Support those important to the individual to maintain their relationships.</p> <p>2.6 Offer assessment to Carers.</p> <p>2.7 Describe the duty of local authorities to undertake carer's assessments.</p> <p>2.8 Offer guidance and/or training to carers on practical aspects of care</p>
Topic 7	Care After Death	<p>Tier 1 Learning Outcomes plus:</p> <p>2.1 Carry out care after death in a way that promotes dignity and respects the individual's wishes, culture and religious practices, including preparing the body for family and carer visits where appropriate.</p> <p>2.2 Identify and follow legal and ethical requirements, agreed ways of working, processes and procedures following death.</p> <p>2.3 Identify which organisations should be contacted following an individual's death, and the purpose of such contact.</p> <p>2.4 Identify and employ the precautions needed, including use of protective clothing, when undertaking the care and transfer of deceased individuals, including those with specific high-risk diseases and conditions.</p> <p>2.5 Describe how the physical changes after death may affect laying out or moving someone, and act accordingly.</p> <p>2.6 Discuss what details need to be recorded when caring for and transferring a deceased person, including recording property and valuables.</p>

<p>Topic 8</p>	<p>Maintaining Own Health and Wellbeing</p>	<p>Tier 1 Learning Outcomes plus:</p> <p>2.1 Recognise and discuss the potential impact the death of an individual may have on own feelings.</p> <p>2.2 Discuss the importance of and demonstrate how to make good use of the support available (for example through formal supervision or informally from colleagues), reflecting on practice, identifying learning needs and accessing further support for such needs.</p> <p>2.3 Offer support to colleagues.</p> <p>2.4 Define 'emotional resilience' and demonstrate how to access support to build this.</p> <p>2.5 Recognise and discuss how own experiences, views and beliefs relating to death, dying, loss and bereavement may affect the care provided to individuals.</p> <p>2.6 Describe own role and identify the limits of own knowledge and competence, demonstrating where to seek support.</p>
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Tier 3		
Topic 1	Person Centred Care	<p>Tier 1 & 2 Learning Outcomes plus:</p> <p>3.1 Identify and suggest ways to overcome potential barriers individuals may face in accessing end of life care.</p> <p>3.2 Discuss and manage, through advocacy or other methods, the potential service or organisational constraints and challenges a person-centred approach to end of life care may present.</p>
Topic 2	Communication in Palliative and End of Life Care	Tier 1 & 2 Learning Outcomes
Topic 3	Recognition and Identification of Deterioration	<p>Tier 2 Learning Outcomes plus:</p> <p>3.2 Demonstrate confidence in applying assessment tools to identify any unmet needs</p> <p>3.2 Demonstrate confidence in co-ordinating the Multi-Disciplinary Team to meet the patient need.</p> <p>3.3 Demonstrate how to link with specialist practitioners to plan for any emergency and specific specialist palliative care needs.</p>
Topic 4	Assessment and Care Planning in Palliative and End of Life Care	<p>Tier 2 Learning Outcomes plus:</p> <p>3.1 Describe the pathophysiology of common disorders, diseases, conditions and symptoms experienced at the end of life.</p> <p>3.2 Involve families in the agreement and review of risk management strategies where appropriate.</p> <p>3.3 Provide family with clear rationale for decisions made and make assessments openly.</p> <p>3.4 Discuss how to work in the best interests of an individual unable to participate in decision making.</p> <p>3.5 Discuss the complex variety of needs that should be considered when planning end of life care with individuals and those important to them.</p>

<p>Topic 5</p>	<p>Symptom Management in Palliative and End of Life Care</p>	<p>Tier 2 Learning Outcomes plus:</p> <p>3.1 Describe physiological processes associated with end-of-life common symptoms and when death is approaching.</p> <p>3.2 Identify current evidence-informed strategies to inform holistic assessment and management of symptoms associated with end of life in accordance with the individual's needs.</p> <p>3.3 Discuss and demonstrate the use of anticipatory treatments.</p> <p>3.4 Evaluate the significance of an individual's own perception of their symptoms.</p> <p>3.5 Work in partnership with others, including the individual and those important to them to develop an end-of-life care plan which balances disease-specific treatment with care and support that meets the individual's needs and wishes.</p> <p>3.6 Discuss the World Health Organisation's analgesic ladder and apply appropriately in accordance with local and national guidelines.</p> <p>3.7 Explain implications of co morbidities and how to manage them.</p> <p>3.8 Understand methods of medication administration where appropriate and administer in line with patients changing status and own responsibilities.</p>
<p>Topic 6</p>	<p>Support for Carers</p>	<p>Tier 1 & 2 Learning Outcomes plus:</p> <p>3.1 Undertake appropriate bereavement risk assessment.</p> <p>3.2 Provide support to, and communicate effectively with, children and young people who have taken on a caring role.</p> <p>3.3 Explain to families their role in best interest decision making.</p> <p>3.4 Identify how conflicts may arise between individuals and those important to them and be able to navigate these complex relationships.</p> <p>3.5 Describe the stages of bereavement, the factors that may affect the intensity and duration of someone's grief, and be able to support someone through this process.</p> <p>3.6 Evaluate models and theories of loss and grief.</p>

		3.7 Provide additional support around practical issues to family and carers where death has been unexpected, e.g., postmortems, coroners, death verification and certification procedures.
Topic 7	Care After Death	Tier 1 & 2 Learning Outcomes
Topic 8	Maintaining Own Health and Wellbeing	Tier 1 & 2 Learning Outcomes plus: 3.1 Discuss the potential impact of frequent exposure to death and bereavement. 3.2 Discuss and identify own behaviours and attitude and the effect it may have on others.