

# Palliative Care Education Framework 2025



In partnership with

# Contents

<i>Acknowledgements</i>	<i>ii</i>
<b>01</b> What is Palliative Care?	01
<b>02</b> The importance of Palliative Care	02
<b>03</b> The framework	03
<b>04</b> The domains	05
<b>05</b> The levels	08
<b>06</b> Domain 1: Fundamentals of Palliative Care	09
<b>07</b> Domain 2: Communication and conversation	13
<b>08</b> Domain 3: Care planning and delivery	17
<b>09</b> Domain 4: Care in the last days of life	22
<b>10</b> Domain 5: Loss, grief and bereavement	26



## Acknowledgements

NHS Education for Scotland (NES) and the Scottish Social Services Council (SSSC) would like to thank all contributors from NES, the SSSC and individuals, groups, and organisations from the public, independent, and third sectors who have been involved with developing and updating the Palliative Care Education Framework. The 2025 Palliative Care Education Framework builds on the previous framework, which was entitled “Palliative and End of Life Care: A framework to support the learning and development needs of the health and social service workforce in Scotland” (2017) and replaces it.

The revised 2025 Framework promotes education and learning in palliative care, including ‘care around dying’. This term now replaces ‘end of life care’ and encompasses bereavement support. These updates in terminology align with the current language used by the Scottish Government.

This Framework will be reviewed as required to take account of any new developments, and we would welcome feedback on it. If you wish to make comments or have questions about the framework, please email them to [nonmedicaltheatres@nes.scot.nhs.uk](mailto:nonmedicaltheatres@nes.scot.nhs.uk).



## 01 What is Palliative Care?



Palliative care focuses on what matters to each person. For people of all ages, that means living as well as possible with life shortening conditions.

Palliative care goes beyond treating health conditions to support each person, their family and carers to maintain the best possible quality of life, wellbeing and independence.

Palliative care is the holistic care of a person of any age living with life shortening conditions, together with their family and/or carers. It helps people with pain and other symptoms, emotional, psychological, social or financial problems and spiritual care regardless of faith or belief. Palliative care can start from around the time of diagnosis of a new life shortening condition and/or be important during periods of uncertainty and/or when someone's health is declining.

Care around dying is palliative care that is given in the last few hours, days or weeks of a person's life and it includes care after their death. Care around dying focuses on what is important to the person, such as being with those who are close to them. It also includes and involves family members, carers and others who are close to the person, both before and after they have died.

## 02 The importance of Palliative Care

Over 90% of people who die in Scotland each year have health conditions that could have benefited from palliative care.\*

Many of these will be older people living and dying with frailty, dementia or long term conditions who need palliative care over years rather than months. Children and young people with life shortening conditions may die at any age but more of them are living into adulthood and need age appropriate young adult services. We need to plan and deliver palliative care more effectively to meet the increasing needs of people of all ages, their families and carers. This includes education and training for the health and social care workforce.



\*Scottish Government (2025) Palliative Care Matters for All: Palliative care strategy (2025 - 30), p.7 (<https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2025/09/palliative-care-matters-palliative-care-strategy-202530/documents/palliative-care-publications/palliative-care-publications/govscot%3Adocument/palliative-care-publications.pdf>)

## 03 The framework

The purpose of this education framework is to support the learning and development needs of the health and social care workforce in Scotland. It can be used alongside generic and/or professional frameworks relevant to individual workers.

The framework's flexibility enables it to be used in different ways to support learning and development of individuals and teams, service providers and organisations, and education and training providers at organisational levels.

### **Health and social care workers can use the framework to:**

- Help them understand the principles, knowledge and skills necessary to fulfil their roles and responsibilities in delivering palliative care for people of all ages, their families and carers.
- Review their own existing knowledge and skills in relation to palliative care, including identifying learning and development gaps and needs for the future. This may involve discussion with managers/supervisors/the person who is supporting your learning.

### **Service providers and organisations can use the framework to:**

- Ensure their workers have the necessary knowledge and skills to support people with life shortening conditions who need palliative care, their families and carers.
- Map existing learning and development activities, support workforce plans and shape future educational and learning opportunities to support and develop their health and social care workforce in delivering palliative care.
- Enhance and strengthen relationships with education and training providers to create and deliver relevant palliative care learning and development.

