

Pearson BTEC Level 2 Award in Awareness of Dementia

Pearson BTEC Level 2 Certificate in Dementia Care

Specification

BTEC Specialist qualification

For first teaching September 2010

Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Edexcel BTEC Level 2 Award in Awareness of Dementia (QCF)

Edexcel BTEC Level 2 Certificate in Dementia Care (QCF)

The QNs remain the same.

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

ISBN 9781446949184

All the material in this publication is copyright
© Pearson Education Limited 2017

Summary of specification Issue 2 changes for: Pearson BTEC Level 2 Award in Awareness of Dementia Pearson BTEC Level 2 Certificate in Dementia Care

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	4, 5
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	5
QCF references removed from unit titles and unit levels in all units	19-150
Guided learning definition updated	13

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

BTEC Specialist qualification titles covered by this specification

Pearson BTEC Level 2 Award in Awareness of Dementia

Pearson BTEC Level 2 Certificate in Dementia Care

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

The qualification and unit codes will appear on learners' final certification documentation.

The Qualification Numbers for the qualifications in this publication are:

Pearson BTEC Level 2 Award in Awareness of Dementia	501/1257/0
---	------------

Pearson BTEC Level 2 Certificate in Dementia Care	501/1189/9
---	------------

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

These qualifications are accredited by Ofqual as being Additional and Specialist Learning within 14-19 Diplomas and part of the Apprenticeships framework.

Welcome to the BTEC Level 2 Award in Awareness of Dementia and the BTEC Level 2 Certificate in Dementia Care

Focusing on the BTEC Level 2 Award in Awareness of Dementia and the BTEC Level 2 Certificate in Dementia Care

The BTEC Level 2 Award in Awareness of Dementia provides learners with a solid awareness of dementia care issues and is suitable to be taken by learners aged 16 and older. This qualification can be taken as preparation for employment as well as professional development for those interested in specialising in this area of care as it does not infer occupational competence. The knowledge gained through the achievement of this qualification can be used to demonstrate competence in the BTEC Level 2 Certificate in Dementia Care. Achievement can also be mapped to the Pearson Level 2 Diploma in Health and Social Care (Adults) for England or the Pearson Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland.

The BTEC Level 2 Certificate in Dementia Care is aimed at those who are already working in care roles with individuals with dementia and it provides learners with an opportunity to have their competence assessed. It is also suitable to be taken by learners aged 16 and older. The achievement of units from this qualification can be used towards the achievement of the Pearson Level 2 Diploma in Health and Social Care (Adults) for England or the Pearson Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland.

Both qualifications are supported by Skills for Care and Development and are informed by the National Occupational Standards in Health and Social Care.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and deliver the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — **in this case, Skills for Care and Development**. Many industry and professional bodies offer successful BTEC students exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

Contents

What are BTEC Level 2 Specialist qualifications?	1
Pearson BTEC Level 2 Award	2
Pearson BTEC Level 2 Certificate	2
Key features of the Pearson BTEC Level 2 qualifications in Awareness of Dementia/Dementia Care	2
National Occupational Standards	2
Rules of combination	3
Rules of combination for the Pearson BTEC Level 2 qualifications	3
Pearson BTEC Level 2 Award in Awareness of Dementia	4
Pearson BTEC Level 2 Certificate in Dementia Care	5
Assessment	7
Quality assurance of centres	8
Approval	8
Quality Assurance Guidance	9
Programme design and delivery	9
Mode of delivery	9
Resources	9
Delivery approach	10
Functional Skills	10
Access and recruitment	11
Restrictions on learner entry	11
Access arrangements and special considerations	11
Recognition of Prior Learning	12
Unit format	13
Unit title	13
Unit reference number	13
Level	13
Credit value	13

Guided learning hours	13
Unit aim	13
Unit introduction	13
Learning outcomes	13
Assessment criteria	14
Unit content (Mandatory Units)	14
Additional Information (Optional Units)	14
Essential guidance for tutors	15
Units	17
Unit 1: Dementia Awareness	19
Unit 2: The Person-centred Approach to the Care and Support of Individuals with Dementia	29
Unit 3: Understand and Implement a Person-centred Approach to the Care and Support of Individuals with Dementia	37
Unit 4: Understand the Factors that can Influence Communication and Interaction with Individuals who have Dementia	47
Unit 5: Understand Equality, Diversity and Inclusion in Dementia Care	55
Unit 6: Equality, Diversity and Inclusion in Dementia Care Practice	65
Unit 7: Understand and Enable Interaction and Communication with Individuals with Dementia	75
Unit 8: Approaches to Enable Rights and Choices for Individuals with Dementia Whilst Minimising Risks	83
Unit 9: Understand and Meet the Nutritional Requirements of Individuals with Dementia	95
Unit 10: Understand the Administration of Medicine to Individuals with Dementia Using a Person-centred Approach	99
Unit 11: Support Use of Medication in Social Care Settings	101
Unit 12: Purpose and Principles of Independent Advocacy	105
Unit 13: Independent Mental Capacity Advocacy	109
Unit 14: Facilitate Person-centred Assessment, Planning, Implementation and Review	115
Unit 15: Contribute to Support of Positive Risk-taking for Individuals	119
Unit 16: Understand Mental Wellbeing and Mental Health Promotion	123
Unit 17: Provide Support for Therapy Sessions	127
Unit 18: Contribute to the Care of a Deceased Person	129
Unit 19: Contribute to Supporting Group Care Activities	133

Unit 20: Support Individuals at the End of Life	137
Unit 21: Support Person-centred Thinking and Planning	143
Unit 22: Introductory Awareness of Models of Disability	147
Unit 23: Contribute to Supporting Individuals in the Use of Assistive Technology	149
Further information and useful publications	151
How to obtain National Occupational Standards	151
Professional development and training	152
Annexe A	153
The Pearson/BTEC qualification framework for the Health and Social Care sector	153
Annexe B	155
Wider curriculum mapping	155
Annexe C	157
National Occupational Standards	157
Annexe D	161
Mapping to Level 2 Functional Skills	161
Annexe E	163
Unit mapping overview	163
Annexe F	165
Skills for Care and Development QCF Assessment Principles	165
Annexe G	167
Glossary of accreditation terminology	167
Annexe H	169
BTEC Specialist and Professional Qualifications	169

What are BTEC Level 2 Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Pearson BTEC Level 2 Award

The Pearson BTEC Level 2 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Pearson BTEC Level 2 Certificate

The Pearson BTEC Level 2 Certificate extends the work-related focus from the Pearson BTEC Level 2 Award and covers some of the knowledge and practical skills required for a particular vocational sector. This qualification offers an engaging programme for those who are clear about the vocational area they wish to learn more about or are already working in.

Key features of the Pearson BTEC Level 2 qualifications in Awareness of Dementia/Dementia Care

The Pearson BTEC Level 2 qualifications in Awareness of Dementia/Dementia Care have been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- develop their practical capability in skills to implement a person-centred approach to caring for individuals with dementia, including communication and interaction
- develop knowledge, understanding and skills in essential areas such as awareness of dementia, equality, diversity, inclusion and individual rights
- achieve a nationally recognised Level 2 vocationally-related qualification that is supported by Skills for Care and Development, the Sector Skills Council for the social care sector
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Pearson BTEC Level 2 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Level 2 qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

The Pearson BTEC Level 2 Award/Certificate in Awareness of Dementia/Dementia Care relate to the following NOS.

- Health and Social Care NOS.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications have rules of combination.

Rules of combination for the Pearson BTEC Level 2 qualifications

When combining units for the Pearson BTEC Level 2 Award in Awareness of Dementia or the Pearson BTEC Level 2 Certificate in Dementia Care, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 2 Award in Awareness in Dementia

- 1 Qualification credit value: 8 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 8 credits.
- 3 All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 2 Certificate in Dementia Care

- 1 Qualification credit value: a minimum of 18 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 18 credits.
- 3 All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 2 Award in Awareness of Dementia

The Pearson BTEC Level 2 Award in Awareness of Dementia is an 8-credit and 72-guided learning hour (GLH) qualification that consists of 4 mandatory units.

The Total Qualification Time (TQT) for this qualification is 80.

Pearson BTEC Level 2 Award in Awareness in Dementia					
Unit	Unit code	Mandatory units	Credit	Level	GLH
1	DEM201	Dementia Awareness	2	2	17
2	DEM202	The Person-centred Approach to the Care and Support of Individuals with Dementia	2	2	17
4	DEM205	Understand the Factors that can Influence Communication and Interaction with Individuals who have Dementia	2	2	18
5	DEM207	Understand Equality, Diversity and Inclusion in Dementia Care	2	2	20

Pearson BTEC Level 2 Certificate in Dementia Care

The Pearson BTEC Level 2 Certificate in Dementia Care is an 18-credit and 131 guided learning hour (GLH) qualification that consists of 5 mandatory units worth 14 credits **plus** at least 4 credits from optional units.

The Total Qualification Time (TQT) for this qualification is 180.

Pearson BTEC Level 2 Certificate in Dementia Care					
Unit	Unit code	Mandatory units	Credit	Level	GLH
1	DEM201	Dementia Awareness	2	2	17
3	DEM204	Understand and Implement a Person-centred Approach to the Care and Support of Individuals with Dementia	3	2	21
6	DEM209	Equality, Diversity and Inclusion in Dementia Care Practice	3	2	24
7	DEM210	Understand and Enable Interaction and Communication with Individuals with Dementia	3	2	19
8	DEM211	Approaches to Enable Rights and Choices for Individuals with Dementia Whilst Minimising Risks	3	2	25
Unit	Unit code	Optional units	Credit	Level	GLH
9	DEM302	Understand and Meet the Nutritional Requirements of Individuals with Dementia	3	3	26
10	DEM305	Understand the Administration of Medication to Individuals with Dementia Using a Person-centred Approach	2	3	15
11	HSC3047	Support the Use of Medication in Social Care Settings	5	3	40
12	ADV301	Purpose and Principles of Independent Advocacy	4	3	25
13	ADV305	Independent Mental Capacity Advocacy	12	3	35
14	HSC3020	Facilitate Person-centred Assessment, Planning, Implementing and Review	6	3	45
15	HSC2031	Contribute to the Support of Positive Risk-taking for Individuals	3	2	27
16	CMH301	Understand Mental Wellbeing and Mental Health Promotion	3	3	14
17	HSC2001	Provide Support for Therapy Sessions	2	2	14
18	HSC2022	Contribute to the Care of a Deceased Person	3	2	24

Unit	Unit code	Optional units	Credit	Level	GLH
19	HSC2023	Contribute to Supporting Group Care Activities	3	2	23
20	HSC3048	Support Individuals at the End of Life	7	3	53
21	LD202	Support Person-centred Thinking and Planning	5	2	34
22	SSOP2.1	Introductory Awareness of Models of Disability	2	2	15
23	SSOP2.4	Contribute to Supporting Individuals in the Use of Assistive Technology	3	2	19

Assessment

All units within these qualifications are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Pearson BTEC Level 2 Specialist qualifications, each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Pearson BTEC Level 2 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Pearson BTEC Level 2 qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Pearson BTEC Level 2 qualifications and units
- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Pearson of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified, through standardisation or risk assessment activities, as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Pearson BTEC Level 2 qualifications are set out in a centre guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Pearson BTEC Level 2 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Level 2 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Functional Skills

Pearson Level 2 BTEC Specialist qualifications give learners opportunities to develop and apply functional skills. Functional Skills are, however, not required to be achieved as part of the BTEC Specialist qualification(s) rules of combination. Functional Skills are offered as stand-alone qualifications.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Pearson BTEC Level 2 Award in Awareness of Dementia and the Pearson BTEC Level 2 Certificate in Dementia Care are accredited for learners aged 16 and above.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Pearson NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications*, which can be found on the Pearson website (qualifications.pearson.com). This policy replaces the previous Pearson policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content (Mandatory Units)

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in *italics* followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in **bold** at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Additional Information (Optional Units)

The *Italicised* words explained in this section refer to those that appear in the Assessment Criteria.

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1:	Dementia Awareness	19
Unit 2:	The Person-centred Approach to the Care and Support of Individuals with Dementia	29
Unit 3:	Understand and Implement a Person-centred Approach to the Care and Support of Individuals with Dementia	37
Unit 4:	Understand the Factors that can Influence Communication and Interaction with Individuals who have Dementia	47
Unit 5:	Understand Equality, Diversity and Inclusion in Dementia Care	55
Unit 6:	Equality, Diversity and Inclusion in Dementia Care Practice	65
Unit 7:	Understand and Enable Interaction and Communication with Individuals with Dementia	75
Unit 8:	Approaches to Enable Rights and Choices for Individuals with Dementia Whilst Minimising Risks	83
Unit 9:	Understand and Meet the Nutritional Requirements of Individuals with Dementia	95
Unit 10:	Understand the Administration of Medicine to Individuals with Dementia Using a Person-centred Approach	99
Unit 11:	Support Use of Medication in Social Care Settings	101
Unit 12:	Purpose and Principles of Independent Advocacy	105
Unit 13:	Independent Mental Capacity Advocacy	109
Unit 14:	Facilitate Person-centred Assessment, Planning, Implementation and Review	115
Unit 15:	Contribute to Support of Positive Risk-taking for Individuals	119
Unit 16:	Understand Mental Wellbeing and Mental Health Promotion	123
Unit 17:	Provide Support for Therapy Sessions	127
Unit 18:	Contribute to the Care of a Deceased Person	129
Unit 19:	Contribute to Supporting Group Care Activities	133
Unit 20:	Support Individuals at the End of Life	137
Unit 21:	Support Person-centred Thinking and Planning	143
Unit 22:	Introductory Awareness of Models of Disability	147
Unit 23:	Contribute to Supporting Individuals in the Use of Assistive Technology	149

Unit 1: Dementia Awareness

Unit reference number: J/601/2874

Level: 2

Credit value: 2

Guided learning hours: 17

Unit aim

The aim of the unit is to enable learners to gain knowledge of what dementia is, the different forms of dementia and how others can have an impact on the individual with dementia.

Unit introduction

As life expectancy rises in the developed world, more cases of dementia are being diagnosed. It is essential, therefore, that health and social care workers are equipped with the knowledge and understanding to support individuals with dementia, contributing to the quality of life to which every individual is entitled. This unit will provide learners with the knowledge and understanding of what dementia is and how it affects individuals. Learners will investigate key features of the models of dementia and consider their application to users of services. Learners will consider signs and symptoms of the more common forms of dementia and those factors which may place an individual at risk.

Learners will also examine the role of support provided by professionals from both statutory and voluntary services, and the place of advocacy in enabling and empowering individuals. Learners will also examine the effects that the behaviour and attitudes of others have on the experience of individuals who have dementia.

This unit provides learners with opportunities to achieve Functional Skills in English and ICT at Level 2.

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. See *Annexe F* for more details.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand what dementia is	1.1 explain what is meant by the term 'dementia' 1.2 describe the key functions of the brain that are affected by dementia 1.3 explain why depression, delirium and age-related memory impairment may be mistaken for dementia
2 Understand key features of the theoretical models of dementia	2.1 outline the medical model of dementia 2.2 outline the social model of dementia 2.3 explain why dementia should be viewed as a disability
3 Know the most common types of dementia and their causes	3.1 list the most common causes of dementia 3.2 describe the likely signs and symptoms of the most common causes of dementia 3.3 outline the risk factors for the most common causes of dementia 3.4 identify prevalence rates for different types of dementia
4 Understand factors relating to an individual's experience of dementia	4.1 describe how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability 4.2 outline the impact that the attitudes and behaviours of others may have on an individual with dementia

Unit content

1 Understand what dementia is

Dementia: definitions; characteristics; effects on key functions of the brain eg processing information, language, memory, ability to make sound judgements; similarities between the appearance of dementia and depression, delirium and age-related memory impairment eg mild cognitive impairment, apathy, confusion, poor memory, low concentration

2 Understand key features of the theoretical models of dementia

Social model: interaction of biological and social factors; importance of communities and social networks; role of socio-economic factors, political factors; recognition of personhood; effects of empowerment

Medical model: expert control; dependency upon experts; denial of personhood; not recognising the social context, distinction between normal and pathological; individualisation of behaviours; blaming the individual; treatment of the illness

Dementia as a disability: dignity of the individual; promotion and protection of rights; needs-led assessment; advocacy; recognition of independent mental capacity; minimisation of potential barriers to support; issues of safeguarding

3 Know the most common types of dementia and their causes

Alzheimer's disease: causes eg changes in chemistry and structure of the brain, death of brain cells; signs and symptoms eg memory loss related to recent events, familiar faces; confusion about the time of day, familiar objects and places, finding the right word

Lewy body dementia: causes eg development of lewy bodies inside the nerve cells, degeneration of brain tissue; signs and symptoms eg memory loss, problem solving, confusion and delirium, severe psychotic symptoms such as persistent hallucinations

Vascular dementia: causes eg effects of a stroke, effects of a series of small strokes; signs and symptoms eg memory loss, dizziness, slurred speech, effects on movement, rapid, shuffling steps, leg or arm weakness, loss of bowel and bladder control

Fronto-temporal dementia: causes eg accumulation of proteins, development of pick bodies; signs and symptoms eg lack of insight, inability to empathise, changing or inappropriate behaviour, loss of inhibitions, development of compulsive rituals

Risk factors: age related eg higher blood pressure, changes to nerve cells, DNA and cell structure, weakness of natural repair mechanisms; genetics; gender differences in the prevalence of different types; medical history eg Down's syndrome, HIV status, multiple sclerosis; environmental/lifestyle factors eg excess alcohol, lack of exercise, exposure to aluminium and other metals, inappropriate diet; prevalence rates of different types of dementia

4 Understand factors relating to an individual's experience of dementia

Factors which affect an individuals' experience of dementia: symptoms; 'normal' effects of ageing eg loss of hearing, effects on visual acuity, memory loss; levels of ability and disability due to dementia or other conditions; environmental factors eg adaptations to the living space, geographical location; social networks, support of friends and family; financial issues; loss of control; tension between rights and risks; a person-centred approach; impact of discrimination; role of voluntary agencies eg The Alzheimer's Society, Dementia UK; role of statutory services eg speech and language therapists, occupational therapists, physiotherapists, pharmacists, nurses, psychologists, Admiral nurses, community psychiatric nurses, care workers, GPs; others eg colleagues, managers; informal carers

Essential guidance for tutors

Delivery

Whilst taught input will be an important component of delivery, particularly for learning outcomes 1 and 3, learners will benefit from opportunities to discuss issues, perhaps based on case studies taken from professional magazines or other valid sources. Group and class discussion will enable learners to express views and challenge any stereotypes within a safe environment. The use of relevant television programmes such as the Channel 4 *Dispatches* series and the online BBC Learning Zone clips will provide a more realistic context for learners.

