The Further Education and Training Awards Council (FETAC) was set up as a statutory body on 11 June 2001 by the Minister for Education and Science. Under the Qualifications (Education & Training) Act, 1999, FETAC now has responsibility for making awards previously made by NCVA.

Module Descriptor

A Palliative Care Approach

Level 5  D20170

www.fetac.ie
<table>
<thead>
<tr>
<th><strong>Level 5 Module Descriptor</strong></th>
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<tbody>
<tr>
<td><strong>Summary of Contents</strong></td>
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| **Introduction** | Describes how the module functions as part of the national vocational certificate framework. |
| **Module Title** | Indicates the module content. This title appears on the learner’s certificate. It can be used to download the module from the website [www.fetac.ie](http://www.fetac.ie). |
| **Module Code** | An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework. |
| **Level** | Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6. |
| **Credit Value** | Denotes the amount of credit that a learner accumulates on achievement of the module. |
| **Purpose** | Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies. |
| **Preferred Entry Level** | Recommends the level of previous achievement or experience of the learner. |
| **Special Requirements** | Usually ‘none’ but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment. |
| **General Aims** | Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module. |
| **Units** | Structure the learning outcomes; there may be no units. |
| **Specific Learning Outcomes** | Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module. |
| **Portfolio of Assessment** | Provides details on how the learning outcomes are to be assessed. |
| **Grading** | Provides details of the grading system used. |
| **Individual Candidate Marking Sheets** | List the assessment criteria for each assessment technique and the marking system. |
| **Module Results Summary Sheet** | Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate’s achievements. |
| **Appendices** | Can include approval forms for national governing bodies. |
| **Glossary of Assessment Techniques** | Explains the types of assessment techniques used to assess standards. |
| **Assessment Principles** | Describes the assessment principles that underpin FETAC approach to assessment. |
Introduction

A module is a statement of the standards to be achieved to gain a FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners’ needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners’ core skills is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one’s own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.
1 Module Title A Palliative Care Approach

2 Module Code D20170

3 Level 5

4 Credit Value 1 credit

5 Purpose This module is a statement of the standards to be achieved to gain a FETAC credit in “A Palliative Care Approach” at Level 5. It is an elective module for the Level 5 Certificate in Healthcare Support.

The module is designed to equip the learner with the knowledge and skills of the palliative care approach to enable them to care for the person diagnosed with a life-limiting illness and, in the last days of a person’s life and also his/her family in a dignified and holistic way.

6 Preferred Entry Level Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.

7 Special Requirements None.

8 General Aims

Learners who successfully complete this module will:

8.1 provide holistic care for persons diagnosed with a life-limiting illness and in the last days of a person’s life and also for their families, carers and significant others

8.2 communicate effectively with persons with a life-limiting illness and in the last days of a person’s life and also with their families, carers and significant others

8.3 enhance the quality of life of the person with a life-limiting illness

8.4 recognise and respect the uniqueness of each person’s approach to death

8.5 work effectively as part of the healthcare team.

9 Units The specific learning outcomes are grouped into 4 units.

Unit 1 Working with A Palliative Care Approach
Unit 2 Communication Skills
Unit 3 Death and dying
Unit 4 Bereavement Care
10 Specific Learning Outcomes

Unit 1 Working with A Palliative Care Approach

Learners should be able to:

10.1.1 define the terms ‘palliative care’ and ‘end-of-life care’

10.1.2 explain the terms ‘cancer’ and a ‘life-limiting illness’

10.1.3 demonstrate an understanding of the philosophy and principles of palliative care

10.1.4 outline the role of national end-of-life care standards

10.1.5 outline the structure and organisation of specialist palliative care services

10.1.6 understand the roles and responsibilities of the specialist palliative care team and the multi-disciplinary team, when caring for a person diagnosed with a life-limiting illness

10.1.7 recognise the diversity of family structures and their supportive role as the primary carers

10.1.8 identify common fears and anxieties that may be experienced by the person diagnosed with a life-limiting illness and also by his/her family, carers and significant others