## 03 The framework

**Education and training providers can use the framework to:**

- Review the design and delivery of current and future learning opportunities across all levels and types of education, including vocational training, undergraduate and postgraduate education.
- Maximise opportunities for health and social care workers to learn together and promote collaborative, integrated working.
- Enhance and strengthen relationships with health and social care providers and organisations in creating and delivering palliative care learning and development activities.



## 04 The domains

There are five domains that reflect the core knowledge and skills considered integral to the delivery of palliative care.

### How to use the framework

#### *Learning outcomes*



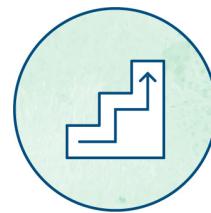
Click on the link directly beneath each section to be taken to the learning outcomes aligned with each domain.

If this is a printed copy, use this QR code to access the framework online.

#### *Palliative Care Learning Hub*

There is a learning hub of palliative care resources available. Click on the second link beneath the five framework sections. This will take you to the page of the learning hub aligned with the domain.

You will need a free Turas Learn account to access this. NHS Scotland staff can sign in to Turas Learn using their Office365 work account details. Non-NHS staff can register for an account at <https://learn.nhs.scot> if they don't already have one.



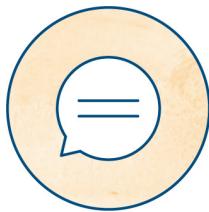
#### **Domain 1: Fundamentals of Palliative Care**

This domain encompasses the fundamental principles and philosophy underpinning palliative care. It includes critical components that support the development, enhancement, and delivery of high-quality palliative care and care around dying'.

##### [Link to Domain 1 learning outcomes](#)

Link to Palliative Care Learning Hub:  
<https://learn.nes.nhs.scot/86074>

## 04 The domains

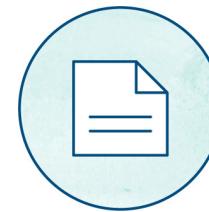


### Domain 2: Communication and conversations

This domain focuses on communication and conversations between people with life shortening conditions, their families and carers. Sensitive realistic conversations help the person feel heard, informed, and involved in shared decision-making. Effective communication and conversations are integral to the provision of palliative care. Workers need to be able to have effective conversations with people who may be experiencing distress and uncertainty, provide support and share decision-making. Good communication is also essential to enable effective teamwork within and between teams.

[Link to Domain 2 learning outcomes](#)

Link to Palliative Care Learning Hub:  
<https://learn.nes.nhs.scot/86076>



### Domain 3: Care planning and delivery

This domain is about the importance of working in partnership with the person, family and carers to provide holistic palliative care. It involves working alongside people with life shortening conditions, families and carers to anticipate, assess, review and respond to changing needs. This includes proactive future care planning that reflects the person's priorities and preferences, even when faced with uncertainty.

[Link to Domain 3 learning outcomes](#)

Link to Palliative Care Learning Hub:  
<https://learn.nes.nhs.scot/86080>

## 04 The domains



### Domain 4: Care around dying

This domain is about the care of a person of any age who is dying. It begins with recognising that someone may be in the last few hours, days or weeks of their life, even though there may still be some uncertainty. Care around dying is holistic care focusing on what matters most to the person and includes support for those closest to the person who is dying throughout this time and into their bereavement.

[Link to Domain 4 learning outcomes](#)

Link to Palliative Care Learning Hub:  
<https://learn.nes.nhs.scot/86082>



### Domain 5: Loss, grief and bereavement

This domain is about dealing with loss, grief and bereavement. It is integral to palliative care and care around dying and provision for people, their families and carers, and the workforce providing care and support. This domain acknowledges the potential impact of living and working with loss and recognises the importance of appropriate support for self and others.

[Link to Domain 5 learning outcomes](#)

Link to Palliative Care Learning Hub:  
<https://learn.nes.nhs.scot/86083>

## 05 The levels

Each domain has **four levels of knowledge and skills**. These outline what health and social care workers need to know and do, depending on their degree of involvement and their role and responsibilities in palliative care.

The levels of knowledge and skills required by workers can differ across the five domains.

The framework does not specify the knowledge and skill levels needed for a particular role. The levels are not defined by job, profession or seniority in an organisation or sector. Individual staff, workers and their employers are meant to interpret and apply the content and developmental opportunities of the framework to their job roles.