For learners who are working with individuals who have dementia, discussion could be based around real cases, with due acknowledgement of confidentiality and safeguarding of individuals' rights. Understanding of key terms in current usage is important and a glossary provided to learners will act as a memory aid when writing assignments. Guest speakers from a variety of professional settings will enhance learning. Independent research should also be encouraged, particularly with regard to prevalence rates of common forms of dementia as part of learning outcome 3. Learning outcome 4 asks learners to consider the effects that others make on an individual with dementia. Buzz groups and class discussion will enable learners to explore their own feelings as well as actions of others.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Learning outcome 1 Understand what dementia is
Taught session: explanation using gapped handouts to define terms and key functions of the brain affected by dementia; quiz to test understanding and existing knowledge.
Guest speaker: 'Similarities between depression, delirium and age related memory impairment' followed by question and answer session.
Introduce assignment 1 – What is Dementia? – [1.1, 1.2, 1.3] Produce a booklet for families who have a relative recently diagnosed with dementia which contains all of the following: <ul style="list-style-type: none"> a) an explanation of the term 'dementia' b) a description of the key functions of the brain that are affected by dementia c) an explanation of why depression, delirium and age-related memory loss may be mistaken for dementia.

Topic and suggested assignments/activities and/assessment
Learning outcome 2 Understand key features of the theoretical models of dementia
Buzz groups: give out explanation sheets for the two models; discuss positive and negative aspects of both and feed back to the whole class; apply the models to case studies; groups feed back to the class.
Taught session: on the rights of the individual, the role of advocacy and the concept of personhood, followed by class discussion on why dementia should be treated as a disability
Guest speaker: 'working with dementia' followed by a question and answer session.
Internet research session: to discover information about the roles of various health and social care professionals; group produce a class display of the information gained.
Introduce assignment 2 – Models of Dementia - [2.1, 2.2, 2.3] Individually research and produce a presentation to include the following points: a) an outline of the medical and social models of dementia You should also: <ul style="list-style-type: none"> • produce a handout of your slides for the class group • hand in your research notes to your tutor b) in handout format, write an explanation of the reasons why dementia should be treated as a disability.
Learning outcome 3 Know the most common types of dementia and their causes
Taught session: on the common causes, signs and symptoms of dementia; buzz groups working with case studies to identify the various types of dementia.
Internet research session: to discover the prevalence rates for different types of dementia; groups feed back findings.
Guest speaker: risk factors for the most common causes of dementia; question and answer session.
Introduce assignment 3 - Common Types of Dementia – [3.1, 3.2, 3.3 3.4] Produce a poster which lists the most common causes of dementia and identifies the prevalence rates for the different types. Write a letter to a friend who has just gained employment with an agency which supplies staff to residential settings; your letter must contain the following information: a description of the likely signs and symptoms of the most common causes of dementia and an outline of the risk factors.
Learning outcome 4 Understand factors relating to an individual's experience of dementia
Buzz groups: on relevant factors – groups to conduct research using a variety of sources, eg journals, professional magazines, textbooks, internet; groups feed back to the class/tutor-led discussion.

Topic and suggested assignments/activities and/assessment
Taught session: with learner input on the impact of attitude and behaviour of others.
<p>Introduce assignment 4 – Living with Dementia - [4.1, 4.2]</p> <p>Write an article for a local newspaper which includes the following:</p> <ul style="list-style-type: none"> a) a description of how different individuals may experience living with dementia and the factors which have an effect on their experience b) an outline of the impact that discrimination may have on an individual with dementia and how this can be minimised with relevant support.
Review of unit and programme of assignments. Hand in assignment 4.

Assessment

Although this unit could be assessed through a holistic assignment, it is suggested that it is subdivided into separate tasks with a common theme. It is essential that all assessment criteria are fully met so that learners achieve the learning outcomes. Learners will need to demonstrate a clear understanding of the separate topics. To meet 1.1, learners will need to fully explain what is meant by the term 'dementia'. This links with 1.2 which asks for a description of the key functions of the brain; learners should include in this, a description of how brain functions are affected by dementia. For 1.3, learners should provide a clear explanation which demonstrates their understanding of why other symptoms may be mistaken for dementia and why it may be wrongly diagnosed.

To meet 2.1 and 2.2, learners will need to outline the models of dementia and the effects of both models on the individual. 2.3 asks learners to provide a full explanation of why dementia should be viewed as a disability. This should include an explanation of the rights of the individual and the role of advocacy.

3.1 requires a list of causes of dementia which could be produced as a poster and partnered with 3.4, the identification of prevalence rates. Learners should be reminded of the need to produce posters of a professional standard which clearly informs the reader of the salient facts. Learners should avoid the inclusion of photographs but do need to reference any diagrams or artefacts which are included that taken from other sources. For 3.3, an outline of risk factors could be produced as a second poster or, as suggested in the *Programme of suggested assignments*, written as a letter to someone who is entering employment in dementia care.

4.1 and 4.2 are concerned with the experience of individuals living with dementia. It is important that learners show an understanding of how an individual's experience may be affected by the attitudes and behaviour of others, both positive and negative, rather than assuming that all experiences are due to the condition.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3	What is Dementia?	You are a volunteer at your local community centre. Several local families have asked for information about dementia as they have relatives who have been recently diagnosed.	Information booklet
2.1, 2.2, 2.3	Models of Dementia	The manager of the community centre has asked you to speak at the dementia support group on the models of dementia. You have also been asked to produce a handout for the families on why their relatives should be recognised as having a disability.	Presentation/Handouts

Criteria covered	Assignment title	Scenario	Assessment method
3.1, 3.2, 3.3, 3.4	Common Types of Dementia	<p>The manager of the community centre has asked you to produce a poster for the reception area which lists common types and identifies prevalence rates of dementia.</p> <p>Your fellow volunteer has become interested in working with individuals who have dementia and has obtained employment. You have decided to write a letter to her, providing her with more information.</p>	Poster/letter
4.1, 4.2	Living with Dementia	<p>The local newspaper has heard of your work at the community centre and has asked you to produce an article which describes the different experiences of individuals living with dementia. You have been asked to include an outline of the impact of discrimination on an individual and how support may minimise it.</p>	Newspaper article

Essential resources

Learners will need full access to library resources including suitable texts, professional journals/magazines and current newspapers.

Relevant DVDs can be obtained from Mulberry House Training at www.mulho.com.

Access to relevant internet sites is recommended, particularly those provided by BUPA, The Alzheimer's Society and Dementia UK.

Tutors are also recommended to access the BBC Learning Zone video clips on relevant topics, for example BBC Scotland Learning Zone Clip, 'Dementia Care-Human Rights'.

Indicative resource materials

Textbooks

Bartle C — *Knowledge Set for Dementia* (Heinemann, 2007) ISBN 9780435402303

Sutcliffe D — *Introducing Dementia - The Essential Facts and Issues of Care* (Age Concern England, 2001) ISBN 9780862422837

Journals

BUPA Dementia Guide

Community Care Magazine

The Nursing Times

Websites

National Institute of Clinical Excellence www.nice.org.uk

Nursing Times Magazine www.nursingtimes.net

Private Health Insurance Company www.bupa.co.uk

The Alzheimer's Society www.alzheimers.org.uk

Guided learning hours: 17

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand approaches that enable individuals with dementia to experience wellbeing	1.1 describe what is meant by a person-centred approach 1.2 outline the benefits of working with an individual with dementia in a person-centred manner
2 Understand the role of carers in the care and support of individuals with dementia	2.1 describe the role that carers can have in the care and support of individuals with dementia 2.2 explain the value of developing a professional working relationship with carers
3 Understand the roles of others in the support of individuals with dementia	3.1 describe the roles of others in the care and support of individuals with dementia 3.2 explain when it may be necessary to refer to others when supporting individuals with dementia 3.3 explain how to access the additional support of others when supporting individuals with dementia

Unit content

1 **Understand approaches that enable individuals with dementia to experience wellbeing**

Person-centred approach: definition of terms; Rogers (growth promoting climate); Maslow (hierarchy of needs); inclusion; involving the individual fully in the care plan; consideration of cultural needs; recognition of personhood; promotion of wellbeing through providing sense of hope, raising self-esteem and confidence, promoting self-respect, sense of purpose, contribution of these factors in promoting physical health; rights of the individual; empowering, enabling; use of advocacy to enable expression of wants and needs; opportunities for self-expression; supporting the expression of appropriate emotions; providing opportunities to express humour; providing activities which promote alertness and responsiveness and use the individual's remaining abilities; modelling a relaxed posture and body language to individuals; responding to warmth and affection shown by the individual in an appropriate manner

2 **Understand the role of carers in the care and support of individuals with dementia**

Role of carers: involvement of family; involvement of partner; developing professional relationships with carers; carers as experts; promoting contact with friends and neighbours; recognition of family, partner and friends as being part of the caring relationship; providing opportunities for families, partners etc to express concerns; answering questions; providing information; involvement in decisions

3 **Understand the roles of others in the support of individuals with dementia**

Others: role of eg care workers, colleagues, managers, social workers, occupational therapists, GP, speech and language therapists, physiotherapists, pharmacists, nurses, psychologists, Admiral nurses, dementia care advisers, community psychiatric nurses; benefits of multi-disciplinary/inter-agency working eg skills mix, sharing responsibilities, support of the team; need for co-operation, sharing information; issues of confidentiality; statutory/voluntary partnerships; role of the independent/voluntary sector eg Independent Mental Capacity Advocate, advocate, support groups; understanding when to refer an individual; accessing the support of statutory and voluntary services

Essential guidance for tutors

Delivery

Emphasis should be placed on ensuring that learners understand the meaning of a 'person-centred' approach. Learners should be supported in exploring their own views of person-centred care and the benefits of this approach.

Some taught input will be necessary in order for learners to understand the theories which underpin the practice. However, full use of discussions around case studies and relevant DVDs, such as those available from training organisations, will enable learners to place the theoretical knowledge in a more realistic context, in keeping with the vocational ethos of the course.

Learners may need taught input in order to extend their understanding of the work of various professionals named in the course content. Learning will also be enhanced by guest speakers and visits to suitable settings to observe the work of at least one professional.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Learning outcome 1 Understand approaches that enable individuals with dementia to experience wellbeing
Taught session: Rogers and Maslow - links to a person-centred approach.
Buzz groups: working with case studies to apply the theories to practice.
Observation of training DVD: use of gapped handouts followed by group discussion; ways of promoting well being.
Taught session: designing activities to enable independence and use an individual's remaining abilities.
Taught session/demonstration by tutor on verbal and non-verbal communication skills; groups practice/peer feedback.
Guest speaker: the role of advocacy; question and answer session.
Introduce assignment 1 – Understanding the Person-centred Approach - [1.1, 1.2]
Produce an information sheet to be given to applicants for a post at the Green Bridge Nursing Home, describing what you understand to be a person-centred approach to supporting individuals with dementia. You should include an outline of the benefits of this approach to individuals who have dementia.

Topic and suggested assignments/activities and/assessment
<p>Learning outcome 2 Understand the role of carers in the care and support of individuals with dementia</p> <p>Buzz groups: discuss the reasons for involvement of significant others in the care and support of individuals; groups feedback/tutor-led discussion on the meaning of 'the professional relationship' and the role of carers in providing support.</p> <p>Introduce assignment 2 – The Carer's Role - [2.1, 2.2]</p> <p>Produce a presentation and accompanying handouts to prepare new employees at the Green Bridge Nursing Home for their work. Your presentation should describe what you see as the role of carers (family, partners, friends and neighbours) in providing support and care for individuals who have dementia.</p> <p>Your handout should explain to new employees, the value of developing a professional relationship with carers.</p>
<p>Learning outcome 3 Understand the roles of others in the support of individuals with dementia</p> <p>Taught session: multidisciplinary/inter-agency working and statutory/voluntary partnerships.</p> <p>Buzz groups: work with case studies to design care plans for individuals based on a person-centred approach and involving several agencies. Groups feedback/class discussion.</p> <p>Guest speaker: accessing support for an individual/when to refer; question and answer session.</p> <p>Internet research session: finding out about the role of professionals in the support and care of individuals who have dementia.</p> <p>Tutor-led discussion: on research information; taught session on the use of advocacy in determining mental capacity.</p> <p>Introduce assignment 3 – Gwen – A Case Study - [3.1, 3.2, 3.3]</p> <p>Gwen Davies is a resident at the Green Bridge Nursing Home where you are a senior care worker. Gwen came into the nursing home when her husband had a stroke and could no longer care for her. Produce a short report to:</p> <ol style="list-style-type: none"> describe the role of three professionals who may be involved in providing Gwen's support and care, giving your reasons for your choices explain two reasons why it may become necessary to refer Gwen for additional support explain how you would access this support. <p>Review of unit and programme of assignments.</p>

Assessment

Assessment for this unit may take a number of forms. It is suggested that learners would find a common theme helpful as suggested in the *Programme of suggested assignments*. It is essential that learners meet the full requirements of each assessment criterion according to the command verb used and also that learners are not over assessed. For example, assessment criterion 1.1 asks for a description, whilst 1.2 asks learners to outline benefits. The requirements for each will be different.

Assessors should note that all work should be produced on an individual basis, for example the presentation suggested for assessment criteria 2.1 and the handout for 2.2. Tutors are advised to ask learners for evidence of individual research and to request that each presentation is given on an individual basis. The handout for assessment criterion 2.2 will provide learners with a format for producing a full explanation of how staff, carers and individuals with dementia will benefit from developing professional relationships.

Assessment criteria 3.1 3.2 and 3.3 could be assessed in the form of a case study in order to encourage learners to apply their knowledge to practice, in keeping with the vocational ethos of the unit.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2	Understanding the Person-centred Approach	As a senior care worker at the Green Bridge Nursing Home, you have been asked by your manager to prepare an information sheet for applicants for the post of care worker.	Information sheet

Criteria covered	Assignment title	Scenario	Assessment method
2.1, 2.2	The Carer's Role	As part of your role at the setting, you prepare new staff for their work. You are to prepare a presentation which describes how carers provide care and support for their relatives. You have also been asked to provide a handout for the new recruits which explains the benefits of developing professional relationships with carers.	Presentation/handouts
3.1, 3.2, 3.3	Gwen - a Case Study	One of the residents at the Green Bridge Nursing Home, Gwen, is giving you cause for concern. You need to involve other professionals.	Report

Essential resources

Learners will require full access to library facilities including textbooks, professional magazines and journals and current newspapers.

Learners will also require internet access. DVDs on Dementia Training may be obtained from Mulberry House on www.mulho.com.

Indicative resource materials

Textbooks

Bartle C — *Knowledge Set for Dementia* (Heinemann, 2007) ISBN 9780435402303

Brooker D — *Person-centred Dementia Care, Making Services Better* (Jessica Kingsley Publishers, 2003) ISBN 978843103370

Woods B, Keady J and Seddon D — *Involving Families in Care Homes A Relationship Approach* (Jessica Kingsley Publishers, 2009) ISBN 9781843102298

Journals

Community Care Magazine

The Nursing Times

Websites

National Care Forum

www.nationalcareforum.org.uk

Nursing Times Magazine

www.nursingtimes.net

Unit 3: Understand and Implement a Person-centred Approach to the Care and Support of Individuals with Dementia

Unit reference number: F/601/3683

Level: 2

Credit value: 3

Guided learning hours: 21

Unit aim

This unit is aimed at those who provide care and support to people who have dementia in a wide range of settings. It requires the demonstration of knowledge and skills in planning and delivering support to meet an individual's identified and agreed abilities and needs, in order to reflect the person-centred approach.

Unit introduction

This unit will provide learners with an understanding of how the person-centred approach is implemented to support and care for individuals who have dementia. Learners will then apply this theory to practice as they demonstrate their skills in the workplace.

Learners will also examine the value of using information about an individual to support quality of life. Learners will demonstrate their ability to communicate with individuals, involving those individuals in identifying and managing risks as they contribute towards designing their own care and support.

Learners will also demonstrate how to involve carers and others in the support of individuals.

This unit provides learners with opportunities to achieve Functional Skills in English and ICT at level 2.

