



## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand legislation and agreed ways of working that support the rights and choices of individuals with dementia</p>	<p>1.1 Explain the impact of key legislation that relates to fulfilment of rights and choices and the minimising of risk of harm for an individual with dementia</p> <p>1.2 Evaluate agreed ways of working that relate to rights and choices of an individual with dementia</p> <p>1.3 Explain how and when personal information may be shared with carers and others, taking into account legislative frameworks and agreed ways of working</p>
<p>2 Be able to maximise the rights and choices of individuals with dementia</p>	<p>2.1 Demonstrate that the best interests of an individual with dementia are considered when planning and delivering care and support</p> <p>2.2 Demonstrate how an individual with dementia can be enabled to exercise their rights and choices even when a decision has not been deemed to be in their best interests</p> <p>2.3 Explain why it is important not to assume that an individual with dementia cannot make their own decisions</p> <p>2.4 Explain how the ability of an individual with dementia to make decisions may fluctuate</p>

Learning outcomes	Assessment criteria
<p>3 Be able to involve carers and others in supporting individuals with dementia</p>	<p>3.1 Demonstrate how carers and others can be involved in planning support that promotes the rights and choices of an individual with dementia and minimises risk of harm</p> <p>3.2 Discuss how a conflict of interest can be addressed between the carer and an individual with dementia while balancing rights, choices and risk</p> <p>3.3 Discuss how to ensure an individual with dementia, carers and others feel able to complain without fear of retribution</p>
<p>4 Be able to maintain the privacy, dignity and respect of individuals with dementia while promoting rights and choice</p>	<p>4.1 Demonstrate how to maintain privacy and dignity when providing personal support for intimate care to an individual with dementia</p> <p>4.2 Demonstrate that key physical aspects of the environment are enabling care workers to show respect and dignity for an individual with dementia</p> <p>4.3 Demonstrate that key social aspects of the environment are enabling care workers to show respect and dignity for an individual with dementia</p>

### What needs to be learned

#### **Learning outcome 1: Understand legislation and agreed ways of working that support the rights and choices of individuals with dementia**

##### **Individual**

- Someone requiring care or support.

##### **Key legislation**

- Human Rights Act 1998.
- Mental Capacity Act 2005.
- Mental Health Act 2007.
- Equality Act 2010.
- Safeguarding Vulnerable Groups Act 2006.
- Carers (Equal opportunities) Act 2004.
- Care Act 2014.
- Current local, national and European legislation and organisational requirements.

##### **Agreed ways of working**

- Policies and procedures where these exist, e.g. for equality, care planning, complaints, whistleblowing, data protection, confidentiality and sharing of information in line with organisational practices.
- Processes and practices for risk assessment and management, and for the protection of self, individuals, key people and others from danger, harm and abuse.
- Procedures and practices for recording and reporting.

##### **Carers and others**

- Carers and others, e.g. care worker, family, advocate, colleagues, managers, social worker, occupational therapist, GP, speech and language therapist, physiotherapist, pharmacist, nurse, specialist nurse, psychologist, psychiatrist, independent mental capacity advocate, independent mental health advocate, advocate, dementia care adviser, support groups.

## What needs to be learned

### Learning outcome 2: Be able to maximise the rights and choices of individuals with dementia

#### Best interests of an individual with dementia

- Reference to Mental Capacity Act (2005).
- Consideration of financial, health, emotional and social wellbeing of an individual.
- Consideration of their past and present wishes and feelings.
- Advance directives.
- Beliefs and values.

#### Enabling an individual with dementia

- Current local, national and European legislation and organisational requirements.
- Procedures and practices for risk assessment, management and monitoring negotiation.
- Compromise.
- Effective communication and negotiation skills.

#### Importance of not assuming that an individual with dementia is unable to make their own decisions

- Promotion of person-centred ways of working.
- Consideration of individual's capacity.
- Their past and present wishes and feelings.
- Consideration of advance directives.
- Individuals' beliefs and values.
- Type and stage of dementia.

#### Fluctuating decision-making ability of individual with dementia

- Individual's capacity.
- Effects of medication.
- Levels of anxiety, tiredness.
- Their past and present wishes and feelings.
- Advance directives.
- Beliefs and values.
- Type and stage of dementia.