### 1. Informed

Informed level outlines the knowledge and skills required by all health and social care workers in relation to palliative care.



### 2. Skilled

Skilled level outlines the knowledge and skills required by health and social care workers who regularly provide care and support to people with palliative care needs, their families and carers as part of their roles and responsibilities.



### 3. Enhanced

Enhanced level outlines the knowledge and skills required by health and social care workers who provide, coordinate and manage the care and support of people with palliative care needs, their families and carers as part of their roles and responsibilities.



### 4. Expert

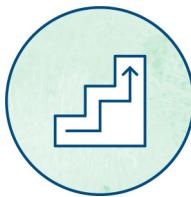
Expert level outlines the knowledge and skills required by health and social care workers who have an expert, specialist role in the care and support of people with palliative care needs, their families and carers.

## 06 Domain 1: Fundamentals of Palliative Care



**Informed  
level**

### Learning outcomes



1.1	Define palliative care for all ages, focusing on what matters to the person, their family, and carers.
1.2	Describe the meaning of holistic care.
1.3	Outline the range of services, agencies and resources involved in providing palliative care.
1.4	Describe your understanding of the legal, ethical, and professional responsibilities in palliative care.
1.5	Understand the meaning of equality, diversity and inclusion in palliative care.
1.6	Reflect on your own views about palliative care and the views of others.
1.7	Describe why your wellbeing and that of others are important in palliative care.
1.8	Reflect on learning opportunities that will develop your own knowledge and skills in palliative care.

Learner's signature:

Date:

Person who supports your learning signature:

Date:

### Learning outcomes sign-off

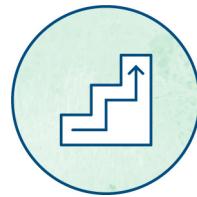
Staff sign-off of learning outcomes is offered as an optional process. While it may not be applicable in every context, it is available for individuals who find it useful in supporting their development or aligning with role expectations.

## 06 Domain 1: Fundamentals of Palliative Care



**Skilled  
level**

### Learning outcomes



1.9	Describe the importance of early identification of palliative care needs by using tools such as the Supportive and Palliative Care Indicators Tool (SPECT).
1.10	Explain why holistic approaches in palliative care matter, including physical, psychological, social, and spiritual factors.
1.11	Discuss the role of multidisciplinary teams in delivering palliative care and why it is important to manage any transitions between services.
1.12	Demonstrate your understanding of professional, legal and ethical responsibilities in palliative care.
1.13	Explain how you would deliver care that would respect equality, diversity and inclusion in palliative care.
1.14	Outline why it is important to respect a person's beliefs and behaviors in palliative care.
1.15	Reflect on your current knowledge and skills in palliative care to identify areas for ongoing learning and development.
1.16	Describe how you support self and others in maintaining wellbeing and recognising when additional support is needed.

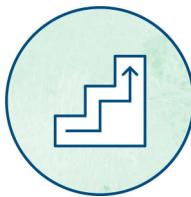
Learner's signature:

Date:

Person who supports your learning signature:

Date:

## 06 Domain 1: Fundamentals of Palliative Care



**Enhanced  
level**

### Learning outcomes

1.17	Illustrate how to identify people with unmet palliative care needs and take measures to address these.
1.18	Analyse how to support others by sharing experience in managing complex situations in palliative care.
1.19	Discuss opportunities to develop services to support equitable access to palliative care.
1.20	Illustrate how to collaborate with others to ensure that systems and processes facilitate seamless transitions in care and support.
1.21	Coordinate and support effective collaborative and integrated team working across care settings and services to facilitate palliative care.
1.22	Collaborate with others to use professional, legal and ethical approaches to protect and promote people's rights and safety in the context of palliative care.
1.23	Provide guidance and support in the provision of care that respects equality, diversity and inclusion in palliative care.
1.24	Demonstrate how to support others in recognising and evaluating their attitudes and behaviours towards palliative care and how these can impact the care and support they provide.
1.25	Provide guidance and support in identifying and effectively utilising available learning resources and best practice guidelines to enhance your own and others' knowledge and skills in palliative care.
1.26	Contribute to research and audit that will inform quality improvement in palliative care.
1.27	Facilitate wellbeing initiatives that support self and others.