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. See *Annexe F* for more details. Assessment criteria 2.2, 2.3, 2.4 and 3.2 must be assessed in real work situations.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the importance of a person-centred approach to dementia care and support	<p>1.1 describe what is meant by a 'person-centred approach'</p> <p>1.2 describe how a person-centred approach enables individuals with dementia to be involved in their own care and support</p>
2 Be able to involve the individual with dementia in planning and implementing their care and support using a person-centred approach	<p>2.1 explain how information about personality and life history can be used to support an individual to live well with dementia</p> <p>2.2 communicate with an individual with dementia using a range of methods that meet individual's abilities and needs</p> <p>2.3 involve an individual with dementia in identifying and managing risks for their care and support plan</p> <p>2.4 involve an individual with dementia in opportunities that meet their agreed abilities, needs and preferences</p>
3 Be able to involve carers and others in the care and support of individuals with dementia.	<p>3.1 explain how to increase a carer's understanding of dementia and a person-centred approach</p> <p>3.2 demonstrate how to involve carers and others in the support of an individual with dementia</p>

Unit content

1 **Understand the importance of a person-centred approach to dementia care and support**

Defining the approach: the individual at the centre of the planning process, eg involved in deciding their own care and support; recognising the hopes, wishes and dreams of an individual; application of Rogers' growth promoting climate and core conditions of honesty, unconditional positive regard and empathy; Maslow's hierarchy of needs; matching staff to individuals to develop rapport; defining the needs and wishes of the individual; promotion of choice; promotion of independence; safeguarding

Principles: promoting a sense of agency; recognition of personhood; maintenance of self-identity; maintenance of self-respect and dignity of the individual; promotion of quality of life; promotion of wellbeing; promotion of independence; utilising remaining skills; promoting a sense of control; use of the individual's strengths to promote independence; focusing on the whole person

2 **Be able to involve the individual with dementia in planning and implementing their care and support using a person-centred approach**

Use of personal information: to promote mental stimulation and maintain memory; develop positive relationships; develop trust; maximising independence; avoidance of behavioural triggers

Communication: use of individuals preferred methods; use of aids, eg advocacy, technology; English as an additional language; communication techniques, eg calm and positive facial expressions, use of short sentences, allowing time to process, avoiding direct questions, not contradicting the individual, use of active listening skills, responding to non-verbal communication, making eye contact, appropriate use of touch, respecting personal space; use of reflection to ensure understanding and assess emotional response

Identifying and managing risks: providing clear information about available choices, in context; monitoring responses; obtaining feedback on the support and care; consideration of other factors when meeting with the individual eg time of day, fluctuation of mood/condition, impact of medication; arranging the environment to maximise communication; balancing rights and risks; use of assistive technologies to minimise risks

Involving the individual: empowering the individual to be involved in decisions; identifying the individual's abilities, needs and preferences; involvement of family, friends, partners and professionals; use of life histories/biographies; involvement in daily activities and routines to promote a sense of purpose and self-esteem; reference to support and care plan; recognition of culture; recognition of beliefs; use of preferred language; involvement of outside agencies eg faith settings, interests and hobbies

3 Be able to involve carers and others in the care and support of individuals with dementia

Involvement of carers and others: carer eg partner, family, friends, neighbours; showing respect; providing a welcoming environment; providing information in preferred language and format; provision of independent interpreters; active listening; encouragement of involvement; listening to the views of carers; provision of emotional support; recognising difficulties experienced by carers; links with voluntary organisations eg Alzheimer's Society, Age UK; development of positive relationships; regular communication; attendance of carers at planning meetings; involvement of others eg social workers, nurses, Admiral nurses, speech and language therapists, physiotherapists, occupational therapists; a multi-disciplinary/inter-agency approach; sharing information between carers and agencies; boundaries and confidentiality; accurate record keeping

Essential guidance for tutors

Delivery

Learners will need to be provided with practical experience of working with individuals who have dementia in order to gather the necessary evidence for assessment, and in order to observe positive role models demonstrating the relevant skills.

Learners will benefit from opportunities to explore their views and feelings with regard to the person-centred approach to care and support, considering the involvement of individuals in the management of risks.

Learners will require access to library facilities including textbooks, ICT, professional journals and magazines and CD-Roms. Visiting speakers will enhance the learning experience.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Learning outcome 1 Understand the importance of a person-centred approach to dementia care and support
Taught session: a person-centred approach to support and care; learners working in buzz groups to discuss reasons for this approach.
Taught session: planning care and support; buzz groups, learners working with case studies using a person-centred approach to planning care and support; groups feedback and receive comments from peer group.
Guest speaker: a cultural approach to person-centred planning; question and answer session.
Introduce assignment 1 – A Person-centred approach - [1.1, 1.2] Write a magazine article to be published online which includes the following: A description of what you understand to be a person-centred approach to dementia care and how this approach can be used to involve an individual in their own care and support.

Topic and suggested assignments/activities and/assessment
Learning outcome 2 Be able to involve the individual with dementia in planning and implementing their care and support using a person-centred approach
Tutor to introduce session: use of smartboard/whiteboard, plenary with learners contributing information on ways of involving individuals; tutor to record information and disseminate to the group.
Guest speaker: use of life histories and other personal information to support an individual in living well with dementia; question and answer session.
Introduce assignment 2 – Living Well with Dementia - [2.1] Produce a report for a voluntary organisation which explains how information about an individual's personality and life history can be used to support them in living well with dementia.
Tutor-led plenary: communicating with individuals who have dementia; use of training DVD — learners to make notes.
Taught session: involving individuals in identifying and managing risks; buzz groups working with case studies.
Introduce assignment 3 – Identifying and Managing Risks - [2.2, 2.3] a) Use a range of communication methods to enable an individual to identify and manage the risks in their support and care plan b) Produce a reflective account and submit this for assessment, together with a signed witness statement from your supervisor.
Group research session: providing relevant and appropriate opportunities for individuals who have dementia; use of internet sites; text; professional magazines and journals should be encouraged to raise learner awareness of alternative sources of information.
Tutor led group plenary: share the results of the research session; 1-1 tutorials to discuss the use of activities with individuals.
Introduce assignment 4 – An Active Life - [2.4] a) Plan and implement two activities with an individual b) Produce a reflective account and submit this for assessment, together with a signed witness statement from your supervisor.
Learning outcome 3 Be able to involve carers and others in the care and support of individuals with dementia
Guest speaker from a voluntary organisation: working with carers to support individuals; question and answer session.
Tutor-led session: the role of the occupational therapist; use of online video clips on the role of the occupational therapist; buzz groups to identify the role of other professionals; groups feedback.
Taught session: multi-disciplinary/inter-agency approaches to support and care/boundaries, confidentiality, shared information and secure record keeping.

Topic and suggested assignments/activities and/assessment
Introduce assignment 5 – Working with Carers - [3.1] Produce a presentation for your peer group which explains ways in which you could increase a carer's understanding of both dementia and a person-centred approach to delivering support and care.
Delivery of learner presentations/feedback from peers.
Introduce assignment 6 – Working in Teams – a Multi-disciplinary Approach - [3.2] a) Use relevant skills to involve carers and others in the ongoing support of an individual b) Produce a reflect account and present this for assessment, together with a signed witness statement from your supervisor.
Review of unit and programme of assignments.

Assessment

Although the knowledge elements can be presented either in written format or as PowerPoint presentations, learners are required to demonstrate their ability to work with individuals and carers within a relevant environment.

Learners will benefit from practicing skills and discussing plans with tutors before beginning their assessments. Good liaison with settings is important to ensure cooperation and suitable opportunities to perform the relevant tasks.

The provision of suitable forms for use as witness statements is essential. Learners will require guidance in the writing of reports, reflective accounts and presentation of evidence.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2	A Person-centred Approach	Write an article on person-centred approaches to the care of individuals who have dementia.	Magazine article
2.1	Living Well with Dementia	Write a report for a national voluntary organisation on how to live well with dementia.	Report
2.2, 2.3	Identifying and Managing Risks	Work with an individual to identify and manage the risks in their support and care plan, using a range of suitable communication methods.	Demonstration and reflective account Signed witness statement

Criteria covered	Assignment title	Scenario	Assessment method
2.4	An Active Life	Plan and implement two activities with an individual which will meet their agreed needs, abilities and preferences.	Activities Reflective account Signed witness statement
3.1	Working with Carers	Deliver a presentation to new staff on ways of increasing the understanding of carers about dementia, covering also the use of a person-centred approach to support and care.	Presentation
3.2	Working in Teams - a Multi-disciplinary Approach	Demonstrate your ability to involve carers and other members of the staff team in the ongoing support and care of an individual.	Demonstration Reflective account Signed witness statement

Essential resources

Dementia training DVDs (www.mulho.com).

Online video clips on the role of the occupational therapist working with individuals who have dementia.

Indicative resource materials

Textbooks

Bartle C — *Knowledge Set for Dementia* (Heinemann, 2007) ISBN 9780435402303

Innes A and Hatfield K — *Healing Arts, Therapies and Person-centred Dementia Care*, (Jessica Kingsley Publishers, 2002), ISBN 9781843100386

Journals

Community Care

The Journal of Dementia Care

The Nursing Times

Websites

Key principles of dementia care	www.nationalcareforum.org.uk/
Nursing Times Magazine	www.nursingtimes.net
Online Journal of Dementia Care	www.careinfo.org.journal-of-dementiacare.php

Unit 4: Understand the Factors that can Influence Communication and Interaction with Individuals who have Dementia

Unit reference number: T/601/9416

Level: 2

Credit value: 2

Guided learning hours: 18

Unit aim

This unit provides the underpinning knowledge required to develop awareness of differing communication needs and abilities of individuals with dementia in order to enhance positive interaction. This unit does not assess competence.

Unit introduction

Communicating well with individuals who have dementia is important in supporting the maintenance of their self-identity. In this unit, learners will investigate how to identify an individual's communication strengths and weaknesses, and how to minimise any potential barriers to effective communication. Learners will also consider which factors are due to dementia and which factors are affected by the environment. Person-centred techniques which support individuals with dementia will be investigated, including involving family, friends, partners and professionals in their communication with individuals who have dementia.

Achievement of this unit, alongside *Unit 7: Understand and Enable Interaction and Communication with Individuals with Dementia*, can confirm competence.

This unit provides learners with opportunities to achieve Functional Skills in English and ICT at level 2.

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. See *Annexe F* for more details.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the factors that can influence communication and interaction with individuals who have dementia	<p>1.1 explain how dementia may influence an individual's ability to communicate and interact</p> <p>1.2 identify other factors that may influence an individual's ability to communicate and interact</p> <p>1.3 outline how memory impairment may affect the ability of an individual with dementia to use verbal language</p>
2 Understand how a person-centred approach may be used to encourage positive communication with individuals with dementia	<p>2.1 explain how to identify the communication strengths and abilities of an individual with dementia</p> <p>2.2 describe how to adapt the style of communication to meet the needs, strengths and abilities of an individual with dementia</p> <p>2.3 describe how information about an individual's preferred methods of communication can be used to reinforce their identity and uniqueness</p>
3 Understand the factors which can affect interactions with individuals with dementia.	<p>3.1 explain how understanding an individual's biography/history can facilitate positive interactions</p> <p>3.2 list different techniques that can be used to facilitate positive interactions with an individual with dementia</p> <p>3.3 explain how involving others may enhance interaction with an individual with dementia</p>

Unit content

1 **Understand the factors that can influence communication and interaction with individuals who have dementia**

Effects of dementia on communication and interaction: application of social skills and awareness of needs of others; effects of memory impairment on communication eg forgetting simple words, inadvertent use of the wrong word, loss of the ability to define words and concepts; physiological changes eg constriction of cerebral circulation; degeneration of brain cells; aphasia, agnosia

Effects of other factors: boredom; inappropriate communication from others; abuse; apathy, fear; other mental health issues; other medical issues eg results of strokes, Parkinson's disease; aggression from others within a setting

2 **Understand how a person-centred approach may be used to encourage positive communication with individuals with dementia**

Positive communication: use of reminiscence to reinforce self-identity; matching staff to individuals; providing individualised activities; building relationships with individuals; use of care delivery as opportunities for interaction; use of positive non-verbal communication; observation of an individual's non-verbal communication; giving verbal reassurance

3 **Understand the factors which can affect interactions with individuals with dementia**

Factors which affect interaction: use of life stories to discover interests, likes and dislikes, topics to be avoided; involvement of friends, family and partners; positive communication from staff; involvement of relevant others eg care workers, colleagues, managers, social workers, occupational therapists, GPs, speech and language therapists, physiotherapists, pharmacists, nurses, psychologists, psychiatrists, independent mental capacity advocates, advocates, dementia care advisers, support workers; use of individualised activities which are linked to the life story; group activities eg use of music, dance; use of artefacts which have links with the individual's life story eg from employment, home environment

Essential guidance for tutors

Delivery

Whilst taught input is essential to ensure that learners have a full understanding of the issues involved, opportunities for discussion will be a vital part of the learning experience.

Learners who are employed in this area, should be encouraged to share and explore their own views and experiences, whilst maintaining boundaries of confidentiality and professionalism.

Visits to relevant settings and the use of training DVDs will enhance learning, as will the input of expert speakers.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Learning outcome 1 Understand the factors which can influence communication and interaction with individuals who have dementia
Taught session: how dementia can affect communication and interaction; class discussion on other factors which may have an effect.
Visit to meet dementia care worker: effects of memory impairment on communication; question and answer session.
Internet research session: other factors which may affect communication and interaction; groups feed-back/tutor-led discussion
Introduce assignment 1 – Influences on Communication and Interaction - [1.1, 1.2, 1.3] You have a friend whose relative has recently been diagnosed as having vascular dementia. Write a letter to your friend which: a) explains how the dementia may affect their relative's verbal communication and interaction b) identifies other factors which may contribute to communication and interaction difficulties c) outlines how memory impairment may affect their relative's ability to communicate verbally.
Learning outcome 2 Understand how a person-centred approach may be used to encourage positive communication with individuals with dementia

Topic and suggested assignments/activities and/assessment
Video clip: use of reminiscence to reinforce self-identity; class discussion; class buzz groups – ways of encouraging positive communication, learners to use sources and feed-back to group; tutor-led class discussion.
Taught session: using person-centred care delivery to promote communication; buzz groups – devising individualised activities from case studies; class discussion.
<p>Introduce assignment 2 – Communication and Self-identity - [2.1, 2.2, 2.3]</p> <p>Your friend would like some ideas of how to encourage his relative to communicate and you have decided to produce a set of information sheets to help him. Your sheets should contain all of the following:</p> <ul style="list-style-type: none"> a) an explanation of how to identify his relative's communication strengths and abilities b) a description of how to adapt his own style of communication to meet his relative's needs and to match their strengths and abilities c) a description of how he can use this information to reinforce his relative's uniqueness and identity.
Learning outcome 3 Understand the factors which can affect interactions with individuals with dementia
Taught session: use of life stories to discover interests etc, to encourage communication; buzz groups – factors which can effect, issues to be aware of.
Buzz groups: involvement of others in encouraging communication; taught session on use of music, dance, artefacts to link with life stories.
Guest speaker: use of advocacy in encouraging communication; question and answer session. Hand in assignment 2.
Research session: involvement of others to enhance interaction with an individual with dementia; class debrief to discuss findings.
<p>Introduce assignment 3 – Enhancing Communication - [3.1, 3.2, 3.3]</p> <p>Your friend's relative has now been admitted to a residential care setting. The staff have asked your friend and his family to contribute to a life history. Your friend has asked you why this has been requested and also, how the family can encourage their relative to communicate when they visit. You should write another letter to your friend which:</p> <ul style="list-style-type: none"> a) explains how the life history will enable staff to communicate more effectively with their relative b) lists the different techniques which the family and staff could use to encourage interaction c) explains the importance of the family's involvement in their relative's care and support, with regard to interaction.
Review of unit and programme of assignments.

Assessment

Assessment may take a variety of forms but it is suggested that tutors should provide assignments with a common theme to encourage learner interest and promote consistency. The use of varied formats will encourage the achievement of functional skills in English and ICT at level 2. Assessors should ensure full coverage of the command verbs; for example assessment criterion 2.1 expects learners to produce a more in-depth piece of work than would be anticipated for 2.2, which asks learners to describe how to adapt the style of communication.

The provision of a glossary of terms which is available in the Pearson website, together with a full explanation from the tutor, will support learners in providing evidence at level 2. It is anticipated that some time will be allowed during class sessions for explanation of assessment requirements.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3	Influences on Communication and Interaction	You have a friend whose relative has just been diagnosed with vascular dementia; you must provide him with information on the effects this has on communication.	Letter
2.1, 2.2, 2.3	Communication and Self-identity	Your friend has asked you for information on how to use his relative's strengths and abilities to encourage communication.	Information sheets

Criteria covered	Assignment title	Scenario	Assessment method
3.1, 3.2, 3.3	Enhancing Communication	Your friend's relative has now been admitted to a residential setting. You must provide him with information about communication techniques and also about the importance of family involvement.	Letter

Essential resources

Training in Dementia Care DVDs obtainable from Mulberry House (www.mulho.com)
BBC Scotland Learning Zone Video Clips.

Learners will require access to library resources including ICT facilities, text-books, professional magazines and current newspapers. Guest speakers and visits to relevant settings will also enhance learning.

Indicative resource materials

Textbooks

Bartle C — *Knowledge Set for Dementia* (Heinemann, 2007) ISBN 9780435402303

Feil N — *The Validation Breakthrough* (Barnes and Noble, 2002)
ISBN 9781878812810

Journals

Community Care Magazine

The Nursing Times

Websites

Nursing Times Magazine	www.nursingtimes.net
Online Journal of Nursing	www.britishjournalofnursing.com
Social Care Institute for Excellence Research Brief	www.scie.org.uk/publications
The Alzheimer's Society	www.alzheimers.org.uk

Unit 5: Understand Equality, Diversity and Inclusion in Dementia Care

Unit reference number: A/601/2886

Level: 2

Credit value: 2

Guided learning hours: 20

Unit aim

This unit is aimed at those who provide care or support to individuals with dementia in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion that are fundamental to person-centred care practice.

Unit introduction

This unit gives learners the opportunity to gain an understanding of the importance of providing care and support which meets the unique needs and preferences of each individual, as is required by law. Research has demonstrated that this approach is beneficial to individuals who have dementia, by enhancing quality of experience and extension of cognitive function. Learners will gain an understanding of how misunderstandings about the nature of dementia can lead to inappropriate care and misinterpretation of signs and symptoms.

Learners will examine the differences in experience between older and younger individuals with dementia and how that affects support provision. Learners will also consider the importance of recognising ethnic differences when providing care and support. The unit also invites learners to consider ways of working in a person-centred way with individuals who have a learning disability, in addition to dementia.

Achievement of this unit, alongside *Unit 6: Equality, Diversity and Inclusion in Dementia Care Practice*, can confirm competence.

