This unit has 3 learning outcomes.

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>The learner can:</td>
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</tbody>
</table>
| 1. Understand the principles of **advance care planning** | 1.1. Describe the difference between a care or support plan and an advance care plan  
1.2. Explain the purpose of advance care planning  
1.3. Identify the national, local and organisational agreed ways of working for advance care planning  
1.4. Explain the legal position of an advance care plan  
1.5. Explain what is involved in an ‘advance decision to refuse treatment’  
1.6. Explain what is meant by a ‘do not attempt cardiopulmonary resuscitation’ (DNACPR) order |
# Understand Advance Care Planning

**Unit Title:** Understand Advance Care Planning  
**Unit Level:** Three  
**Unit Credit Value:** 3  
**GLH:** 25  
**AIM Awards Unit Code:** PT2/3/EA/006  
**Unique Reference Number:** A/503/8135

## LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>The learner will:</th>
<th>ASSESSMENT CRITERIA</th>
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</table>
| 2. Understand the process of advance care planning | 2.1. Explain when advanced care planning may be introduced  
2.2. Outline who might be involved in the advance care planning process  
2.3. Describe the type of information an individual may need to enable them to make informed decisions  
2.4. Explain how to use legislation to support decision-making about the capacity of an individual to take part in advance care planning  
2.5. Explain how the individual’s capacity to discuss advance care planning may influence their role in the process  
2.6. Explain the meaning of informed consent  
2.7. Explain own role in the advance care planning process  
2.8. Identify how an Advance Care Plan can change over time  
2.9. Outline the principles of record keeping in advance care planning  
2.10. Describe circumstances when you can share details of the Advance Care Plan |
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| 3. Understand the person centred approach to advance care planning | 3.1. Describe the factors that an individual might consider when planning their advance care plan  
3.2. Explain the importance of respecting the values and beliefs that impact on the choices of the individual  
3.3. Identify how the needs of others may need to be taken into account when planning advance care  
3.4. Outline what actions may be appropriate when an individual is unable to or does not wish to participate in advance care planning  
3.5. Explain how individual’s care support plan may be affected by an advance care plan |

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ASSESSMENT INFORMATION
Specific Requirements for Assessment and delivery of this unit.

ASSESSMENT AND DELIVERY INFORMATION
Centre devised assessment tasks should be approved by the internal verifier for the course before delivery takes place in order to ensure the assessment is fit for purpose and meets the standards required.

Unit Summary
The unit provides the learner with an understanding of advance care planning. It looks at the legal status of the Advanced Care Plan and who is involved in formulating it.

Assessment requirements/recommendations
This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Indicative Content
Learning Outcome 1
Advance Care Planning is a process of discussion between an individual and people who provide care. It specifically allows the individual to make advance decisions about their future care and may include preferred place of death, funeral arrangements, and specific requests for their care as they are dying and following death. It is not the same as the more general care planning process.

Learning Outcome 2
2.3 Individual is the person receiving support or care in the work setting.

Learning Outcome 3
3.3 Others may include: 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.
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Delivery Requirements/Recommendations
Assessment tasks will be devised to meet needs of the learning group and to cover all the criteria.
<table>
<thead>
<tr>
<th>Owner:</th>
<th>EDI</th>
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<tbody>
<tr>
<td>Unit Grading Structure</td>
<td>PASS</td>
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<tr>
<td>Sector Subject Areas (SSA)</td>
<td>1.3 Health and Social Care</td>
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<tr>
<td>Unit Review Date</td>
<td>31/03/2017</td>
</tr>
<tr>
<td>Availability for Use</td>
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<td>Restricted organisations</td>
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<tr>
<td>Assessment Guidance</td>
<td>This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.</td>
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<tr>
<td>Equivalences</td>
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