Learner's signature:

Date:

Person who supports your learning signature:

Date:

## 06 Domain 1: Fundamentals of Palliative Care



**Expert  
level**

### Learning outcomes

1.28	Critique on your expert knowledge and understanding of the principles, approaches and practices in palliative care.
1.29	Lead in managing complex situations in palliative care.
1.30	Lead in the design, development and delivery of palliative care services that give people ownership in their care.
1.31	Appraise how to effectively engage with people and services to plan, drive and sustain improvement, recording findings and actions.
1.32	Interpret complex professional, legal and ethical issues relevant to people with palliative care and integrate this into your care delivery.
1.33	Influence change to reduce inequities, eliminate discrimination and promote equity when developing, planning and delivering palliative care.
1.34	Lead on improving attitudes and behaviours in palliative care that influence positive change.
1.35	Lead in audit, research and practice development in palliative care and share your findings with others.
1.36	Critique the effectiveness of wellbeing support in palliative care and influence change that promotes positive outcomes.

Learner's signature:

Date:

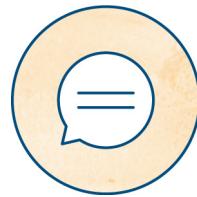
Person who supports your learning signature:

Date:

**Link to Palliative Care Learning Hub: <https://learn.nes.scot/86074>**

NHS Scotland staff can sign in to Turas Learn using their Office365 work account details. Others can register at: <https://learn.nes.scot>

## 07 Domain 2: Communication and conversation



**Informed  
level**

### Learning outcomes

2.1	Describe your understanding of person-centred communication in palliative care.
2.2	Explain your understanding of open and honest communication, considering how you would speak with people in a way that is clear, truthful, and sensitive.
2.3	Identify how you engage with people of all ages in a way that respects their wishes, choice of available options, confidentiality and what is important to the person.
2.4	Describe your understanding of verbal and non-verbal communication and how this can improve palliative care delivery.
2.5	Discuss your strengths and limitations in how you communicate with people and seek support if required.
2.6	Describe your understanding of how you would support people who have differences with their speech, language and/or communication.
2.7	Understand the importance of your own self-care through conversations and communication.
2.8	Describe the importance of sensitive and empathic conversations and communication.

Learner's signature:

Date:

Person who supports your learning signature:

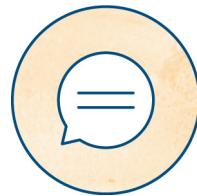
Date:

## 07 Domain 2: Communication and conversation



**Skilled level**

### Learning outcomes



2.9	Discuss your understanding of how communication can help support the person, their family and carers in understanding and participating in the care process.
2.10	Discuss how communicating with empathy and compassion can help the person process emotions, understand their situation, and set realistic expectations to foster trust and emotional safety.
2.11	Recognise and address sensory, cognitive, cultural, and language barriers to ensure inclusive and effective communication.
2.12	Reflect on how you can develop how you communicate with people, families and colleagues.
2.13	Discuss how you would help the person, family and carers access accurate information and support.
2.14	Outline the importance of open and honest conversation.
2.15	Describe your understanding of the term advocacy and how it could help support the person, their family and carers in making informed choices about realistic options for them.
2.16	Outline how uncertainty in life shortening conditions requires sensitive communication to support emotional wellbeing.

Learner's signature:

Date:

Person who supports your learning signature:

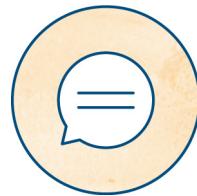
Date:

## 07 Domain 2: Communication and conversation



Enhanced level	Learning outcomes
2.17	Demonstrate knowledge of communication models and how you could apply them in diverse palliative care contexts.
2.18	Illustrate how to adjust your communication based on the person's age, development, capacity and individual preferences.
2.19	Demonstrate how to overcome barriers such as cultural and language differences, cognitive impairments and emotional distress by using techniques such as interpreters, communication aids and effective listening.
2.20	Describe how you would share information in a way that is clear, honest, and timely, while also being respectful of each person's needs and preferences.
2.21	Assess persons responses to shared information, check understanding and respond with empathy.
2.22	Navigate uncertainty, strong emotions such as anger, distress, denial, and conflict by using sensitive communication strategies to help a person manage uncertainty and emotional distress.
2.23	Apply shared decision-making approaches to empower individuals, families and carers in line with realistic medicine.
2.24	Identify and address communication challenges early to ensure clarity for all delivering care and support.
2.25	Illustrate how you would act as the person's advocate to ensure they receive the support they require.
2.26	Signpost the person, family and carers to relevant information and support for their circumstances.
Learner's signature:	Date:
Person who supports your learning signature:	Date:

