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| Overview | This standard identifies the requirements when supporting individuals at the end of their life. This includes supporting individuals to prepare for the end of life and to plan the care and support they wish to receive during the process of dying. It also includes providing care and support as death approaches and carrying out agreed actions immediately after death has occurred. |

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| **Performance criteria**  You must be able to:  You must be able to:  *You must be able to:*  *You must be able to:* | **Provide support to prepare individuals for the end of life**   1. offer appropriate support to the individual and key people when they receive news that the individual is dying 2. ensure you communicate with the individual and key people at a level and pace with which they are comfortable 3. provide the individual and key people with the time, privacy and facilities they need to adjust to the knowledge that the individual is dying 4. support the individual and key people to identify information they require to understand and adjust to this knowledge 5. work with others to access the information and any additional support requested 6. equip yourself to support the individual and key people by managing your own feelings about death and dying, seeking support where necessary   Support individuals to plan for the end of life   1. encourage the individual to plan in advance for the care and support they wish to have during the process of dying 2. avoid pressurising the individual to talk about their death, while making clear that you are available for them to do so when they wish 3. support the individual to express their preferences about how they wish to die, including aspects associated with their culture or beliefs 4. support the individual to express their preferences about where they wish to die 5. work with the individual to identify the people they wish to have with them when they die 6. provide appropriate support when the individual wishes to express personal beliefs, feelings or concerns about death and dying   **Support individuals through the process of dying**   1. when death approaches, promptly and calmly contact the people who are to be with the individual as they approach the end of life 2. liaise with others to ensure that the planned care and support is available to address the individual’s preferences and needs 3. fulfil the wishes expressed by the individual that are within your role, responsibility and competence 4. carry out your role in ways that respect the individual’s dignity, culture, preferences and beliefs 5. work with others to address in agreed ways any pain or distress the individual experiences 6. assess when the individual and key people need to be alone with each other 7. adapt your actions to take account of changing preferences, responses and needs 8. inform people and organisations of changes in the individual’s condition and expressed wishes and preferences, in accordance with plans and work setting requirements   Take action immediately following the death of individuals   1. carry out your agreed role immediately following the death of the individual in ways that respect their wishes and follow work setting requirements 2. offer appropriate support to key people 3. complete records and reports about actions, procedure and outcomes, in line with legal, confidentiality and work setting requirements |

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| Knowledge and understanding  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand: | Values   1. legal and work setting requirements on equality, diversity, discrimination and rights 2. your role in promoting individuals’ rights, choices, wellbeing and active participation 3. your duty to report any acts or omissions that could infringe the rights of individuals 4. how to deal with and challenge discrimination 5. the rights that individuals have to make complaints and be supported to do so   **Your practice**   1. legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard 2. your own background, experiences and beliefs that may have an impact on your practice 3. your own roles, responsibilities and accountabilities with their limits and boundaries 4. the roles, responsibilities and accountabilities of others with whom you work 5. how to access and work to procedures and agreed ways of working 6. the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual 7. the prime importance of the interests and well-being of the individual 8. the individual’s cultural and language context 9. how to build trust and rapport in a relationship 10. how your power and influence as a worker can impact on relationships 11. how to work in ways that promote active participation and maintain individuals’ dignity, respect, personal beliefs and preferences 12. how to work in partnership with individuals, key people and others 13. how to manage ethical conflicts and dilemmas in your work 14. how to challenge poor practice 15. how and when to seek support in situations beyond your experience and expertise   **Theory**   1. the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support 2. theories underpinning our understanding of human development and factors that affect it   **Personal and professional development**   1. principles of reflective practice and why it is important   **Communication**   1. factors that can affect communication and language skills and their development in children, young people and adults 2. methods to promote effective communication and enable individuals to communicate their needs, views and preferences   **Health and Safety**   1. your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment 2. practices for the prevention and control of infection in the context of this standard   **Safe-guarding**   1. the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices 2. indicators of potential harm or abuse 3. how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties 4. what to do if you have reported concerns but no action is taken to address them   **Handling information**   1. legal requirements, policies and procedures for the security and confidentiality of information 2. legal and work setting requirements for recording information and producing reports 3. principles of confidentiality and when to pass on otherwise confidential information   **Specific to this NOS**   1. how you can access, review and evaluate information about your practice in relation to the end of life 2. theories relevant to the individuals with whom you work about death and the end of life process both generally and specifically for the individuals with whom you are working 3. theories relevant to the individuals with whom you work about the impact of death and dying, grief and mourning on individuals and key people 4. the role of culture, beliefs and religion in the wishes of individuals and key people and in how the process of dying and death itself is managed 5. social and psychological factors that can affect individuals' and key people's response to the knowledge that an individual is dying 6. requirements, procedures and practices for the making of wills, including living wills 7. how to manage the practical effects of the process of dying, including how long individuals can concentrate, the number of visitors they can cope with at any one time and the need to have time alone or with key people 8. 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 9. how to support individuals to cope with conditions, illnesses, diseases and injuries where imminent death is likely or where the prognosis is for a longer period before they die 10. the extra support you may need and how to access it for individuals and key people who are having difficulties adjusting to the fact that the individual is dying 11. how to support key people through the process of grieving for the dying person 12. how to support key people to cope with the likely impact of the individual's death on their lives 13. how to support key people when they are stressed and distressed 14. 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 15. 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 16. the purpose of and arrangements for your supervision when working with and supporting individuals through the process of dying |

**Additional Information**

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| Scope/range related to performance criteria | The details in this field are explanatory statements of scope and / or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS  Note: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.  Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.  To **communicate** may include using the individual's preferred spoken language, the use of signs, symbols, pictures, writing, objects of reference, communication passports, other non verbal forms of communication, human and technological aids to communication  The **individual** is the adult, child or young person you support or care for in your work  **Information** could be verbal, written or electronic and needs to be in a format that is accessible to the individual and should be provided within confidentiality agreements and according to legal and work setting requirements  **Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.  **Others** are your colleagues and other professionals whose work contributes to the individual’s well-being and who enable you to carry out your role |

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| Scope/range related to knowledge and understanding | The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.  **All knowledge statements must be applied in the context of this standard.**  **Factors** **that may affect the health, wellbeing and development of individuals** may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse |

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| Values | Adherence to codes of practice or conduct where applicable to your role, and the principles and values that underpin your work setting including the rights of children and adults.  These include the rights:  To be treated as an individual  To be treated equally and not be discriminated against  To be respected  To have privacy  To be treated in a dignified way  To be protected from danger and harm  To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them  To communicate using their preferred methods of communication and language  To access information about themselves |

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| Validity | Current |
| Status | Original |
| Originating organisation | Skills for Care & Development |
| Original URN | HSC385 |
| Relevant occupations | Health, Public Services and Care; Health and Social Care; Associate Professionals and Technical Occupations; Health and Social Services Officers; Health Associate Professionals; Personal Service Occupations; Healthcare and Related Personal Services |
| Suite | Health and Social Care |
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