## What needs to be learned

### **Learning outcome 3: Be able to involve carers and others in supporting individuals with dementia**

#### **Planning support**

- Promoting rights and choices.
- Minimising risk of harm.
- Accessible information within the boundaries of confidentiality.
- Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information.
- The provision of active support which places the preferences and best interests of individuals at the centre of all provision.

#### **Addressing conflicts of interest**

- Managing dilemmas between individuals' rights and their responsibilities for their own care and protection.
- Conflict resolution.
- Making choices in the best interests of the individual.
- The rights and responsibilities of key people.
- Own role and responsibilities for their care and protection.
- Reporting perceived conflicts of interest.

#### **Ensuring individuals with dementia, carers and others feel able to complain without fear of retribution**

- Current local, national and European legislation and organisational requirements.
- Procedures and practices for dealing with comments and complaints.
- Accessible complaints procedures.
- Support to use relevant procedures.

## What needs to be learned

### **Learning outcome 4: Be able to maintain the privacy, dignity and respect of individuals with dementia while promoting rights and choices**

#### **Maintaining privacy, dignity and respect**

- Practice and service standards relevant to work setting and relating to valuing and respecting individuals.
- Effective use of communication.
- Taking account of individual's views, values, beliefs and preferences.
- Protection from danger, harm and abuse.

#### **Key physical and social aspects of the care and living environment**

- Physical:
  - signage
  - colour
  - furniture
  - flooring
  - technology
  - room layout
  - storage
  - space for personal belongings.
- Social:
  - communication skills
  - positive approach
  - relationship-centred approach
  - professional boundaries
  - whole team approach.

## Information for tutors

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### Suggested resources

#### Books

- Genova L – *Still Alice* (Simon & Schuster, 2015) ISBN 9781471140822
- Glasby J and Dickinson H – *Partnership Working in Health and Social Care: What is Integrated Care and How Can We Deliver It? 2nd edition* (Policy Press, 2014) ISBN 9781447312819
- Keady J et al – *Partnerships in Community Mental Health Nursing and Dementia Care: Practice Perspectives* (Open University Press, 2007) ISBN 9780335215812
- Killick J – *Communication and the Care of People with Dementia* (Open University, 2001) ISBN 9780335207749
- Magnusson S – *Where Memories Go: Why Dementia Changes Everything* (Two Roads, 2015) ISBN 978144475181
- Pace V, Treloar A and Scott S – *Dementia: From Advanced Disease to Bereavement* (Oxford University Press, 2011) ISBN 9780199237807
- Pool J – *Alzheimer's Society Guide to the Dementia Care Environment* (Alzheimer's Society, 2015) ASIN B00U2T530Q
- Suchet J – *My Bonnie: How Dementia Stole the Love of My Life* (Harper, 2011) ISBN 9780007328413
- Whalley L J – *Understanding Brain Aging and Dementia: A Life Course Approach* (Columbia University Press, 2015) ISBN 9780231163835

#### Websites

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| <a href="http://www.alzheimers.org.uk">www.alzheimers.org.uk</a>               | Includes a factsheet on drug treatments for Alzheimer's disease.  |
| <a href="http://www.nhs.uk">www.nhs.uk</a>                                     | Includes a section called 'What is the Mental Capacity Act?'  |
| <a href="http://www.nice.org.uk">www.nice.org.uk</a>                           | NICE Clinical Guidelines 42 (Nov 2006, reviewed April 2012) – <i>Dementia: Supporting People with Dementia and their Carers in Health and Social Care</i> |
| <a href="http://www.nice.org.uk">www.nice.org.uk</a>                           | Includes tailored resources on dementia.  |
| <a href="http://www.nice.org.uk">www.nice.org.uk</a>                           | NICE (April 2013) Supporting people to live well with dementia, Quality Standard 30, Statement 9 Independent advocacy.                                    |
| <a href="http://www.scie.org.uk/socialcaretv">www.scie.org.uk/socialcaretv</a> | Mental Capacity Act: the role of the IMCA (Independent Mental Capacity Advocate)  |

## **Assessment**

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

### **Unit assessment requirements**

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 2, 3 and 4 (competence) must be made based on evidence generated during the learner's normal work activity. 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. Simulation cannot be used as an assessment method for learning outcomes 2, 3 and 4.

Assessment of learning outcome 1 (knowledge) may take place in or outside of a real work environment.