## 07 Domain 2: Communication and conversation



Expert level	Learning outcomes
2.27	Facilitate the ongoing learning and development of effective and sensitive communication by health and social care workers in the context of palliative care.
2.28	Examine your expertise in communication theories and interactive learning methods relevant to palliative care.
2.29	Interpret and give constructive feedback to enhance own and team learning.
2.30	Examine experiences of people to ensure the right information is shared clearly and honestly between the person receiving care and the staff supporting them, in a way that suits the person's needs and preferences.
2.31	Apply leadership in situations that require expertise in resolving communication challenges including responses to complaints.
2.32	Create and analyse appropriate information to support people, families and carers.
2.33	Design and deliver cascade training to the workforce to improve shared decision-making that is person-centred.
2.34	Lead on delivering timely, clear and honest information in ways that take account of the person's situation, needs and responses that align with a person's needs and preferences.
Learner's signature:	Date:
Person who supports your learning signature:	Date:

**Link to Palliative Care Learning Hub: <https://learn.nes.scot/86076>**

NHS Scotland staff can sign in to Turas Learn using their Office365 work account details. Others can register at: <https://learn.nes.scot>

## 08 Domain 3: Care planning and delivery



**Informed  
level**

### Learning outcomes



3.1	Describe your understanding of care planning in the context of palliative care.
3.2	Explain how you can support people's beliefs, goals, and care choices.
3.3	Describe the importance of ensuring the person, family and carers are involved in their care assessment and planning.
3.4	Recognise how carers have a right to their own care and support plans.
3.5	Describe what future care planning is.
3.6	Explain the role of reflective practice when delivering palliative care.
3.7	List how you can support your own care and wellbeing when caring for others.
Learner's signature:	Date:
Person who supports your learning signature:	Date:

## 08 Domain 3: Care planning and delivery



**Skilled level**

### Learning outcomes



3.8	Describe life shortening conditions among the population of people you care for and their impact on the individual's physical, psychological, social, and spiritual wellbeing.
3.9	Explain how to plan and deliver care that would respect equality, diversity and inclusion in palliative care.
3.10	Outline why it is important to respect a person's beliefs and behaviors when planning and delivering palliative care.
3.11	Evaluate the role of reflecting on care planning and delivery that allows learning growth.
3.12	Discuss how you would anticipate and respond to people's needs, supporting dignity, independence and meaningful relationships.
3.13	Describe validated tools to assess wellbeing and develop, review, and evaluate personalised care plans.
3.14	Implement evidence-based approaches to manage physical, psychological, spiritual and social aspects of palliative care.
3.15	Discuss your understanding of capacity and consent, and promote informed, values-based decisions throughout the care journey.
3.16	Outline the role of carers as partners in care, support their wellbeing, and describe relevant legislation and resources.
3.17	Demonstrate how you contribute to coordinated care across services and settings, ensuring smooth transitions and shared goals.
3.18	Discuss your understanding of reablement, rehabilitation, that enhance a person's independence and allow them to adapt and self-manage their care needs.

Learner's signature:

Date:

Person who supports your learning signature:

Date:

## 08 Domain 3: Care planning and delivery



Enhanced level	Learning outcomes
3.19	Demonstrate in-depth knowledge of life shortening conditions, their progression and management. Apply condition-specific knowledge to inform assessment and care decisions and recognise reversible deterioration to implement anticipatory strategies.
3.20	Apply holistic assessments using evidence-based tools, distinguish between routine and complex issues, adapt care plans to changing conditions and embed personal outcomes in planning.
3.21	Examine physical, psychological, social and spiritual distress. Tailor interventions to meet complex needs using evidence-based approaches.
3.22	Lead and collaborate with teams to coordinate multi-agency care, act as a named person and oversee the development and review of complex care plans.
3.23	Demonstrate knowledge of carers' legislation, assess the impact of caring, coordinate support plans and empower carers to maintain wellbeing.
3.24	Apply legislation related to capacity, consent, confidentiality and public protection. Assess risk, respond to safeguarding concerns.
3.25	Engage in future care planning, explore and respect what matters to the person and ensure plans are documented, reviewed, and shared in line with legal and organisational standards.
3.26	Illustrate equality, diversity and inclusion needs into care, provide space for expression and demonstrate knowledge of diverse cultural practices related to illness and dying.
3.27	Assess and implement tailored strategies for self-management, reablement and rehabilitation.