This unit provides learners with opportunities to achieve Functional Skills in English and ICT at level 2.

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. See *Annexe F* for more details.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand and appreciate the importance of diversity of individuals with dementia	1.1 explain the importance of recognising that individuals with dementia have unique needs and preferences 1.2 describe ways of helping carers and others to understand that an individual with dementia has unique needs and preference 1.3 explain how values, beliefs and misunderstandings about dementia can affect attitudes towards individuals
2 Understand the importance of person-centred approaches in the care and support of individuals with dementia	2.1 describe how an individual may feel valued, included and able to engage in daily life 2.2 describe how individuals with dementia may feel excluded 2.3 explain the importance of including the individual in all aspects of their care
3 Understand ways of working with a range of individuals who have dementia to ensure diverse needs are met.	3.1 describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia 3.2 describe what steps might be taken to gain knowledge and understanding of the needs and preferences of individuals with dementia from different ethnic origins 3.3 describe what knowledge and understanding would be required to work in a person-centred way with an individual with a learning disability and dementia.

Unit content

1 Understand and appreciate the importance of diversity of individuals with dementia

Recognising individuality: concept of personhood; promotion of self-identity; rights of the individual, dignity, respect, anti-discriminatory/anti-bias approach; quality of experience; promotion of independence; importance of culture, beliefs and value systems; Rogers' growth promoting climate, Maslow's hierarchy of needs; effects of discrimination on eg self-esteem, communication, mental health

Supporting carers and others: involvement of team in care plans, use of one-page profiles to share information with teams; use of life stories; involvement of family, friends, partners; use of advocates; individualised activities to develop rapport; involvement of others eg care workers, colleagues, managers, social workers, occupational therapists, GPs, speech and language therapists, pharmacists, nurses, specialist nurses, psychologists, psychiatrists, independent mental capacity advocates, dementia care adviser, support groups

Effects of values, beliefs and misunderstanding: assumptions regarding mental health status; attribution of apathy, depression, lack of communication to dementia; disengagement between carers and individuals; reduced standard of care and support

2 Understand the importance of person-centred approaches in the care and support of individuals with dementia

Involvement of individuals: a person-centred approach to care and support eg taking into account of individuality, promotion of physical exercise, provision of appropriate activities

Exclusion: lack of respect; effects of discrimination; lack of support to participate in daily life; inappropriate attitudes of staff; lack of appropriate provision for culture, beliefs or value systems; wrong assumptions regarding communication difficulties; inappropriate activities which do not take account of personal preferences; non-involvement of family, partner or friends in care and support

Importance of inclusion: effects on self-esteem, self-confidence; effects on self identity; preservation of personhood; rights of the individual; legislative requirements eg Human Rights Act 1998, Mental Capacity Act 2005, Care Standards Act 2000; quality of experience; effects on cognitive functioning; effects on mental health status

3 Understand ways of working with a range of individuals who have dementia to ensure diverse needs are met

Effects of age on experience: differences in life experience; acceptance of disengagement in older age; effects on eg employment, lifestyle, partners, families and friends, finances, differences in interests and preferences; matching staff to individuals through the use of key workers

Needs and preferences of individuals from different ethnic origins: involvement of family, friends, partners; consulting relevant organisations eg The King's Fund, The Council for Racial Equality (CRE), involvement of representatives from relevant community groups; knowledge of customs, food requirements, cultural and religious requirements with regard to personal care, activities; celebration of festivals and other special days; involvement of religious representatives eg imams, priests; use of preferred language; recognition that individuals may revert to first language as dementia progresses; use of interpreters and translators; need for support; use of preferred names

Supporting individuals with a learning disability: implementing a person-centred approach; use of person-centred thinking tools eg 'one-page profiles', The for/To sort/, Good day/Bad Day; supported self-advocacy; government requirements eg Valuing People Now, Disability Discrimination Act 2005; recognition of what is dementia and what is learning disability

Essential guidance for tutors

Delivery

Learning will be enhanced by input from experts such as dementia care workers, community psychiatric nurses and occupational therapists. Representatives from ethnic minorities and organisations such as Dementia UK would also enhance learning.

Learners will require taught input but opportunities to discuss ideas will be invaluable in allowing learners to explore assumptions and misunderstandings in a safe environment. The use of relevant DVDs and recordings of television programmes will add interest to sessions, as will the use of case studies which may be obtained from professional journals and magazines such as *Community Care* and *The Nursing Times*. Learners will require library access including textbooks, professional magazines and journals, current newspapers, ICT and CD-Roms.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Learning outcome 1 Understand and appreciate the importance of diversity of individuals with dementia
Taught session: recognising individuality, theories and concepts; buzz groups – application of knowledge to case studies; groups feed-back; tutor-led discussion.
Guest speaker: an anti-discriminatory/anti-bias approach to dementia care; question and answer session.
Internet research session: role of various professionals in providing individual care and support; tutor-led group discussion.
Introduce assignment 1 - The Unique Individual - [1.1, 1.2] In essay format, produce the following documents: a) an explanation of why it is important to recognise each individual who has dementia also has their own unique needs and preferences b) an explanation of how any values, beliefs and misunderstandings we may hold about dementia can affect our attitude towards individuals we support
Introduce assignment 2 - Helping Others to Understand - [1.3] Produce a handout for learners going on work experience, which describes ways in which carers and others can be helped to understand the unique needs and preferences of each individual.

Topic and suggested assignments/activities and/assessment
Learning outcome 2 Understand the importance of person-centred approaches in the care and support of individuals with dementia
Taught session: defining a person-centred approach to care and support; individuals designing a person-centred plan for themselves; comparing the plans in pairs and then with the whole group; tutor-led discussion.
Guest speaker: aspects of support, importance of inclusion; question and answer session.
Quiz: on information gained from last week's speaker; tutor-led discussion on effects of exclusion; observation of relevant DVD; class discussion.
Taught session: the legislative framework; buzz groups working on case studies; whole-class discussion.
Introduce assignment 3 – Valuing and Including Individuals with Dementia - [2.1, 2.2, 2.3]
Write an article for a leading dementia charity to be published online which contains:
a) a description of ways in which an individual who has dementia can feel valued, included and able to take part in the daily life of a residential setting
b) an explanation of why it is important to include individuals in all aspects of their care
c) a description of ways in which individuals with dementia can feel excluded.
Learning outcome 3 Understand ways of working with a range of individuals who have dementia to ensure diverse needs are met
Class plenary: difference in experience of dementia due to age; group to copy down tutor spider diagram/smartboard printout. Buzz groups working with case studies; groups feed back.
Introduce assignment 4 – Dementia in Younger and Older Individuals - [3.1]
Produce a poster to be placed in your local health centre which describes how the experience of dementia may differ in younger and older individuals.
Work in class on the poster and hand in at the end of the session.
Guest speaker: from ethnic minority group – issues with language and customs; question and answer session.
Class plenary: on information gained from guest speaker; internet research session on the work of support groups; plenary on research.
Introduce assignment 5 – Supporting Ethnic Diversity - [3.2]
Produce a guide for new staff at a respite setting for older people with dementia, which describes how they might find information about the needs and preferences of the guests who are from a variety of different ethnic origins.

Topic and suggested assignments/activities and/assessment
Taught session: on a person-centred approach to care/using person-centred tools with an individual who has learning difficulties and dementia; learners work on assignment 4.
Guest speaker: from the local Learning Disability Board, working with individuals to plan their care and support; question and answer session.
Introduce assignment 6 – Working with Elizabeth - [3.3] Produce a presentation which describes the knowledge and understanding you would need in order to work in a person-centred way with individuals who have both dementia and a learning disability.
Review of unit and programme of assignments.

Assessment

Evidence for assessment could be presented in a variety of forms and tutors should ensure that learners have a full understanding of the requirements of the command verbs. For example, assessment criterion 1.2 asks learners to describe ways of helping carers and others to understand the needs of an individual and therefore learners must provide a full description rather than using bullet points or making a list. 1.3 asks learners to explain how values, beliefs and misunderstandings can affect attitudes, which requires a more extended answer that demonstrates understanding.

Tutors must ensure that presentations are produced and presented individually in order to be certain that each learner has fully met the relevant assessment criteria. Learners should also submit research notes as further evidence of individual work.

Tutors are advised that learners must not include photographs which identify individuals as part of their assessed work. All diagrams, charts etc must be referenced and sources acknowledged to prevent plagiarism.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2	The Unique Individual	Write an essay to demonstrate your understanding of the uniqueness of each individual and also how our values and beliefs can lead to misunderstanding.	Essay
1.3	Helping Others to Understand	You are the student mentor at the Green Bridge Nursing Home. You have decided to help new work-experience learners by producing a handout on understanding the unique needs and preferences of each individual resident.	Handout
2.1, 2.2, 2.3	Valuing and Including Individuals with Dementia	As part of their drive to raise public awareness of dementia, a leading dementia care charity has asked you to produce an online article concerning inclusion, and the effects of exclusion on the quality of experience for individuals with dementia.	Online article

Criteria covered	Assignment title	Scenario	Assessment method
3.1	Dementia in Younger and Older Individuals	The charity has links with the health centres in the local area. The managers have agreed that posters may be displayed. They must have a professional appearance. You have decided to support the work-experience students in producing a design.	Poster
3.2	Supporting Ethnic Diversity	The owner of the Green Bridge Nursing Home also owns a private respite setting for individuals with dementia. He has heard of your work and has asked if you could produce a guide for staff working with individuals from different ethnic origins.	Guide
3.3	Working with Elizabeth	Some of the residents at the nursing home also have a learning disability. You are asked to produce a presentation to inform the work-experience learners about working in a person-centred way with these individuals.	Presentation

Essential resources

Working with Dementia training DVDs are available from Mulberry House (www.mulho.com). Learners will require full access to library facilities including textbooks, ICT, professional magazines and journals and current newspapers. Visits from relevant professionals will enhance learner experience.

Indicative resource materials

Textbooks

Bartle C — *Knowledge Set for Dementia* (Heinemann, 2007) ISBN 9780435402303

Downs M — *Excellence in Dementia Care* (Open University Press, 2008)
ISBN 978033523756

Journals

Community Care Magazine

The Nursing Times

Websites

Alzheimer's Disease Support Group	www.forum-alzheimers.org.uk
Booklet on Dementia for Adults who have a Learning	www.alzheimer.org.uk/factsheet/
Dementia Awareness	www.dementiaawareness.co.uk
Royal College of Nursing	www.rcn.org.uk

Unit 6: Equality, Diversity and Inclusion in Dementia Care Practice

Unit reference number: Y/601/9277

Level: 2

Credit value: 3

Guided learning hours: 24

Unit aim

This unit provides knowledge, understanding and skills for those who provide care or support to individuals with dementia in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion that are fundamental to person-centred care practice.

Unit introduction

This unit will allow learners to develop an understanding of the importance of recognising the unique individuality of each person who has dementia. Learners will consider the ways in which each individual's needs may be met through the use of life histories and the consideration of important factors such as faith, culture and ethnicity, which contribute to the wellbeing and quality of life for individuals.

Learners will be required to demonstrate their ability to work with a variety of individuals in ways which support the uniqueness of each person and involves them in their own care and support.

This unit provides learners with opportunities to achieve Functional Skills in English and ICT at level 2.

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. See *Annexe F* for more details. Assessment criteria 2.1, 2.2, 2.3, 2.4 and 3.1 must be assessed in real work situations.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the importance of equality, diversity and inclusion when working with individuals with dementia	1.1 explain what is meant by: diversity equality inclusion 1.2 explain why an individual with dementia has unique needs and preferences 1.3 describe how an individual with dementia may feel excluded 1.4 describe why it is important to include an individual with dementia in all aspects of care practice 1.5 explain how values, beliefs and misunderstandings about dementia can affect attitudes towards an individual
2 Be able to apply a person-centred approach in the care and support of individuals with dementia	2.1 demonstrate how an individual with dementia has been valued, included and able to engage in daily life 2.2 show how an individual's life history and culture has been taken into consideration to meet their needs 2.3 demonstrate how the stage of dementia of an individual has been taken into account when meeting their needs and preferences 2.4 demonstrate ways of helping carers and others to understand that an individual with dementia has unique needs and preferences

Learning outcomes	Assessment criteria
<p>3 Be able to work with a range of individuals who have dementia to ensure diverse needs are met</p>	<p>3.1 demonstrate how to work in ways that ensure that the needs and preferences of individuals with dementia from a diverse range of backgrounds are met</p> <p>3.2 describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia</p> <p>3.3 describe how to use a person-centred approach with an individual with a learning disability and dementia</p>

Unit content

1 Understand the importance of equality, diversity and inclusion when working with individuals with dementia

Definition of terms: diversity, equality, inclusion; relating the terms to individuals who have dementia; recognising individuality; application to practice, anti-discriminatory/anti-bias approach to support and care; concept of personhood; rights of the individual; needs and preferences of the individual; importance of faith, culture

Causes of exclusion: use of generalised activities; lack of one to one activities; not using the individual's preferred method of communication; lack of advocacy; information presented inappropriately eg small print, complex terminology, not using the individual's first language; not catching and holding the individual's attention; use of neutral speech tones and body language from staff; lack of respect; not considering an individual's preferences; not considering faith, culture; fear; other illness; poor maintenance of assistive technologies eg hearing aids, spectacles; not using the individual's preferred names and titles

Benefits of inclusion: increased quality of life; recognition of personhood; maintenance of self-identity, self-respect and self-esteem; promotion of independence; use of remaining skills; supporting communication; promotion of wellbeing; rights of the individual; promotion of personal control; sense of agency; legal requirements eg Human Rights Act 1998, Equality Act 2010

Factors affecting attitudes towards individuals: assumptions about reasons for non-involvement of individuals; lack of understanding of characteristics of dementia; stereotyping based on limited experience; not recognising the value of the individual; assumptions about patterns of dementia

2 Be able to apply a person-centred approach in the care and support of individuals with dementia

Involvement of individuals: implementation of the person-centred approach eg matching staff to individuals to promote rapport, use of personal information to develop individualised activities, consideration of personal preferences; consideration of life history eg provision of familiar artefacts from home or former employment, use of reminiscence (memory boxes, photographs), maintenance of links with the community

Effects of dementia patterns: knowledge of characteristics of dementia; understanding of different types; effects of progression on cognitive abilities; adapting approach to meet current needs; flexible approach to care and support; monitoring of progression of condition and adapting plans; maintenance of a person-centred approach; importance of safeguarding; identifying changing patterns of risk and managing them

Involvement of carers and others: sharing information regarding needs and preferences of the individuals; importance of team meetings; family as partners in care and support; presentation of the individual as unique in reports, observations and records; use of the individual's preferred names and titles in discussions and planning sessions; matching care and support with the individual's needs and preferences; involvement of others in individualised activities eg carers, occupational therapists, physiotherapists, social workers, counsellors

3 Be able to work with a range of individuals who have dementia to ensure diverse needs are met

Diversity: consideration of factors which affect provision of care and support, faith, culture, ethnicity; values and moral choices eg vegetarianism/veganism; non-religious beliefs eg humanism; provision for religious practice; freedom to opt out eg non-attendance at celebrations in the setting; unconditional positive regard; non-judgemental approach; empathy; provision of opportunities which meet the current abilities of individuals; use of preferred names and titles; promoting choices; promoting independence; staff training; monitoring of policies and procedures; use of preferred language; use of interpreters and translators; involvement of cultural and faith representatives where appropriate; examination of personal stereotypes and assumptions; effects of age on the experience of an individual with dementia

Learning disability: implementation of a person-centred approach; use of person-centred thinking tools eg one-page profiles, the for/to sort, good day/bad day; supported self-advocacy; importance of listening to the individual; importance of differentiating between level of learning disability and dementia; involvement of individual in all stages of planning; recognition of personhood; promotion of independence; promotion of choices; legislative requirements eg Valuing People, Valuing People Now, Mental Capacity Act 2005, Disability Discrimination Act 2005; consideration of culture, faith, values and moral beliefs; provision of opportunities and activities which meet the needs and preferences of the individual

Essential guidance for tutors

Delivery

Delivery should emphasise the application of knowledge to practise within the care setting.

Learners who are not employed within this particular field will need access to relevant work experience to meet the requirements of the learning outcomes and assessment criteria.

Learners will require access to library facilities including texts, ICT, professional magazines and journals and CD-Rom. Input from visiting speakers, including those who represent ethnic minority communities or work with individuals who have learning disabilities, will enhance the experience of learners.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Learning outcome 1 Understand the importance of equality, diversity and inclusion when working with individuals with dementia
Class plenary/tutor-led discussion: definitions of relevant terms and their importance in providing appropriate support and care; learners working in buzz groups to identify discriminatory practice in case studies; groups feed-back
Class plenary/tutor-led discussion: inclusion and the recognition of individuality; taught session on the benefits of inclusion.
Taught session: common misunderstandings and beliefs about dementia and their effects on care and support of individuals.

Topic and suggested assignments/activities and/assessment
<p>Introduce assignment 1 – The Importance of Equality, Diversity and Rights in Dementia Care - [1.1, 1.2, 1.3, 1.4, 1.5]</p> <p>Produce a set of information sheets for new staff at your workplace which contains all of the following:</p> <ul style="list-style-type: none"> an explanation of the following terms: diversity, equality, inclusion an explanation of the reasons why each individual in the setting has unique needs and preferences a description of how an individual could feel excluded from daily life within the setting a description of why it is important to include each individual in the setting in all aspects of care and support an explanation of how our values, beliefs and misunderstandings about dementia could have an effect on our attitudes towards individuals.
<p>Learning outcome 2 Be able to apply a person-centred approach in the care and support of individuals with dementia</p>
Taught session: definition of a person-centred approach to care and support; learners discuss approaches/benefits of person-centred applications.
Guest speaker: methods of involving individuals with dementia in daily life; question and answer session.
Taught session: effects of dementia patterns on the individual's needs and preferences; tutor-led class discussion.
Taught session: ways of involving others in care and support/consideration of relevant factors.
Taught session: writing reflective accounts; use of exemplars.
<p>Introduce assignment 2 – Valuing individuals - [2.1, 2.2, 2.3, 2.4]</p> <p>Produce a reflective account which demonstrates that you have completed all of the following:</p> <ul style="list-style-type: none"> enabled an individual with dementia to be valued and included in the daily life and routines of the setting used an individual's life history and culture to inform practice when meeting their needs and preferences used two methods of helping carers and professionals within the setting to understand that individual's unique needs and preferences obtained a signed witness statement from your supervisor.
<p>Learning outcome 3 Be able to work with a range of individuals who have dementia to ensure diverse needs are met</p>
Tutor-led class discussion: factors which contribute to diversity in individuals with dementia; buzz groups working on reasons for inclusion and provision of appropriate care/groups feedback.