10.1.9 demonstrate a sensitive approach to persons experiencing altered body image

10.1.10 demonstrate knowledge of the role of the support worker, in promoting the following for a person diagnosed with a life-limiting illness:

♦ autonomy and respect for personal decision making
♦ self esteem and a sense of worth
♦ quality of life

10.1.11 reflect on environmental issues which impact on palliative care and end of life care provision

10.1.12 demonstrate an understanding of the impact on the person, his/her family, carers and significant others of being diagnosed with a life-limiting illness and their associated coping mechanisms

10.1.13 reflect on their own coping mechanisms for dealing with personal losses from the past.
Unit 2  **Communication Skills**  
*Learners should be able to:*

| 10.2.1 | demonstrate effective communication skills with those who display emotions such as anger, fear, sadness, depression, withdrawal or confusion |
| 10.2.2 | demonstrate effective communication skills with those who have communication difficulties, for example hearing impairment or speech difficulties |
| 10.2.3 | identify personal strengths and weaknesses in communicating with the dying person and his/her family, carers and significant others |
| 10.2.4 | reflect on the influence of personal attitudes and feelings when communicating with dying persons and their families |
| 10.2.5 | promote an environment that allows the dying person and his/her family, carers and significant others to express fears and emotions, including the use of touch and silence |
| 10.2.6 | demonstrate an understanding of cultural and religious diversity, in relation to caring for a person, diagnosed with a life-limiting illness, his/her family, carers and significant others and also in the last days and hours of life |
| 10.2.7 | observe the role of the various members of the healthcare team when communicating information to the dying person and his/her family |
| 10.2.8 | communicate information received from the dying person and his/her family to members of the healthcare team |
| 10.2.9 | identify strategies for seeking advice and assistance from members of the healthcare team. |

Unit 3  **Death and Dying: The Last Days of Life**  
*Learners should be able to:*

| 10.3.1 | describe a person-centred approach to caring for a person in the last days of their life |
| 10.3.2 | provide supportive, holistic care for the person while promoting safety, dignity, respect and comfort |
| 10.3.3 | identify the role of the support worker, in meeting the needs of the person during the last days of life, who is experiencing |
|    | • total pain |
|    | • fatigue |
|    | • nausea and vomiting |
|    | • breathlessness |
|    | • constipation |
• diarrhoea
• sore mouth/dry mouth
• swallowing difficulties
• altered state of consciousness

10.3.4 identify the role of the support worker in meeting the needs of the person with a syringe driver or a medication patch

10.3.5 respond appropriately to the needs of the person who is confused or restless in the last days and hours of life

10.3.6 recognise the diverse signs and symptoms that death is imminent

10.3.7 carry out duties after a person has died, in accordance with local workplace policy and in a way that is respectful to the deceased person and their belongings

10.3.8 recognise the needs of specific vulnerable groups, in relation to death, dying and bereavement. For example:
  - children
  - people with intellectual disabilities
  - people with mental health problems

Unit 4 Bereavement Care

Learners should be able to:

10.4.1 demonstrate an understanding of individual patterns of grief and loss

10.4.2 explain why the support worker must respond sensitively to the family, carers and significant others and also other patients/service users and colleagues when a patient/service user is dying and after they die.

10.4.3 demonstrate awareness that some people's grief may go unrecognised. For example:
  - people with intellectual disabilities
  - divorced or separated spouses
  - people living or working in residential care settings

10.4.4 demonstrate awareness of how to access bereavement information and the services and support available to families, carers, significant others and themselves.
11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

Summary

<table>
<thead>
<tr>
<th>Learner Record</th>
<th>70%</th>
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<tbody>
<tr>
<td>Assignment</td>
<td>30%</td>
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11.1 Learner Record

A personal learner record will be compiled by candidates. It will include a selection of evidence arising from work and interaction with others in the area of palliative care.