## 08 Domain 3: Care planning and delivery



**Enhanced  
level**

### Learning outcomes



3.28	Justify the importance of respecting a person's beliefs and behaviours when planning and delivering palliative care.
3.29	Evaluate interventions using outcome measures, recognise limitations and involve others to ensure care meets personal outcomes.

Learner's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Person who supports your learning signature: \_\_\_\_\_ Date: \_\_\_\_\_

## 08 Domain 3: Care planning and delivery



**Expert level**

### Learning outcomes

3.30	Design and lead holistic interventions addressing physical, psychological, spiritual and social distress, tailored to individual needs.
3.31	Apply clinical expertise by applying advanced knowledge to assess and manage complex symptoms, developing personalised, evidence-based treatment and care plans.
3.32	Interpret key discussions by leading family meetings and case conferences to support shared decision-making and coordinated care.
3.33	Lead the design and delivery of multidisciplinary interventions that promote equality, diversity and inclusion.
3.34	Appraise and plan psychological interventions using best evidence to meet a person's wellbeing.
3.35	Create new models of palliative care provision based on current research, service needs and best practice.
3.36	Plan and execute care discussions to resolve conflict, align goals and ensure team-wide understanding and support.
3.37	Lead multi-agency case reviews and mortality audits to identify learning and enhance care around dying.
3.38	Interpret and respond to complex professional, legal and ethical issues relevant to care planning and delivery.

Learner's signature:

Date:

Person who supports your learning signature:

Date:

**Link to Palliative Care Learning Hub: <https://learn.nes.scot/86080>**

NHS Scotland staff can sign in to Turas Learn using their Office365 work account details. Others can register at: <https://learn.nes.scot>

## 09 Domain 4: Care in the last days of life



**Informed  
level**

### Learning outcomes

4.1	Describe your understanding that dying is part of life and that uncertainty surrounds how and when someone may die.
4.2	Detail how you would consider and ensure the person, family and carers' needs, wishes, choices, preferences and cultural beliefs are respected and met in the last days of life and after death.
4.3	Describe how you respond sensitively and compassionately to the person that is dying.
4.4	Detail the importance of the multidisciplinary team and their role in supporting a person in the last days of life.
4.5	Understand your own emotional needs and those of others around you and describe how you manage these.
4.6	Discuss your knowledge of the dying process and common symptoms experienced when someone is dying.

Learner's signature:

Date:

Person who supports your learning signature:

Date:

## 09 Domain 4: Care in the last days of life



**Skilled level**

### Learning outcomes



4.7	Explain how you would recognise a person who was in their last hours or days of life.
4.8	Demonstrate effective multidisciplinary team work to anticipate, recognise and respond to signs that a person is likely to be in their last days of life.
4.9	Explain how you would communicate changes and provide sensitive support to the person who is dying, their family and carers.
4.10	Discuss how you would support the person, their family and carers in coping with the uncertainties surrounding the timing and process of dying.
4.11	Outline how you would consider the person, family and carers' needs, choices and preferences in the last days of life and be respectful of their wishes.
4.12	Demonstrate how you would support the person who is dying, along with their family and carers, by helping them understand the changes that happen, such as changes in eating and drinking and by offering extra support they may need.
4.13	Explain how you would support the person, their family, and carers' by explaining legal and ethical issues related to dying.
4.14	Outline how to respect cultural beliefs and maintain dignity of a person before and after death.
4.15	Demonstrate your understanding of the policies and processes that exist for confirmation and certification of death.
4.16	Discuss the provision of information and signposting used to support the needs of families and carers.