Topic and suggested assignments/activities and/assessment
Introduce assignment 3 – Meeting Individual Needs - [3.1] In your workplace setting, keep a written record over at least three weeks to demonstrate how you have worked in ways which have ensured that the needs of at least three different individuals with dementia have been met.
Guest speaker: experiencing dementia as a younger person; question and answer session.
Buzz groups: working with case studies about older people with dementia to identify the differences in experience, needs and preferences; groups feedback to class.
Introduce assignment 4 – Specific Needs of Different Age Groups - [3.2] In essay format, describe how younger and older individuals may differ with regard to their experience of dementia.
Taught session: using a person-centred approach to care and support; class discussion.
Taught session: using person-centred tools to provide support and care for an individual who has learning disabilities and dementia.
Learners working on assignments with tutor support.
Introduce assignment 5 – My Name is Alice - [3.3] Write a case study (you can use one from a care magazine and adapt it) about an individual who has a learning disability and also dementia. You must describe in detail how you would use a person-centred approach to providing care and support.
Learners working on assignments with tutor support.
Review of unit and programme of assignments. Hand in assignment 4.

Assessment

Assessment of the knowledge elements could be presented in the form of booklets, information sheets or magazine articles. This would provide variety for the learners and contribute towards the achievement of Functional Skills in English and ICT at level 2. The competency elements will need to be assessed in a suitable workplace setting.

Evidence should be presented as reflective accounts by the learners and supported by witness statements from suitably qualified members of staff. Sufficient time to enable practice will need to be allowed before learners are assessed in the workplace.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3, 1.4 1.5	The Importance of Equality, Diversity and Rights in Dementia Care	Produce a set of information sheets, stressing the importance of equality, diversity and rights when supporting individuals from diverse backgrounds who have dementia.	Information sheets
2.1, 2.2, 2.3, 2.4	Valuing Individuals	In your care setting, you must demonstrate that you have used evidence from an individual's life history and taken account of their culture when providing care and support.	Reflective account Signed witness statement
3.1	Meeting Individual Needs	In your care setting, you must produce a written record over at least three weeks, to demonstrate how you have met the needs of at least two individuals.	Written record
3.2	Specific Needs of Different Age Groups	In essay format, you must describe how the experience of dementia in younger and older individuals may differ.	Essay

Criteria covered	Assignment title	Scenario	Assessment method
3.3	My Name is Alice	You have been asked by the local branch of a national organisation to produce a case study which describes how a person-centred approach to support and care could benefit an individual with dementia who also has a learning disability.	Case study

Essential resources

Training DVDs (www.mulho.com).

At training resource for supporting people with learning disabilities who have dementia is available at www.dementiashop.co.uk.

There are video clips online covering on the role of the occupational therapist when working with individuals with dementia.

Indicative resource materials

Textbooks

Bhugra D and Bahl V — Editors, *Ethnicity: an Agenda for Mental Health* (Gaskell, 1999) ISBN 9781901242157

Kerr D — *Understanding Learning Disabilities and Dementia Developing Effective Interventions* (Jessica Kingsley Publishers, 2005) ISBN 9781843104421

Journals

Community Care Magazine

The Nursing Times

Websites

Social Care Institute for Excellence – information on dementia

www.scie.org.uk/publications/dementia

Website providing information about working with younger people with dementia

www.alzheimers.org.uk/Younger_People_with_Dementia

Unit 7: Understand and Enable Interaction and Communication with Individuals with Dementia

Unit reference number: A/601/9434

Level: 2

Credit value: 3

Guided learning hours: 19

Unit aim

This unit provides the knowledge, understanding and skills required to develop and implement positive interaction and communication with individuals with dementia.

Unit introduction

Communication with others enhances the quality of life for all individuals. This unit emphasises the importance of communicating with individuals who have dementia. Learners will examine the effects that memory loss has on the use of verbal language and how this can affect the quality of life for individuals. The unit also examines how the use of a person-centred approach to communication can support positive interactions with an individual and also provides learners with an understanding of techniques which may be used to support this approach. Learners are required to demonstrate their communication skills and, in using an individual's preferred method of communication, they reinforce identity and the uniqueness of the individual.

This unit provides learners with opportunities to achieve Functional Skills in English and ICT at level 2.

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. See *Annexe F* for more details. Assessment criteria 1.2, 1.3, 1.4, 1.5, 2.2 and 2.3 must be assessed in real work situations.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to communicate with individuals with dementia	<ul style="list-style-type: none">1.1 describe how memory impairment can affect the ability of an individual with dementia to use verbal language1.2 gather information from others about an individual's preferred methods of communicating to enhance interaction1.3 use information about the communication abilities and needs of an individual with dementia to enhance interaction1.4 use a person-centred approach to enable an individual to use their communication abilities1.5 demonstrate how interaction is adapted in order to meet the communication needs of an individual with dementia
2 Be able to apply interaction and communication approaches with individuals in dementia.	<ul style="list-style-type: none">2.1 list different techniques that can be used to facilitate positive interactions with an individual with dementia2.2 use an individual's biography/history to facilitate positive interactions2.3 demonstrate how the identity and uniqueness of an individual has been reinforced by using their preferred methods of interacting and communicating.

Unit content

1 **Be able to communicate with individuals with dementia**

Effects of memory impairment on verbal language: choosing incorrect words to express feelings; use of single words to express feelings; use of garbled words, (word salad); choosing words that are similar in meaning or sound; loss of ability to follow a conversation; loss of ability to follow different parts of a conversation; shortened concentration span; effects of forgetting the second language

Preferred methods of communication: information from others eg family, friends, partners, care workers, social workers, nurses, speech and language therapists, occupational therapists, community psychiatric nurses, physiotherapists; use of records and observations; use of information in care and support plans

Enhancing interactions: use of eg familiar words, communication passports, communication aids; avoiding topics which may cause distress; recognising effects of hearing and visual impairments; effects of other factors on interactions eg anniversaries, competing noises, illness

A person-centred approach: not contradicting an individual; use of advocacy; appropriate use of touch; use of respect, use of patience, providing encouragement; use of active listening skills; importance of paying full attention to the individual; importance of positive non-verbal communication; use of individual's own language; allowing time to process; matching staff to individuals to develop rapport; use of reflection to check understanding and underlying emotions; adapting own communication style to meet the needs of individuals; recording and reflecting upon interactions with individuals; unconditional positive regard; use of empathy

2 **Be able to apply interaction and communication approaches with individuals with dementia**

Facilitation of positive interactions: techniques eg use of positive eye contact, calm and positive facial expressions, ensuring that the individual can see the care worker clearly, checking understanding, minimising competing noises, use of humour, not causing confusion by offering too many choices; importance of clear speech; use of active listening skills; consideration of other factors eg illness, hearing and visual impairments, ill-fitting dentures, emotional distress; use of the individual's preferred method of communication eg other spoken language, Makaton, speech mats, pictures; paying full attention to the individual's non-verbal communication

Use of biographies/histories: use of familiar artefacts eg photographs, pictures, favourite music to stimulate conversations; use of favourite activities; involvement of family, friends and partners to avoid use of inappropriate artefacts; provision of familiar environments eg from employment, home or hobbies

Essential guidance for tutors

Delivery

Learners will require some taught input for the required knowledge for this unit. However, it is essential that learners have the chance to observe the use of communication skills (including non-verbal communication by others), and also demonstrate their own communication skills.

The unit should be delivered by an experienced and well-qualified tutor who is able to facilitate simulations and role play in order to enable learners to develop the required skills.

Learning will be enhanced by input from expert speakers, particularly those who work with individuals who have dementia.

Information about the use of alternative communication methods will also be of use to learners. Learners will also benefit from instruction on the use of reflection, in order to improve and develop professional practice.

Learners will require full access to library facilities including relevant texts, journals and professional magazines, ICT and CD-Roms.

Learners will need either to be working in this area of care, or have access to suitable work experience in order to meet the learning outcomes, both of which require demonstration of skills and ability.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Learning outcome 1 Be able to communicate with individual with dementia Taught session: visible effects of memory loss on communication in dementia; buzz groups on the importance of involving others to provide information; groups feed back.
Guest speaker: use of alternative communication methods; question and answer session.
Learner research session: communication methods: use of internet/library facilities.
Groups present findings; tutor-led discussion.
Taught session: a person-centred approach to communication; demonstration by tutor; learners working in pairs to practise skills.

Topic and suggested assignments/activities and/assessment
<p>Introduce assignment 1 – Interacting with Individuals with Dementia - [1.1, 1.2, 1.3, 1.4, 1.5]</p> <p>With your supervisor's permission, produce a case file on one individual which contains the following information:</p> <ul style="list-style-type: none"> a description of how memory loss has impaired that individual's ability to use verbal language a record of how you used information gathered from others within the setting, to enhance your interaction with an individual a record of how you used a person-centred approach and adapted your communication methods, to interact with the individual a witness statement by your supervisor confirming your record.
<p>Learning Outcome 2 Be able to apply interaction and communication approaches with individuals with dementia</p>
<p>Taught session: positive approaches to communication, use of training DVD; question and answer session with learners.</p>
<p>Taught session: use of biographies/histories to enhance communication.</p>
<p>Learners to produce a memory box of their own; learners to present their boxes and answer questions from peers.</p>
<p>Introduce assignment 2 – A Unique Identity - [2.1, 2.2, 2.3]</p> <ul style="list-style-type: none"> produce a list of the different techniques which could be used to facilitate positive interactions with individuals with dementia produce a reflective record of how you used an individual's biography or life story to facilitate positive interactions with that individual produce a reflective record of how an individual's identity and uniqueness were reinforced when you use their preferred method to communicate with them a witness statement by your supervisor for parts b and c.
<p>Review of unit and programme of assignments.</p>

Assessment

Although learners must produce some written information in order to meet assessment criteria 1.1 and 2.1, it should be noted that the remaining assessment criteria must be met by practical demonstration of skills. Learners will need access to work experience unless they are employed within this field of health care.

Learners should also obtain signed witness statements from supervisors together with reflective accounts of their own performance.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1	Interacting with Individuals with Dementia	You have been asked by your supervisor to produce a case file on the links between memory loss and one individual's ability to use verbal language.	Case file
1.2		Use information gathered from other professionals to enhance your interactions with an individual.	Case file
1.3, 1.4. 1.5		Record how you used a person-centred approach and adapted your methods to communicate with an individual.	Reflective account Witness statement
2.1	A Unique Identity	Your supervisor has asked you to produce a list of techniques which could be used to encourage positive interactions with individuals.	List
2.2		Produce a reflective account of how you used an individual's biography to support positive interactions with that individual.	Reflective account Witness statement

Criteria covered	Assignment title	Scenario	Assessment method
2.3	A Unique Identity	Produce a reflective account of how using an individual's preferred method of communication reinforced that individual's uniqueness and identity.	Reflective account Witness statement

Essential resources

Working with Dementia – training DVDs (www.mulho.com).

Indicative resource materials

Textbooks

Bartle C — *Knowledge Set for Dementia* (Heinemann, 2007) ISBN 9780435402303

Killick J and Allan K – *Communication and the care of people with Dementia* (Open University Press, 2002) ISBN 9780335207749

Journals

Community Care Magazine

The Nursing Times

Websites

Online journal with information on communication issues www.britishjournalofnursing.com

The Alzheimer's Society website contains useful information for the unit www.alzheimers.org.uk

The Social Care Council Institute for Excellence website includes information on the importance of communicating with individuals in the later stages of dementia www.scie.org.uk

Unit 8: Approaches to Enable Rights and Choices for Individuals with Dementia Whilst Minimising Risks

Unit reference number: H/601/9282

Level: 2

Credit value: 3

Guided learning hours: 25

Unit aim

This unit provides knowledge, understanding and skills required to promote individuals' rights and choices whilst minimising risk.

Unit introduction

This unit gives learners understanding of the key legislation which underpins the fulfilment of rights and choices of individuals, and which seeks to minimise the risk of harm for an individual with dementia. Learners will investigate how agreed ways of working can relate to the rights of an individual and enable them to make personal decisions. The unit examines ways of enabling an individual with dementia to achieve their potential through the provision of appropriate environments which support the use of skills and abilities.

The unit considers common anxieties experienced by carers and examines their legal rights with regard to individuals with dementia. Learners are required to demonstrate their skills in working with individuals and carers to enable the achievement of potential and ensure their rights and choices are respected.

This unit provides learners with opportunities to achieve Functional Skills in English and ICT at level 2.

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. See *Annexe F* for more details. Assessment criteria 3.1, 3.2, 3.3, 4.3, and 4.5 must be assessed in real work situations.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand key legislation and agreed ways of working that ensure the fulfilment of rights and choices of individuals with dementia while minimising risk of harm	<p>1.1 outline key legislation that relates to the fulfilment of rights and choices and the minimising of risk of harm for an individual with dementia</p> <p>1.2 describe how agreed ways of working relate to the rights of an individual with dementia</p> <p>1.3 explain why it is important not to assume that an individual with dementia cannot make their own decisions</p> <p>1.4 explain how the best interests of an individual with dementia must be included when planning and delivering care and support</p> <p>1.5 explain what is meant by providing care and support to an individual with dementia in the least restrictive way</p>
2 Understand how to maintain the right to privacy, dignity and respect when supporting individuals with dementia	<p>2.1 describe how to maintain privacy when providing personal support for intimate care to an individual with dementia</p> <p>2.2 give examples of how to show respect for the physical space of an individual with dementia</p> <p>2.3 give examples of how to show respect for the social or emotional space of an individual with dementia</p> <p>2.4 describe how to use an awareness of the life history and culture of an individual with dementia to maintain their dignity</p> <p>2.5 outline the benefits of knowing about the past and present interests and life skills of an individual with dementia</p>

Learning outcomes	Assessment criteria
3 Be able to support individuals with dementia to achieve their potential	<p>3.1 demonstrate how the physical environment may enable an individual with dementia to achieve their potential</p> <p>3.2 demonstrate how the social environment may enable an individual with dementia to achieve their potential</p> <p>3.3 support an individual with dementia to use their abilities during personal care activities</p> <p>3.4 explain how the attitudes of others may enable an individual with dementia to achieve their potential</p>
4 Be able to work with carers who are caring for individuals with dementia.	<p>4.1 identify some of the anxieties common to carers of an individual with dementia</p> <p>4.2 outline the legal rights of the carer in relation to an individual with dementia</p> <p>4.3 involve carers in planning support that enables the rights and choices and protects an individual with dementia from harm</p> <p>4.4 describe how the need of carers and others to protect an individual with dementia from harm may prevent the individual from exercising their rights and choices</p> <p>4.5 demonstrate how a carer can be supported to enable an individual with dementia to achieve their potential.</p>

Unit content

1 **Understand key legislation and agreed ways of working that ensure the fulfilment of rights and choices of individuals with dementia while minimising risk of harm**

Key legislation: relevant sections from current legislation eg Human Rights Act 1998, Mental Capacity Act 2005, Mental Capacity and Deprivation of Liberty Safeguards 2005, Adults with Incapacity (Scotland) Act 2000, Mental Health Act 2007, Equality Act 2010, Safeguarding Vulnerable Groups Act 2006, Carers (Equal Opportunities) Act 2004, No Secrets – Government Policy Document

Agreed ways of working: use of active support; enabling individuals to maximise their own potential and independence; use of advocates and interpreters to enable expression of views, wishes and feelings; involvement of key people; allowing access to information about themselves; involving individuals in identifying and managing risks when planning support and care; involvement of individuals in all aspects of planning their support and care; recognition of risk as an integral part of enjoyment of life

Recognition of capacity: Mental Capacity Act 2005 (to support the financial health, emotional and social wellbeing of an individual and to take into consideration their past and present wishes and feelings, advance directives, beliefs and values); assuming capacity unless proved otherwise; consideration of whether capacity may return; seeking the least restrictive option; process of authorisation where deprivation of liberty is the only option; objective assessment of the individual and the situation; process of appeal and review

2 **Understand how to maintain the right to privacy, dignity and respect when supporting individuals with dementia**

Provision of intimate care: use of screens; role of the chaperone; avoidance of unnecessary exposure of the individual; avoidance of unnecessary comments; avoidance of interruptions by other staff unless in an emergency; avoidance of discussion with other members of staff; use of same gender staff; providing explanations for the individual; identifying unprofessional behaviour

Respecting personal space: avoiding inappropriate use of touch; allowing space when working with an individual; not enforcing participation in activities; routines; not assuming friendship; maintenance of the professional relationship; gaining permission to enter personal space, rooms; allowing individuals to be by themselves; not pressuring an individual to discuss issues; not asking direct questions; respecting physical space eg bedroom, handbag, personal belongings; respecting social or emotional space eg personal boundaries, subjective feelings

Benefits of using life history, culture and skills: defining the person; concept of personhood; reinforcement of self-identity; reinforcement of the uniqueness of the individual; enhancing peace of mind and autonomy by the use of activities which reflect previous expertise and interests; building on strengths; enabling staff to gain an understanding of an individual

3 **Be able to support individuals with dementia to achieve their potential**

Physical environments: supporting individuals to achieve their potential eg use of assistive technologies to enable routine tasks, accompanying individuals to support rather than 'taking over the task', enhancement of visual access, use of contrasting colours to assist identification of crockery and utensils, effective lighting, control of stimuli, for example noise; safety measures eg safety switches, locks on outside gates, secure storage of household cleaners, removal of hazards

Social and emotional environments: supporting individuals to achieve their potential eg expression of feelings, sharing activities with friends, positive reinforcement for success or attempts, physical exercise, use of reminiscence, activities which use current skills, maintenance of community links, use of sensory stimulation, positive responses to affection, positive verbal and non-verbal communication; a consistent approach

Enabling personal care activities: providing privacy; ensuring personal comfort; providing limited choices to prevent confusion; providing necessary prompts, one at a time; using simple language when guiding; laying out clothes/equipment in the order of use; use of familiar routines; observing safety measures; use of positive reinforcement

Enabling attitudes: expectations of others; raising the expectations of the individual; recognition of personhood; preservation of self-respect and self-identity; promotion of self-belief; promotion of independence

4 **Be able to work with carers who are caring for individuals with dementia**

Common anxieties: ability to cope; financial concerns; feelings of failure; effects on personal relationships; safety issues; prognosis and life expectancy of the individual

Legal rights of carers: assessment of relative's suitability for residential placement; means-tested carers allowance for care/respite care; financial assessment under the Carers Equal Opportunities Act 2004; Care Programme Approach Assessment of needs under the National Service Framework for Mental Health

Involvement of carers: listening to concerns; discussion of safety measures; involvement of key personnel in discussions with carers eg physiotherapists, occupational therapists, care staff, dementia support workers; provision of factsheets; encouraging the promotion of independence; involvement in planning support and care; identifying risks as an integral part of life; use of advocates and interpreters; partnership approach

Restriction of independence: preventing choices; over-assessment of perceived risks; performing personal care tasks for the individual; restriction of movements; inability to access support services; influencing the wishes of the individual, speaking for them

Support for carers: involvement in all aspects of planning support and care; forming positive relationships; working in partnership with carers; use of a person-centred approach to working with carers; encouragement to allow the individual to have control; modelling good practice; provision of fact sheets/other sources of information; linking with support groups; suggestions for activities

Essential guidance for tutors

Delivery

Learners will require some taught input with regard to the legislation, rights of carers and common anxieties of carers. However, learners should also be encouraged to gather information through literature and internet searches, and observation of techniques and methods of practice in the workplace.