The learner record may include items such as:

- notes and reflection on interaction with the person with a life-limiting illness and/or family illustrating a range of listening and responding skills
- accounts of how touch and silence are used effectively
- reflections on working with a palliative care approach
- accounts of how various members of the healthcare team work together, including the communication of information to persons with a life-limiting illness and their families
- reflections on personal strengths and weaknesses in caring for and communicating with the person with a life-limiting illness and his/her family

Names, addresses or information that might identify a particular person or service should not be recorded in the learner record.

The learner record may be presented using a variety of media, for example written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided on tape.

11.2 Assignment

The internal assessor will devise a brief that requires candidates to produce evidence demonstrating an understanding and application of a range of specific learning outcomes.

The assignment may focus on a particular palliative care issue or topic, and should include reference to the needs of dying persons and their families. Candidates will demonstrate an ability to investigate an issue or topic, evaluate findings and draw conclusions.

The assignment may be presented in a variety of media, for example written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided on tape.

12 Grading

<table>
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Pass</td>
<td>50 - 64%</td>
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<tr>
<td>Merit</td>
<td>65 - 79%</td>
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<tr>
<td>Distinction</td>
<td>80 - 100%</td>
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</table>
### Individual Candidate Marking Sheet 1

**A Palliative Care Approach**

**D20170**

Learner Record 70%

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Candidate Name: ____________________________ PPSN Candidate No.: __________

Centre: _________________________________________ Centre No.: _________

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<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
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<tbody>
<tr>
<td>• comprehensive account of working with a palliative care approach</td>
<td>20</td>
<td></td>
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<tr>
<td>• effective reflection on personal interaction and communication with a person with a life-limiting illness and also his/her family</td>
<td>30</td>
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<td>• clear awareness of need to treat others with respect and sensitivity</td>
<td>10</td>
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<td>• clear awareness of role of other members of the healthcare team</td>
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**TOTAL MARKS**

This mark should be transferred to the Module Results Summary Sheet

70

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*Internal Assessor’s Signature:* ____________________________ *Date:* __________

*External Authenticator’s Signature:* ____________________________ *Date:* __________
### Assessment Criteria

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
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<tbody>
<tr>
<td>comprehensive description of the topic or issue under investigation</td>
<td>10</td>
<td>10</td>
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<tr>
<td>clear awareness of the needs of the person with a life-limiting illness and also his/her family’s needs</td>
<td>10</td>
<td>10</td>
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<tr>
<td>comprehensive evaluation of findings and presentation of conclusions</td>
<td>10</td>
<td>10</td>
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**TOTAL MARKS**

This mark should be transferred to the Module Results Summary Sheet

30

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**Internal Assessor’s Signature:** ________________________________ **Date:** __________

**External Authenticator’s Signature:** ____________________________ **Date:** __________
# FETAC Module Results Summary Sheet

**Module Title:** A Palliative Care Approach  
**Module Code:** D20170

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Mark Sheet 1 (70)</th>
<th>Mark Sheet 2 (30)</th>
<th>Total 100%</th>
<th>Grade*</th>
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**Signed:**  
**Internal Assessor’s:** ____________________________ **Date:** ________________

This sheet is for teachers/Assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.

Grade*  
D: 80 - 100%  
M: 65 - 79%  
P: 50 - 64%  
U: 0 - 49%  
W: candidates entered who did not present for assessment
Glossary of Assessment Techniques

Assignment  
*An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work  
*A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.*

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc.

Examination  
*A means of assessing a candidate’s ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.*

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate’s ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record  
*A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.*

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book. The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner’s experience.
Project

_A substantial individual or group response to a brief with guidelines, usually carried out over a period of time._

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (some of these – about 2-4)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

Skills Demonstration

_Assessment of mastery of specified practical, organisational and/or interpersonal skills._

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.
FETAC Assessment Principles

1. Assessment is regarded as an integral part of the learning process.

2. All FETAC assessment is criterion referenced. Each assessment technique has assessment criteria which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3. The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.

4. Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

5. The reliability of assessment techniques is facilitated by providing support for assessors.

6. Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7. To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8. Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

9. Group or team work may form part of the assessment of a module, provided each candidate’s achievement is separately assessed.