Learner's signature:

Date:

Person who supports your learning signature:

Date:

## 09 Domain 4: Care in the last days of life



Enhanced level	Learning outcomes
4.17	Evaluate how you would differentiate between reversible deterioration causes and a person who is dying.
4.18	Appraise how you could improve your support for the person, family and carers during times of uncertainty surrounding death.
4.19	Initiate and contribute to multidisciplinary discussion and decision-making on recognition of dying, acknowledging inherent uncertainty.
4.20	Analyse the support and assessments required for a person who is dying, identifying and managing complex symptoms.
4.21	Apply your knowledge of legal and ethical principles and policies related to care around dying, including confirming and certifying of death.
4.22	Demonstrate how to facilitate shared decision-making with families and carers.
4.23	Examine the role of culturally sensitive care that respects beliefs and maintains dignity before and after death.
4.24	Apply practical information and signpost support resources related to death for families and carers.
4.25	Demonstrate how you would support the person and their families in coping with the uncertainties surrounding the timing and process of dying.
Learner's signature:	Date:
Person who supports your learning signature:	Date:

## 09 Domain 4: Care in the last days of life



**Expert level**

### Learning outcomes

4.26	Utilise your expert knowledge to support teams in caring for the person who is in their last few hours, days or weeks of life.
4.27	Lead and apply guidance to teams facing complexity related to care around dying.
4.28	Design learning opportunities to support others on identifying how to differentiate between reversible deterioration and a person who is dying.
4.29	Apply expert knowledge and skills in care for a person who is dying, including managing complex symptoms, and distress in the person or family.
4.30	Lead on culturally sensitive care that respects the person's beliefs and maintains dignity before and after death.
4.31	Apply expert knowledge on how you would support the person, their family, carers and the workforce in coping with the uncertainties surrounding the process of dying.
4.32	Interpret the impact on yourself and the team's wellbeing when dealing with the ongoing demands of supporting people who are dying, their families and carers.

Learner's signature:

Date:

Person who supports your learning signature:

Date:

**Link to Palliative Care Learning Hub: <https://learn.nes.nhs.scot/86082>**

NHS Scotland staff can sign in to Turas Learn using their Office365 work account details. Others can register at: <https://learn.nes.nhs.scot>

## 10 Domain 5: Loss, grief and bereavement



**Informed  
level**

### Learning outcomes



5.1	Recognise and understand that grief is a normal response to loss.
5.2	List the range of losses individuals may experience in the context of palliative care and care around dying support.
5.3	Describe your understanding of the range of different reactions, thoughts, feelings and behaviours that may be experienced by those living with loss and/or grief.
5.4	Detail how you would interact sensitively and empathetically with a person who is experiencing loss.
5.5	Describe how to signpost people to services who are experiencing loss, grief and/or bereavement.
5.6	Identify the importance of self-care in your professional and personal contexts.

Learner's signature:

Date:

Person who supports your learning signature:

Date:

## 10 Domain 5: Loss, grief and bereavement



**Skilled level**

### Learning outcomes



5.7	Outline your knowledge and understanding of theories of loss and grief.
5.8	Describe what anticipatory grief means and recognise its potential impact on the person.
5.9	Discuss factors that increase vulnerability and risk in grief whilst recognising people's strengths and assets.
5.10	Explain how the stages of human development affect responses to loss and bereavement.
5.11	Demonstrate how to respond to people experiencing loss and consider how you would support them to access help and signpost them as appropriate.
5.12	Outline how you would recognise your strengths, limitations and vulnerabilities when working with people experiencing loss, grief and bereavement.
5.13	Demonstrate your understanding of appropriate support to people, families and carers who are experiencing loss, grief and/or bereavement.
5.14	Discuss how to signpost people to services who are experiencing loss, grief and bereavement who require additional support in other aspects of their lives, for example, financial or housing problems.