It is essential that learners who are not working in suitable work settings have access to relevant and sufficient work experience.

Guest speakers from different cultural communities and voluntary organisations who support individuals and carers will enhance learning.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
Learning outcome 1 Understand key legislation and agreed ways of working that ensure the fulfilment of rights and choices of individuals with dementia, while minimising risk of harm
Taught session: key legislation and its application; buzz groups to discuss application of legislation to case studies; feed back
Taught session: key legislation and its application; buzz groups to discuss application of codes of practice to implementation of legislation; feed back
Guest speaker: agreed ways of working; question and answer session.
Tutor-led discussion: recognition of capacity and the use of advocacy.
Introduce assignment 1 – Enabling Care - [1.1, 1.2, 1.3, 1.4, 1.5] Produce a case study of an individual who is in the early stages of Alzheimer's disease, which includes all of the following points: <ul style="list-style-type: none">• an outline of the key legislation which could be applied to your individual, following diagnosis• a description of three agreed ways of working with this individual to ensure promotion of their rights• an explanation of why we should not assume that your chosen individual cannot make decisions for themselves, and why we should consider their best interests when planning and delivering care and support• an explanation of how you would provide support for this individual in the least restrictive way.

Topic and suggested assignments/activities and/assessment
Learning outcome 2 Understand how to maintain the right to privacy, dignity and respect when supporting individuals with dementia
Taught session: use of dementia training DVD on delivering personal care to individuals with dementia; provision of gapped handout; quiz to test learner understanding.
Buzz groups: use of personal space to support wellbeing; groups feed back.
Guest speaker: importance of life histories and knowledge of culture in supporting individuals; question and answer session; hand in assignment 1.
Introduce assignment 2 – Good Practice in Support and Care - [2.1, 2.2, 2.3, 2.4, 2.5] Write a letter to a friend who has just gained employment in a respite centre for individuals who have dementia, providing her with some suggestions for good practice. You should include sections on all of the following points: <ul style="list-style-type: none"> • a description of the points she should remember when supporting an individual who is receiving intimate care • three examples of how to show respect for personal, social and emotional space within the centre • a description of how your friend could use her awareness of an individual's life history and culture, to maintain their dignity • an outline of the benefits of knowing about an individual's past and present interests and life skills.
Learning outcome 3 Be able to support individuals with dementia to achieve their potential
Taught session: enabling through physical environments.
Guest speaker: meeting emotional and social needs; question and answer session.
Buzz groups: what is an enabling attitude? Groups feed back/plenary session.
Internet research session: obtain information for the assignment.
Visit to a disability living centre; question and answer session.

Topic and suggested assignments/activities and/assessment
<p>Introduce assignment 3 - Enabling Environments - [3.1, 3.2, 3.3]</p> <p>Produce a reflective account supported by a signed witness statement from your supervisor which contains the following information:</p> <ul style="list-style-type: none"> two examples of when you demonstrated your skills in adapting the physical and social environment in your setting to enable an individual to achieve their potential two examples of when you supported an individual to use their own abilities to perform personal care. <p>Introduce assignment 4 – Attitudes Have an Effect - [3.4]</p> <p>Produce an information booklet for learners coming on work experience which explains how their attitudes towards the residents can enable each individual to achieve their potential.</p>
<p>Learning outcome 4 Be able to work with carers who are caring for individuals with dementia</p>
<p>Taught session: common anxieties of carers; class plenary.</p>
<p>Research session: the legal rights of carers; learners should use internet sites and also books, magazines and journals.</p>
<p>Introduce assignment 5 – Common Anxieties and Legal Rights - [4.1, 4.2]</p> <p>Produce a poster which identifies the common anxieties of carers, and outlines the legal rights of carers in relation to an individual with dementia.</p>
<p>Class discussion: involving carers in planning support which enables and protects individuals with dementia; learners to work on relevant case studies and feed back to class; hand in assignment 5.</p>
<p>Introduce assignment 6 – Enabling and Protecting Individuals - [4.3, 4.5]</p> <p>Produce a reflective account, accompanied by a signed witness statement from your supervisor, stating that you have completed the following task:</p> <ul style="list-style-type: none"> involved carers on at least three occasions in planning support that ensures the rights and choices of an individual are respected, protects the individual from harm and enables them to achieve their potential.
<p>Guest speaker from a voluntary organisation such as the Alzheimer’s Society or Dementia UK on the topic ‘overprotection can disable’; question and answer session.</p>
<p>Class literature search to find examples of where overprotection has disabled an individual with dementia.</p>
<p>Introduce assignment 7 – Overprotection Disables - [4.4]</p> <p>Produce a short report which describes how the need for carers and others to protect an individual from harm, may prevent that individual from exercising their rights and choices.</p>
<p>Review of unit and programme of assignments.</p>

Assessment

Assessment for this unit will need to be divided into two main sections. The knowledge elements may be presented in written format and the skills elements demonstrated within the workplace. It is suggested in the outline learning plan that some assessment criteria are grouped together to reduce the workload for learners. For example 4.1 and 4.2 which could be produced as a poster. For the skills elements, it is suggested that learners produce at least two examples for each in order to demonstrate competence. Learners should provide evidence in the form of a reflective account of their actions, accompanied by a signed witness statement from their workplace supervisor.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3, 1.4, 1.5	Enabling Care	You have been asked by your manager to produce a case study of one individual which highlights how enabling support and care may be provided.	Case study
2.1, 2.2, 2.3, 2.4, 2.5	Good Practice in Support and Care	Write a letter to a friend who has just gained employment in a respite centre, giving her advice on good practice in support and care.	Letter
3.1, 3.2, 3.3	Enabling Environments	Demonstrate that you are able to provide individuals with physical and social environments which enable them to achieve their potential.	Reflective account Signed witness statement
3.4	Attitudes Have an Effect	Produce an information booklet for learners coming on work experience, which explains how their attitudes to individuals can enable the individual to achieve their potential.	Information booklet

Criteria covered	Assignment title	Scenario	Assessment method
4.1 4.2	Common Anxieties and Legal Rights	Produce a poster for the visitors' room which identifies common anxieties of carers and how they may be dealt with. You should extend your poster to include information on the legal rights of carers.	Poster
4.3, 4.5	Enabling and Protecting Individuals	Demonstrate that you have involved carers in planning support which enables them to exercise their rights and choices and protects them from harm.	Reflective account Signed witness statement
4.4	Overprotection Disables	Write a report for the carers' association linked with a residential setting, explaining how overprotection can disable individuals with dementia.	Report

Essential resources

Learners will require full access to relevant text, professional magazines and journals and current newspapers.

Visiting speakers, particularly from voluntary organisations such as Dementia UK and advocacy centres, will enhance learning.

SCIE Guide 3 – *Assessing the Mental Health of Older People* is available at www.scie.org.uk/publications

Indicative resource materials

Textbooks

Bartle C — *Knowledge Set for Dementia* (Heinemann, 2007) ISBN 9780435402303

Pritchard J Editor — *Good Practice in the Law and Safeguarding of Adults, Criminal Justice and Adult Protection* (Jessica Kingsley, Publishers) ISBN 9781843109372

Journals

Community Care

The Nursing Times

Websites

Dementia UK This website provides access to a number of other useful websites

www.dementiauk.com

Nursing Times Magazine

www.thenursingtimes.net

Social Care Institute for Excellence

www.scie.org.uk

Unit 9: Understand and Meet the Nutritional Requirements of Individuals with Dementia

Unit reference number: T/601/9187

Level: 3

Credit value: 3

Guided learning hours: 26

Unit aim

This unit is about understanding that individuals may have specific nutritional needs because of their experience of dementia. Learners will develop their knowledge and skills in meeting these nutritional requirements and be able to provide evidence of their competence to enable individuals with dementia to eat and drink well.

Additional information

The italicised words below refer to those words italicised in the Assessment Criteria.

Individual: someone requiring care or support

Person-centred approach: a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences

Meal times: meal planning, food shopping, food preparation, pre- and post-meal activities, dining, snacking

Wellbeing: appropriate weight gain/loss, improved sleep patterns, reduced confusion, improved physical health, improved emotional state, reduced infections, reduced constipation

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. See *Annexe F* for more details. Assessment criteria 3.1, 3.2, 3.3 and 3.4 must be assessed in a real work situation.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the nutritional needs that are unique to individuals with dementia	<p>1.1 describe how cognitive, functional and emotional changes associated with dementia can affect eating, drinking and nutrition</p> <p>1.2 explain how poor nutrition can contribute to an individual's experience of dementia</p> <p>1.3 outline how other health and emotional conditions may affect the nutritional needs of an individual with dementia</p> <p>1.4 explain the importance of recognising and meeting an individual's personal and cultural preferences for food and drink</p> <p>1.5 explain why it is important to include a variety of food and drink in the diet of an individual with dementia</p>
2 Understand the effect that mealtime environments can have on an individual with dementia	<p>2.1 describe how mealtime cultures and environments can be a barrier to meeting the nutritional needs of an individual with dementia</p> <p>2.2 describe how mealtime environments and food presentation can be designed to help an individual to eat and drink</p> <p>2.3 describe how a person-centred approach can support an individual, with dementia at different levels of ability, to eat and drink</p>

Learning outcomes	Assessment criteria
<p>3 Be able to support an individual with dementia to enjoy good nutrition</p>	<p>3.1 demonstrate how the knowledge of life history of an individual with dementia has been used to provide a diet that meets his/her preferences</p> <p>3.2 demonstrate how meal times for an individual with dementia are planned to support his/her ability to eat and drink</p> <p>3.3 demonstrate how the specific eating and drinking abilities and needs of an individual with dementia have been addressed</p> <p>3.4 demonstrate how a person-centred approach to meeting nutritional requirements has improved the wellbeing of an individual with dementia.</p>

Unit 10: Understand the Administration of Medicine to Individuals with Dementia Using a Person-centred Approach

Unit reference number: K/601/9199

Level: 3

Credit value: 2

Guided learning hours: 15

Unit aim

This unit is about knowledge and understanding of individuals who may have specific needs for receiving medication because of their experience of dementia. Learners will develop their knowledge of these medication requirements. This unit does not confirm competence.

Additional information

The italicised words below refer to those words italicised in the Assessment Criteria.

Person-centred: a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences

Administering: techniques eg fitting with the routines of the individual, meeting the preferences of the individual (tablets/solutions), enabling techniques, self-administration

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. See *Annexe F* for more details.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the common medications available to, and appropriate for, individuals with dementia	<p>1.1 outline the most common medications used to treat symptoms of dementia</p> <p>1.2 describe how commonly used medications affect individuals with dementia</p> <p>1.3 explain the risks and benefits of anti-psychotic medication for individuals with dementia</p> <p>1.4 explain the importance of recording and reporting side effects/adverse reactions to medication</p> <p>1.5 describe how 'as required' (PRN) medication can be used to support individuals with dementia who may be in pain</p>
2 Understand how to provide person-centred care to individuals with dementia through the appropriate and effective use of medication	<p>2.1 describe person-centred ways of administering medicines whilst adhering to administration instructions</p> <p>2.2 explain the importance of advocating for an individual with dementia who may be prescribed medication</p>

Unit 11: Support Use of Medication in Social Care Settings

Unit reference number: F/601/4056

Level: 3

Credit value: 5

Guided learning hours: 40

Unit aim

This unit assesses support for use of medication in social care settings. It covers broad types, classifications and forms of medication, as well as safe handling and storage. It addresses practical support for use of medication that reflects social care principles and values, and includes the need for accurate recording and reporting.

Additional information

The italicised words below refer to those words italicised in the Assessment Criteria.

Agreed ways of working: will include policies and procedures where these exist

Individual: someone requiring care or support

Active participation: a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible. The individual is regarded as an active partner in their own care or support, rather than a passive recipient

Using medication correctly: must ensure that the individual receives the correct medication eg in the correct dose, by the correct route, at the correct time, with agreed support, with respect for dignity and privacy

Practical difficulties: may include eg lost medication, missed medication, spilt medication, an individual's decision not to take medication, difficulty in taking medication in its prescribed form, wrong medication used, vomiting after taking medication, adverse reaction, discrepancies in records or directions for use.

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. See *Annexe F* for more details. Assessment criteria 5.1, 5.2, 5.3, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1 and 8.2 must be assessed in real work situations.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the legislative framework for the use of medication in social care settings	1.1 identify legislation that governs the use of medication in social care settings 1.2 outline the legal classification system for medication 1.3 explain how and why policies and procedures or <i>agreed ways of working</i> must reflect and incorporate legislative requirements
2 Know about common types of medication and their use	2.1 identify common types of medication 2.2 list conditions for which each type of medication may be prescribed 2.3 describe changes to an individual's physical or mental wellbeing that may indicate an adverse reaction to a medication
3 Understand roles and responsibilities in the use of medication in social care settings	3.1 describe the roles and responsibilities of those involved in prescribing, dispensing and supporting use of medication 3.2 explain where responsibilities lie in relation to use of 'over the counter' remedies and supplements
4 Understand techniques for administering medication	4.1 describe the routes by which medication can be administered 4.2 describe different forms in which medication may be presented 4.3 describe materials and equipment that can assist in administering medication
5 Be able to receive, store and dispose of medication supplies safely	5.1 demonstrate how to receive supplies of medication in line with agreed ways of working 5.2 demonstrate how to store medication safely 5.3 demonstrate how to dispose of unused or unwanted medication safely

Learning outcomes	Assessment criteria
<p>6 Know how to promote the rights of the individual when managing medication</p>	<p>6.1 explain the importance of the following principles in the use of medication</p> <ul style="list-style-type: none"> • consent • self-medication or <i>active participation</i> • dignity and privacy • confidentiality <p>6.2 explain how risk assessment can be used to promote an individual's independence in managing medication</p> <p>6.3 describe how ethical issues that may arise over the use of medication can be addressed</p>
<p>7 Be able to support use of medication</p>	<p>7.1 demonstrate how to access information about an individual's medication</p> <p>7.2 demonstrate how to support an individual to use medication in ways that promote hygiene, safety, dignity and active participation</p> <p>7.3 demonstrate strategies to ensure that medication is used or administered <i>correctly</i></p> <p>7.4 demonstrate how to address any <i>practical difficulties</i> that may arise when medication is used</p> <p>7.5 demonstrate how and when to access further information or support about the use of medication</p>
<p>8 Be able to record and report on use of medication</p>	<p>8.1 demonstrate how to record use of medication and any changes in an individual associated with it</p> <p>8.2 demonstrate how to report on use of medication and problems associated with medication, in line with agreed ways of working</p>

Unit 12: Purpose and Principles of Independent Advocacy

Unit reference number: M/502/3146

Level: 3

Credit value: 4

Guided learning hours: 25

Unit aim

This unit aims to provide learners with an understanding of what independent advocacy is and how to use the values and principles which underpin good practice. The unit focuses on the different models of advocacy, their history and why they exist.

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. See *Annexe F* for more details.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand independent advocacy	1.1 define independent advocacy 1.2 explain the limits to advocacy and boundaries to the service 1.3 identify the different steps within the advocacy process 1.4 distinguish when independent advocacy can and cannot help 1.5 identify a range of services independent advocates commonly signpost to 1.6 explain the difference between advocacy provided by independent advocates and other people
2 Explain principles and values underpinning independent advocacy	2.1 explain the key principles underpinning independent advocacy 2.2 explain why the key principles are important
3 Describe the development of advocacy	3.1 explain the purpose of independent advocacy 3.2 identify key milestones in the history of advocacy 3.3 explain the wider policy context of advocacy
4 Be able to explain different types of advocacy support and their purpose	4.1 compare a range of advocacy models 4.2 explain the purpose of different advocacy models 4.3 identify the commonalities and differences in a range of advocacy models

Learning outcomes	Assessment criteria
5 Understand the roles and responsibilities of an Independent Advocate	5.1 explain roles and responsibilities within independent advocacy 5.2 describe the limits and boundaries of an independent advocate 5.3 describe the skills, attitudes and personal attributes of a good advocate 5.4 identify when and who to seek advice from when faced with dilemmas
6 Understand advocacy standards	6.1 describe a range of standards which apply to independent advocacy 6.2 explain how standards can impact on the advocacy role and service

Unit 13: Independent Mental Capacity Advocacy

Unit reference number: F/502/3295

Level: 4

Credit value: 12

Guided learning hours: 35

Unit aim

The unit aims to support candidates to develop the practical skills and knowledge required to provide Independent Mental Capacity Advocacy (IMCA) support within the Mental Capacity Act 2005.

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. See *Annexe F* for more details. Learning outcomes 2, 3, 4, 5, 6, 7, 8 and 9 must be assessed in real work situations.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand and use the Mental Capacity Act	1.1 explain key principles of the Mental Capacity Act 2005 1.2 analyse powers within the Mental Capacity Act 2005 1.3 use research skills to identify a range of provisions within the Mental Capacity Act 2005 1.4 explain who may be affected by the Mental Capacity Act 2005 and why 1.5 use the code of practice

Learning outcomes	Assessment criteria
2 Provide Independent Mental Capacity Advocacy (IMCA)	2.1 use the Mental Capacity Act 2005 to identify when there is a duty and a power to instruct an IMCA 2.2 analyse the role and responsibilities of an IMCA 2.3 summarise rights afforded to an IMCA within the Mental Capacity Act 2005 2.4 prioritise a range of case work 2.5 assess a range of potential challenges which IMCAs can face in practice 2.6 resolve practice dilemmas 2.7 evaluate the differences between IMCA and general advocacy 2.8 assess and resolve conflicts of interest 2.9 summarise the role of commissioners 2.10 commit to using supervision 2.11 signpost qualifying people to other services

Learning outcomes	Assessment criteria
3 Work with the decision maker	3.1 identify the decision maker 3.2 identify good practice in partnership working between the decision maker and the IMCA 3.3 resolve a range of dilemmas and challenges which may be faced 3.4 use referral processes which identify legal requirements for accepting a new client 3.5 evaluate the correctness of the assessment of capacity 3.6 identify the requirements for accepting referral when family are involved 3.7 identify which IMCA service is responsible to represent an individual in different geographical areas 3.8 respond to decision makers who do not practice partnership working 3.9 present to decision makers on what an IMCA can contribute
4 Challenge decisions made by the decision maker	4.1 map out the decision making process within each area an IMCA may be involved 4.2 raise concerns during the decision making process 4.3 highlight concerns after the decision is made
5 Work with people who lack capacity	5.1 use a range of methods to communicate with of people who lack capacity 5.2 use non instructed advocacy to identify the wishes and preferences of people receiving IMCA support 5.3 use strategies to work with people with dementia or learning disabilities 5.4 ascertain the wishes and preferences of people who lack capacity

Learning outcomes	Assessment criteria
6 Work with accommodation and care review referrals	6.1 research information and establish options 6.2 evaluate the differences and similarities in a range of types of accommodation 6.3 identify a range of possible care packages to enable people to stay at home 6.4 assess the suitability of types of accommodation to individuals 6.5 assess the impact the decision will have on the individual 6.6 use a range of information sources to suggest alternative courses of action 6.7 explain the function of a range of regulatory bodies
7 Work with serious medical treatment referrals	7.1 summarise the criteria for serious medical treatment 7.2 research and gather information 7.3 assess the impact the decision will have on the individual 7.4 use a range of information sources to suggest alternative courses of action 7.5 obtain a second medical opinion where appropriate 7.6 explain the importance of seeking a second medical opinion 7.7 identify risks, benefits and ethical issues connected to medical treatments 7.8 explain the process of referral in medical systems to access treatment

Learning outcomes	Assessment criteria
8 Work with adult protection referrals	8.1 identify the different stages at which the IMCA may be instructed within adult protection procedures 8.2 identify a range of situations the IMCA may represent the individual during adult protection meetings 8.3 analyse and use local and national adult protection procedures 8.4 use the guidelines for IMCA in adult protection proceedings referrals 8.5 research and gather information 8.6 attend meetings where necessary 8.7 identify a range of protection plans which may be formulated within Adult Protection strategy meetings 8.8 summarise the issues involved in communicating with families in adult protection cases
9 Construct an IMCA written report that meets statutory requirements.	9.1 identify a range of issues that should be addressed within an IMCA report 9.2 identify what should never be in an IMCA report 9.3 write an IMCA report 9.4 identify good practice in recording case work 9.5 explain the impact of data protection legislation on the recording of work

Unit 14: Facilitate Person-centred Assessment, Planning, Implementation and Review

Unit reference number: H/601/8049

Level: 3

Credit value: 6

Guided learning hours: 45

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to facilitate person-centred assessment, planning, implementation and review.

Additional information

The italicised words below refer to those words italicised in the Assessment Criteria.

Individual: the person requiring care or support (an advocate may act on behalf of an individual)

Care plan: may also be known by other names, such as a support plan, individual plan or care delivery plan. It is the document where day-to-day requirements and preferences for care and support are detailed

Others: may include eg carers, friends and relatives, professionals, others who are important to the individual's wellbeing

Factors: may include eg feasibility of aspirations, beliefs, values and preferences of the individual, risks associated with achieving outcomes, availability of services and other support options

Options and resources: should consider eg informal support, formal support, care or support services, community facilities, financial resources, individual's personal networks

Revisions: may include eg closing the plan if all objectives have been met, reducing the level of support to reflect increased independence, increasing the level of support to address unmet needs, changing the type of support, changing the method of delivering support

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. See *Annexe F* for more details. Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4, and 6.5 must be assessed in real work situations.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the principles of person-centred assessment and care planning	1.1 explain the importance of a holistic approach to assessment and planning of care or support 1.2 describe ways of supporting the <i>individual</i> to lead the assessment and planning process 1.3 describe ways the assessment and planning process or documentation can be adapted to maximise an individual's ownership and control of it
2 Be able to facilitate person-centred assessment	2.1 establish with the individual a partnership approach to the assessment process 2.2 establish with the individual how the process should be carried out and who else should be involved in the process 2.3 agree with the individual and <i>others</i> the intended outcomes of the assessment process and <i>care plan</i> 2.4 ensure that assessment takes account of the individual's strengths and aspirations as well as needs 2.5 work with the individual and others to identify support requirements and preferences
3 Be able to contribute to the planning of care or support	3.1 take account of <i>factors</i> that may influence the type and level of care or support to be provided 3.2 work with the individual and others to explore <i>options and resources</i> for delivery of the plan 3.3 contribute to agreement on how component parts of a plan will be delivered and by whom 3.4 record the plan in a suitable format

Learning outcomes	Assessment criteria
4 Be able to support the implementation of care plans	4.1 carry out assigned aspects of a care plan 4.2 support others to carry out aspects of a care plan for which they are responsible 4.3 adjust the plan in response to changing needs or circumstances
5 Be able to monitor a care plans	5.1 agree methods for monitoring the way a care plan is delivered 5.2 collate monitoring information from agreed sources 5.3 record changes that affect the delivery of the care plan
6 Be able to facilitate a review of care plans and their implementation	6.1 seek agreement with the individual and others about: who should be involved in the review process criteria to judge effectiveness of the care plan 6.2 seek feedback from the individual and others about how the plan is working 6.3 use feedback and monitoring/other information to evaluate whether the plan has achieved its objectives 6.4 work with the individual and others to agree any <i>revisions</i> to the plan 6.5 document the review process and revisions as required

Unit 15: Contribute to Support of Positive Risk-taking for Individuals

Unit reference number: A/601/9546

Level: 2

Credit value: 3

Guided learning hours: 27

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to supporting positive risk-taking to benefit individuals.

Additional information

The italicised words below refer to those words italicised in the Assessment Criteria.

Individual: someone requiring care or support

Person-centred: reflects what is important to individuals and helps them to live the life they choose

Policies: may include eg national policy, local policy

Others: may include eg the individual, colleagues, families or carers, friends, other professionals, members of the public, advocates

Agreed ways of working: will include policies and procedures where these exist

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. See *Annexe F* for more details. Assessment criteria 4.2, 4.3, 4.4, 5.1, 5.2 and 5.4 must be assessed in real work situations.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the importance of risk-taking in everyday life	1.1 identify aspects of everyday life in which risk plays a part 1.2 outline the consequences for <i>individuals</i> of being prevented or discouraged from taking risks 1.3 explain how supporting individuals to take risks can enable them to have choice over their lives to: gain in self-confidence develop skills take an active part in their community
2 Understand the importance of positive, <i>person-centred</i> risk assessment	2.1 explain how a person-centred approach to risk assessment can support positive outcomes 2.2 identify the features of a person-centred approach to risk assessment
3 Know how legislation and <i>policies</i> are relevant to positive risk taking	3.1 identify how legislative frameworks and policies can be used to safeguard individuals from risks whilst promoting their rights

Learning outcomes	Assessment criteria
4 Be able to support individuals to make informed choices about taking risks	<p>4.1 explain the connection between an individual's right to take risks and their responsibilities towards themselves and <i>others</i></p> <p>4.2 support the individual to access and understand information about risks associated with a choice they plan to make</p> <p>4.3 support the individual to explore the potential positive and negative consequences of the options</p> <p>4.4 support the individual to make an informed decision about their preferred option and the associated risks</p> <p>4.5 explain why it is important to record and report all incidents, discussions and decisions concerning risk taking</p>
5 Be able to contribute to the support of individuals to manage identified risks	<p>5.1 use an individual's support plan to record identified risks</p> <p>5.2 support the individual to test out the risk they wish to take, in line with <i>agreed ways of working</i></p> <p>5.3 explain the importance of working within the limits of own role and responsibilities</p> <p>5.4 contribute to the review of risks in an individual's support plan</p>
6 Understand duty of care in relation to supporting positive risk-taking.	<p>6.1 outline how the principle of duty of care can be maintained while supporting individuals to take risks</p> <p>6.2 describe what action to take if an individual decides to take an unplanned risk that places him/herself or others in immediate or imminent danger</p>

Unit 16: Understand Mental Wellbeing and Mental Health Promotion

Unit reference number: F/602/0097

Level: 3

Credit value: 3

Guided learning hours: 14

Unit aim

This unit aims to provide the learner with an understanding of the key concepts of mental wellbeing, mental health and mental health promotion. It focuses on the range of factors that can influence mental wellbeing and how to effectively promote mental wellbeing and mental health with individuals and groups in a variety of contexts, not just specialist mental health services.

Additional information

The italicised words below refer to those words italicised in the Assessment Criteria.

Across the life span: the qualification is aimed at those working with people aged 18 to 65 years but learners are expected to demonstrate their understanding of how factors arising from individuals' early lives may influence their wellbeing as adults, and how their wellbeing in adulthood affects their wellbeing in later life. This is in order to promote a holistic and whole-person approach to understanding wellbeing and mental health. Learners are not expected to have a detailed understanding of mental health issues for children and young people or older people.

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. See *Annexe F* for more details.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the different views on the nature of mental wellbeing and mental health and the factors that may influence both across the life span	<p>1.1 evaluate two different views on the nature of mental wellbeing and mental health</p> <p>1.2 explain the range of factors that may influence mental wellbeing and mental health problems <i>across the life span</i>, including:</p> <ul style="list-style-type: none"> a biological factors b social factors c psychological factors <p>1.3 explain how the following types of risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental wellbeing and mental health</p> <ul style="list-style-type: none"> a risk factors including inequalities, poor quality social relationships b protective factors including socially valued roles, social support and contact

Learning outcomes	Assessment criteria
<p>2 Know how to implement an effective strategy for promoting mental wellbeing and mental health with individuals and groups.</p>	<p>2.1 explain the steps that an individual may take to promote their mental wellbeing and mental health</p> <p>2.2 explain how to support an individual in promoting their mental wellbeing and mental health</p> <p>2.3 evaluate a strategy for supporting an individual in promoting their mental wellbeing and mental health</p> <p>2.4 describe key aspects of a local, national or international strategy to promote mental wellbeing and mental health within a group or community</p> <p>2.5 evaluate a local, national or international strategy to promote mental wellbeing and mental health within a group or community</p>

Unit 17: Provide Support for Therapy Sessions

Unit reference number: D/601/9023

Level: 2

Credit value: 2

Guided learning hours: 14

Unit aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals participating in therapy sessions. It covers preparation, support, observation, recording and review of therapy sessions.

Additional information

The italicised words below refer to those words italicised in the Assessment Criteria.

Therapy sessions: may include eg occupational therapy, physiotherapy, hydrotherapy, aromatherapy

Individual: is someone requiring care or support

Others: may include eg therapist, line manager, family, friends, advocates, others who are important to the individual's wellbeing

Active participation: a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. See *Annexe F* for more details. Assessment criteria 2.1, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 5.1 and 5.2 must be assessed in real work situations.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the benefits of <i>therapy sessions</i>	1.1 identify different types of therapy sessions in which an <i>individual</i> may participate 1.2 describe how therapy sessions can benefit an individual
2 Be able to prepare for therapy sessions	2.1 establish own responsibilities in preparing for a therapy session 2.2 identify with the individual their preferences and requirements for the therapy session 2.3 follow instructions to prepare the environment, materials, equipment and self for the session
3 Be able to provide support in therapy sessions	3.1 provide support during a therapy session that takes account of: the therapist's directions the individual's preferences and requirements 3.2 promote <i>active participation</i> during the session 3.3 describe ways to overcome fears or concerns an individual may have about a therapy session
4 Be able to observe and record therapy sessions	4.1 agree what observations need to be carried out during therapy sessions 4.2 agree how observations will be recorded 4.3 carry out agreed observations 4.4 record agreed observations as required
5 Be able to contribute to the review of therapy sessions	5.1 contribute to a review of therapy sessions to identify issues and progress 5.2 contribute to agreeing changes to therapy sessions with the individual and <i>others</i>

Unit 18: Contribute to the Care of a Deceased Person

Unit reference number: R/601/8256

Level: 2

Credit value: 3

Guided learning hours: 24

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to the care, preparation and transfer of the deceased individual and provide immediate support to those affected by the death.

Additional information

The italicised words below refer to those words italicised in the Assessment Criteria.

Agreed ways of working: will include policies and procedures where these exist

Others: may include eg family, friends, own colleagues, others who were involved in the life of the individual

Appropriate organisations: may include eg mortuary, funeral directors, places of worship

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. See *Annexe F* for more details. Assessment criteria 2.2, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 and 5.2 must be assessed in real work situations.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the factors that affect how individuals are cared for after death	<p>1.1 outline legal requirements and <i>agreed ways of working</i> that underpin the care of deceased individuals</p> <p>1.2 describe how beliefs and religious and cultural factors affect how deceased individuals are cared for</p> <p>1.3 identify the physical changes that take place after death and how this may affect laying out and moving individuals</p> <p>1.4 identify diseases and conditions that necessitate specialist treatment or precautions when caring for and transferring deceased individuals</p> <p>1.5 describe the precautions needed when undertaking the care and transfer of deceased individuals with specific high risk diseases and conditions</p>
2 Be able to contribute to supporting those who are close to deceased individuals	<p>2.1 describe the likely immediate impact of an individual's death on <i>others</i> who are close to the deceased individual</p> <p>2.2 support others immediately following the death of the individual in ways that:</p> <p style="padding-left: 40px;">reduce their distress</p> <p style="padding-left: 40px;">respect the deceased individual</p>

Learning outcomes	Assessment criteria
3 Be able to contribute to preparing deceased individuals prior to transfer	<p>3.1 follow agreed ways of working to ensure that the deceased person is correctly identified</p> <p>3.2 carry out agreed role in preparing the deceased individual in a manner that respects their dignity, beliefs and culture</p> <p>3.3 use protective clothing to minimise the risk of infection during preparation of the deceased individual</p> <p>3.4 contribute to recording any property and valuables that are to remain with the deceased individual</p>
4 Be able to contribute to transferring deceased individuals	<p>4.1 carry out agreed role in contacting <i>appropriate organisations</i></p> <p>4.2 carry out agreed role in transferring the deceased individual in line with agreed ways of working and any wishes expressed by the individual</p> <p>4.3 record details of the care and transfer of the deceased person in line with agreed ways of working</p>
5 Be able to manage own feelings in relation to the death of individuals	<p>5.1 identify ways to manage own feelings in relation to an individual's death</p> <p>5.2 utilise support systems to deal with own feelings in relation to an individual's death</p>

Guided learning hours: 23

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the place of <i>group care activities</i> in the care and support of <i>individuals</i>	1.1 explain how participating in group care activities can benefit an individual's identity, self-esteem and wellbeing 1.2 identify examples of when a group care activity may be the best way to meet an individual's care or support needs 1.3 explain why dilemmas may arise when providing support for individuals through group care activities
2 Be able to contribute to the development of a supportive group culture	2.1 support group members to understand the benefits of group activities 2.2 encourage interaction between new and existing group members that promotes enjoyment, co-operation, inclusion and <i>wellbeing</i> 2.3 describe ways to support group members to resolve any conflicts that may arise amongst themselves
3 Be able to contribute to the implementation of group care activities	3.1 work with individuals and <i>others</i> to agree approaches, content and methods for group care activities 3.2 carry out agreed role to support individuals and the group during activities 3.3 address any adverse effects and maximise benefits for individuals during activities 3.4 maintain records about group care activities in line with <i>agreed ways of working</i>

Learning outcomes	Assessment criteria
4 Be able to contribute to the evaluation of group care activities	<p>4.1 contribute to agreeing with individuals and others the processes, roles and criteria for assessing group care activities</p> <p>4.2 carry out agreed role in contributing to the evaluation of the processes, effects and outcomes of group activities</p> <p>4.3 describe ways to ensure that individuals and others are actively involved in the evaluation</p> <p>4.4 contribute to agreeing changes to activities or processes to improve outcomes for individuals</p>

Unit 20: Support Individuals at the End of Life

Unit reference number: T/601/9495

Level: 3

Credit value: 7

Guided learning hours: 53

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support end-of-life care.