Learner's signature:

Date:

Person who supports your learning signature:

Date:

## 10 Domain 5: Loss, grief and bereavement



Enhanced level	Learning outcomes
5.15	Apply your knowledge of theories and models of loss, grief and bereavement.
5.16	Examine your knowledge of grief reactions, including prolonged grief disorder and the use of risk assessment tools.
5.17	Discuss how to evaluate the needs of children, young people and adults to prepare and support them throughout the person's death.
5.18	Examine your knowledge of communication approaches that can support and empower those experiencing loss.
5.19	Demonstrate how you manage additional support through care plans, determine appropriate referrals based on individual circumstances, and assess risk factors.
5.20	Explain the impact of unacknowledged loss, how to address this including options available to support the person.
5.21	Facilitate and apply models of reflective practice and supervision to support and facilitate reflective practice, debriefing, and supervision for individuals and/or teams.
5.22	Plan support for people who are experiencing loss, grief and bereavement who require additional support in other aspects of their lives, for example, coping with financial burden, poverty etc.
Learner's signature:	Date:
Person who supports your learning signature:	Date:

## 10 Domain 5: Loss, grief and bereavement



**Expert  
level**

### Learning outcomes

5.23	Apply expert knowledge of loss, grief and bereavement policies, services and research.
5.24	Lead and construct bereavement services, applying expert skills where appropriate, to improve person-centred bereavement care.
5.25	Critique service provision through feedback and complaints.
5.26	Interpret and implement evidence-based bereavement care policies and services.
5.27	Apply strategic leadership in negotiating loss and bereavement care priorities across services.
5.28	Design services that engage communities to build resilience and understanding around loss and bereavement through collaborative leadership.
5.29	Appraise your expert knowledge and application of loss, grief and bereavement policy and research.
5.30	Lead and design policy and procedures to support people and families deal with loss, grief and bereavement in a manner that addresses their own circumstances.

Learner's signature:

Date:

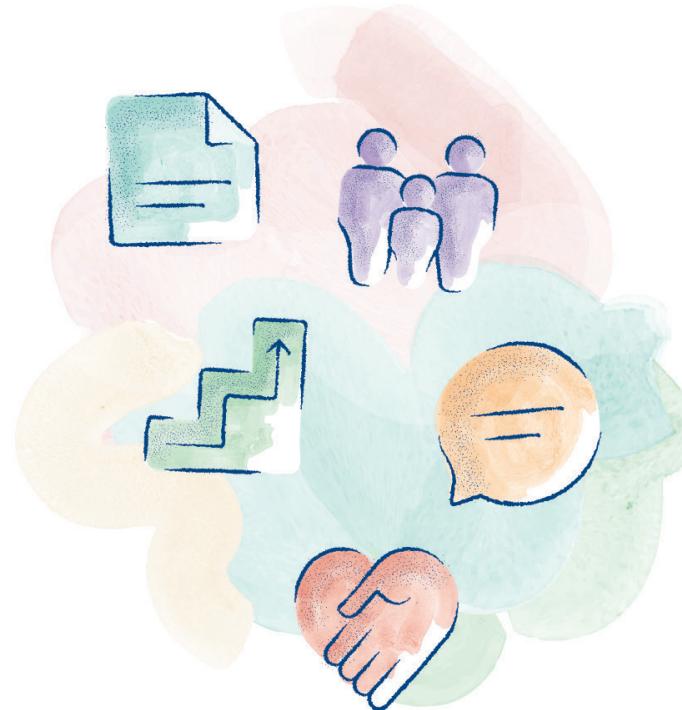
Person who supports your learning signature:

Date:

**Link to Palliative Care Learning Hub: <https://learn.nes.nhs.scot/86083>**

NHS Scotland staff can sign in to Turas Learn using their Office365 work account details. Others can register at: <https://learn.nes.nhs.scot>

This resource may be made available, in full or summary form, in alternative formats and community languages. Please contact us on 0131 656 3200 or email [altformats@nes.scot.nhs.uk](mailto:altformats@nes.scot.nhs.uk) to discuss how we can best meet your requirements.



NHS Education for Scotland  
Westport 102  
West Port  
Edinburgh EH3 9DN  
tel: 0131 656 3200  
[www.nes.scot.nhs.uk](http://www.nes.scot.nhs.uk)

©NHS Education for Scotland 2025. You can copy or reproduce the information in this resource for use within NHSScotland and for non-commercial educational purposes under creative commons CC BY-NC 4.0 Deed | Attribution-Non Commercial 4.0 International | Creative Commons. Use of this document for commercial purposes is permitted only with the written permission of NES.

NESD2030 | Designed by the NES Design Service



Scottish Social Service Council  
Compass House  
11 Riverside Drive  
Dundee DD1 4NY  
tel: 0345 60 30 891  
[www.sssc.uk.com](http://www.sssc.uk.com)