Additional information

The italicised words below refer to those words italicised in the Assessment Criteria.

Legislation and agreed ways of working: will include policies and procedures where these apply; may relate to eg equality, diversity and discrimination, data protection, recording, reporting, confidentiality and sharing information, the making of wills and living wills, dealing with personal property of deceased people, removal of medical equipment from deceased people, visitors, safeguarding of vulnerable adults

Individual: is the person requiring end of life care

Key people: may include eg family members, friends, others who are important to the wellbeing of the individual

Advance care planning: systems may include eg Gold Standard Framework, Preferred Priorities for Care

Support organisations and specialist services: may include eg nursing and care homes, specialist palliative care services, domiciliary, respite and day services, funeral directors

Other members of the team: may include eg line manager, religious representatives, specialist nurse, occupational or other therapist, social worker, key people

Actions: may include eg attending to the body of the deceased, reporting the death through agreed channels, informing key people

Agreed ways of working: will include policies and procedures where these exist

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. See *Annexe F* for more details. Assessment criteria 4.1, 4.2, 4.3, 4.4, 4.6, 7.2, 8.1, 8.2, 8.3, 8.4, 9.2 and 10.2 must be assessed in real work situations in ways that do not intrude on the care of an individual at the end of life.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the requirements of <i>legislation and agreed ways of working</i> to protect the rights of individuals at the end-of-life	1.1 outline legal requirements and agreed ways of working designed to protect the rights of individuals in end-of-life care 1.2 explain how legislation designed to protect the rights of individuals in end of life care applies to own job role
2 Understand factors affecting end-of-life care	2.1 outline key points of theories about the emotional and psychological processes that <i>individuals</i> and <i>key people</i> may experience with the approach of death 2.2 explain how the beliefs, religion and culture of individuals and key people influence end-of-life care 2.3 explain why key people may have a distinctive role in an individual's end-of-life care 2.4 explain why support for an individual's health and wellbeing may not always relate to their terminal condition

Learning outcomes	Assessment criteria
3 Understand <i>advance care planning</i> in relation to end-of-life care	<p>3.1 describe the benefits to an individual of having as much control as possible over their end of life care</p> <p>3.2 explain the purpose of advance care planning in relation to end-of-life care</p> <p>3.3 describe own role in supporting and recording decisions about advance care planning</p> <p>3.4 outline ethical and legal issues that may arise in relation to advance care planning</p>
4 Be able to provide support to individuals and key people during end-of-life care	<p>4.1 support the individual and key people to explore their thoughts and feelings about death and dying</p> <p>4.2 provide support for the individual and key people that respects their beliefs, religion and culture</p> <p>4.3 demonstrate ways to help the individual feel respected and valued throughout the end of life period</p> <p>4.4 provide information to the individual and/or key people about the individual's illness and the support available</p> <p>4.5 give examples of how an individual's wellbeing can be enhanced by:</p> <p style="padding-left: 20px;">environmental factors</p> <p style="padding-left: 20px;">non-medical interventions</p> <p style="padding-left: 20px;">use of equipment and aids</p> <p style="padding-left: 20px;">alternative therapies</p> <p>4.6 contribute to partnership working with key people to support the individual's wellbeing</p>

Learning outcomes	Assessment criteria
5 Understand how to address sensitive issues in relation to end-of-life care	5.1 explain the importance of recording significant conversations during end-of-life care 5.2 explain factors that influence who should give significant news to an individual or key people 5.3 describe conflicts and legal or ethical issues that may arise in relation to death, dying or end-of-life care 5.4 analyse ways to address such conflicts
6 Understand the role of organisations and support services available to individuals and key people in relation to end-of-life care	6.1 describe the role of <i>support organisations and specialist services</i> that may contribute to end-of-life care 6.2 analyse the role and value of an advocate in relation to end-of-life care 6.3 explain how to establish when an advocate may be beneficial 6.4 explain why support for spiritual needs may be especially important at the end of life 6.5 describe a range of sources of support to address spiritual needs
7 Be able to access support for the individual or key people from the wider team	7.1 identify when support would best be offered by <i>other members of the team</i> 7.2 liaise with other members of the team to provide identified support for the individual or key people
8 Be able to support individuals through the process of dying	8.1 carry out own role in an individual's care 8.2 contribute to addressing any distress experienced by the individual promptly and in agreed ways 8.3 adapt support to reflect the individual's changing needs or responses 8.4 assess when an individual and key people need to be alone

Learning outcomes	Assessment criteria
9 Be able to take action following the death of individuals	9.1 explain why it is important to know about an individual's wishes for their after-death care 9.2 carry out <i>actions</i> immediately following a death that respect the individual's wishes and follow agreed ways of working 9.3 describe ways to support key people immediately following an individual's death
10 Be able to manage own feelings in relation to the dying or death of individuals	10.1 identify ways to manage own feelings in relation to an individual's dying or death 10.2 utilise support systems to deal with own feelings in relation to an individual's dying or death

Unit 21: Support Person-centred Thinking and Planning

Unit reference number: L/601/6442

Level: 2

Credit value: 5

Guided learning hours: 34

Unit aim

This unit is aimed at those who work in a range of health and social care settings. Person-centred thinking and planning reflects what is important to individuals and supports them to live the life they choose. This unit provides knowledge about the principles and processes of person-centred thinking, planning and reviews. It also requires demonstration of the skills and attitudes required to support person-centred thinking.

Additional information

The italicised words below refer to those words italicised in the Assessment Criteria.

Individual: someone requiring care or support

Person-centred thinking tools: important to/for (recorded as a one-page profile); working/not working; the doughnut; matching staff; relationship circle; communication charts; 4 plus 1 questions; citizenship tool; decision making agreement; presence to contribution; dreaming; community connecting related tools eg who am I? My gifts and capacities, hopes and fears, mapping our network, passion audit. Capacity mapping, who am I – My places

Teams: a person-centred team uses person-centred thinking within the team context eg to clarify the purpose of the team, what is important to the team and what support team members need; teams can work through seven questions to explore becoming a person-centred team; each question uses a range of person-centred thinking tools to answer it; information about purpose, what is important to the team, action and reflection is recorded and updated in a person-centred team plan

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. See *Annexe F* for more details. Assessment criteria 4.1, 5.1, 5.2, 5.3, 5.4, 5.5 and 5.6 must be assessed in real work situations.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the principles and practice of person-centred thinking, planning and reviews	1.1 identify the beliefs and values on which person-centred thinking and planning is based 1.2 define person-centred thinking, person-centred planning and person-centred reviews 1.3 describe the difference that person-centred thinking can make to <i>individuals</i> and their families 1.4 describe examples of <i>person-centred thinking tools</i> 1.5 explain what a 'one page profile' is 1.6 describe the person-centred review process
2 Understand the context within which person-centred thinking and planning takes place	2.1 outline current legislation, policy and guidance underpinning person-centred thinking and planning 2.2 describe the relationship between person-centred planning and personalised services 2.3 identify ways that person-centred thinking can be used: with individuals in <i>teams</i>
3 Understand own role in person-centred planning, thinking and reviews	3.1 describe own role in person-centred thinking, planning and reviews when supporting individuals 3.2 identify challenges that may be faced in implementing person-centred thinking, planning and reviews in own work 3.3 describe how these challenges might be overcome

Learning outcomes	Assessment criteria
4 Be able to apply person-centred thinking in relation to own life	<p>4.1 demonstrate how to use a person-centred thinking tool in relation to own life to identify what is working and not working</p> <p>4.2 describe own relationship circle</p> <p>4.3 describe how helpful using a person-centred thinking tool was to identify actions in relation to own life</p> <p>4.4 describe how to prepare for own person-centred review</p>
5 Be able to implement person-centred thinking and person-centred reviews	<p>5.1 use person-centred thinking to know and act on what is important to the individual</p> <p>5.2 establish with the individual how they want to be supported</p> <p>5.3 use person-centred thinking to know and respond to how the individual communicates</p> <p>5.4 be responsive to how an individual makes decisions to support them to have maximum choice and control in their life</p> <p>5.5 support the individual in their relationships and in being part of their community using person-centred thinking</p> <p>5.6 ensure that the individual is central to the person-centred review process</p> <p>5.7 explain how to ensure that actions from a review happen</p>

Unit 22: Introductory Awareness of Models of Disability

Unit reference number: Y/601/3446

Level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

The purpose of this unit is to provide the learner with introductory knowledge about the medical and social models of disability.

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. See *Annexe F* for more details.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the difference between the medical and social models of disability	1.1 describe the medical model of disability 1.2 describe the social model of disability 1.3 outline how each of the models has developed and evolved over time 1.4 give examples of where each model of disability may be used in service delivery

Learning outcomes	Assessment criteria
<p>2 Understand how the adoption of models of disability impact on the wellbeing and quality of life of individuals</p>	<p>2.1 identify how the principles of each model are reflected in service delivery</p> <p>2.2 explain how each of the models of disability impacts on the inclusion rights autonomy needs of individuals</p> <p>2.3 explain how own practice promotes the principle of inclusion</p>

Unit 23: Contribute to Supporting Individuals in the Use of Assistive Technology

Unit reference number: H/601/3451

Level: 2

Credit value: 3

Guided learning hours: 19

Unit aim

The purpose of this unit is to provide the learner with the knowledge and skills to contribute to supporting the use of assistive technology.

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. See *Annexe F* for more details. Assessment criteria 2.1, 2.2 and 2.3 must be assessed in real work situations.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the range and purpose of assistive technology available to support individuals	1.1 define the term 'assistive technology' 1.2 list a sample of assistive technology aids 1.3 explain the functions of the sample of assistive technology aids selected 1.4 describe how the sample of assistive technology aids selected can be utilised to promote participation, access and inclusion

Learning outcomes	Assessment criteria
2 Be able to contribute to the use of selected assistive technology	<p>2.1 support an individual to access information about assistive technology</p> <p>2.2 support an individual to use assistive technology following instructions and / or agreed ways of working</p> <p>2.3 provide feedback on the effectiveness of assistive technology</p>

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details:
qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

How to obtain National Occupational Standards

Skills for Care and Development
2nd Floor, City Exchange
11 Albion Street
Leeds, LS1 5ES

Tel: 0113 390 7666

Fax: 0113 246 8066

Web: www.skillsforcareanddevelopment.org.uk

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

The Pearson/BTEC qualification framework for the Health and Social Care sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
8				
7				
6				
5		BTEC Higher Nationals in Health and Social Care		Level 5 Diplomas in Leadership for Health and Social Care and Children and Young People's Services
4				
3	GCE Health and Social Care (Single Award, Double Award and Additional) Higher Diploma in Society, Health and Development	Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Health and Social Care		Level 3 Diploma in Health and Social Care (Adults) for England Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
2	GCSE in Health and Social Care (Single and Double Award) Foundation Diploma in Society, Health and Development	Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Health and Social Care Advanced Diploma in Society, Health and Development		Level 2 diploma in Health and Social Care (Adults) for England Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland
1		BTEC Level 1 Award/Certificate/Diploma in Health and Social Care	Pearson BTEC Level 2 Award in Awareness of Dementia Pearson BTEC Level 2 Certificate in Dementia Care	
Entry		BTEC Entry Level Award in Health and Social Care (Entry 3)		

Annexe B

Wider curriculum mapping

Pearson BTEC Level 2 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to discuss controversial issues.

European developments

The standards which this qualification is based on are UK specific, although learners could compare these to European directives to extend their learning.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities for example learners will consider their rights at work and the rights of employers.

Annexe C

National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Specialist qualifications in Awareness of Dementia/Dementia Care against the underpinning knowledge of the National Occupational Standards in Health and Social Care.

KEY

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
HSC21 Communicate with, and complete records for individuals		#		#	#	#	#	#	#														
HSC23 Develop your knowledge and practice		#																					
HSC24 Ensure your own actions support the care, protection and wellbeing of individuals		#		#	#	#	#	#	#														
HSC25 Carry out and provide feedback on specific plan of care activities																					#		
HSC212 Support individuals during therapy sessions																	#						

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
HSC213 Provide healthier food and drink for individuals									#														
HSC214 Help individuals to eat and drink									#														
HSC221 Assist in the administration of medication											#												
HSC228 Contribute to effective group care																			#				
HSC236 Receive and store medication and products											#												
HSC239 Contribute to the care of a deceased person																		#					
HSC240 Contribute to the identification of the risk of danger to individuals and others															#								
HSC31 Promote effective communication with, for and about individuals		#		#	#	#	#	#	#														
HSC33 Reflect on and develop your practice		#																					
HSC35 Promote choice, wellbeing and the protection of individuals		#		#	#	#	#	#	#														

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
HSC328 Contribute to care planning and review														#									
HSC329 Contribute to planning, monitoring and reviewing the delivery of services for individuals														#									
HSC375 Administer medication to individuals											#												
HSC385 Support individuals through the process of dying																				#			
HSC3112 Support individuals to identify and promote their own health and social wellbeing																#							
HSC3119 Promote the values and principles underpinning best practice																#							
HSC41 Use and develop methods and systems to communicate, record and report		#		#	#	#	#	#	#														
HSC43 Take responsibility for the continuing professional development of self and others		#																					

Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
HSC45 Develop practices which promote choice, wellbeing and protection of all individuals		#		#	#	#	#	#	#														

In addition to the above:

Unit 16: Understand Mental Wellbeing and Mental Health Promotion has links with NOS in Mental Health (MH25)

Unit 22: Introductory Awareness of Models of Disability has links with NOS in Sensory Services (SS1, 2, 3, 10 and 11)

Unit 23: Contribute to Supporting Individuals in the Use of Assistive Technology has links with the NOS in Sensory Services (SS 4, 5, 6, 7, 9 and 11)

Annexe D

Mapping to Level 2 Functional Skills

Level 2	Unit number							
English – Speaking, Listening and Communication	1	2	3	4	5	6	7	8
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	✓	✓	✓	✓	✓	✓	✓	✓
English – Reading								
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	✓	✓	✓	✓	✓	✓	✓	✓
English – Writing								
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	✓	✓	✓	✓	✓	✓	✓	✓
Level 2	Unit number							
ICT – use ICT	1	2	3	4	5	6	7	8
Plan solutions to complex tasks by analysing the necessary stages			✓		✓	✓		✓
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	✓	✓	✓	✓	✓	✓	✓	✓
Manage information storage to enable efficient retrieval	✓	✓	✓	✓	✓	✓	✓	✓
ICT – finding and selecting information								
Use appropriate search techniques to locate and select relevant information	✓	✓	✓	✓	✓	✓	✓	✓
Select information from a variety of sources to meet requirements of a complex task	✓	✓	✓	✓	✓	✓	✓	✓

Level 2	Unit number							
ICT – developing, presenting and communicating information	1	2	3	4	5	6	7	8
Enter, develop and refine information using appropriate software to meet requirements of a complex task	✓	✓	✓	✓	✓	✓	✓	✓
Use appropriate software to meet the requirements of a complex data-handling task	✓	✓		✓	✓			
Use communications software to meet requirements of a complex task	✓	✓	✓	✓	✓	✓	✓	✓
Combine and present information in ways that are fit for purpose and audience	✓	✓	✓	✓	✓	✓	✓	✓
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information		✓	✓	✓	✓	✓	✓	

Annexe E

Unit mapping overview

Pearson Level 2 BTEC Award short course in Dementia Care legacy (specification end date 31/08/2010)/new versions of the BTEC Level 2 Specialist qualifications in Dementia Care (specification start date 01/09/2010) – the Level 2 BTEC Award in Awareness of Dementia and the Level 2 BTEC Certificate in Dementia Care.

Old unit \ New units																							
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23
Unit 1	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Annexe F

Skills for Care and Development Assessment Principles

1. Introduction

1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2 This document sets out those principles and approaches to unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2. Assessment Principles

2.1 Assessment decisions for competence-based learning outcomes (for example those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

2.2 Assessment decisions for competence-based learning outcomes must be made by an assessor qualified to make assessment decisions.

2.3 Competence-based assessment must include direct observation as the main source of evidence

2.4 Simulation may only be utilised as an assessment method for competence based learning outcomes where this is specified in the assessment requirements of the unit.

2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

2.6 Assessment of knowledge-based learning outcomes (for example those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge-based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3. Internal Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring, and be qualified to make quality assurance decisions.

4. Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable and continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable and continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty, the SSCs will be consulted.

4.4 Qualified to make quality assurance decisions:

Awarding organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Annexe G

Glossary of accreditation terminology

The following information about these qualifications can also be found on the Pearson website – see qualifications.pearson.com

Accreditation start/end date	The first/last dates that Pearson can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Pearson.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Performance tables	This/these qualifications is/are listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualifications Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.

Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under 19 learners.
Section 97	Section 97 is a section of the Learning and Skills Act 2000. This shows whether the qualification is publicly funded for learners aged 19 and over.
Title	The accredited title of the qualification.
UCAS points	This/these qualification(s) is/are listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education.

Annexe H

BTEC Specialist and Professional Qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications	BTEC qualification suites
BTEC Level 7 Advanced Professional Qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional Qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional Qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional Qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional Qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional Qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional Qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional Qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist Qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications	BTEC qualification suites
BTEC Level 2 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist Qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist Qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 Qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist Qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level Qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

Qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

September 2017

**For information about Edexcel, BTEC or LCCI qualifications visit
qualifications.pearson.com**

BTEC is a registered trademark of Pearson Education Limited

**Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL.
VAT Reg No GB 278 537121**