Unit 65: Equality, Diversity and Inclusion in Dementia Care Practice

Unit reference number: F/601/4686
Level: 3
Unit type: Optional
Credit value: 4
Guided learning hours: 31

Unit summary
This unit is aimed at those who provide care or support to individuals with dementia in a wide range of settings. The unit covers the concepts of equality, diversity and inclusion, which are fundamental to a person-centred approach.
# 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 each learning outcome.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
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<tbody>
<tr>
<td>1 Understand that each individual’s experience of dementia is unique</td>
<td>1.1 Explain why it is important to recognise and respect an individual’s heritage</td>
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<td>1.2 Compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person</td>
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<td>1.3 Describe how the experience of dementia may be different for individuals</td>
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<td>• Who have a learning disability</td>
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<td></td>
<td>• Who are from different ethnic backgrounds</td>
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<td></td>
<td>• Who are at the end of life</td>
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<td>1.4 Describe how the experience of an individual’s dementia may impact on carers</td>
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<tr>
<td>2 Understand the importance of diversity, equality and inclusion in dementia care and support</td>
<td>2.1 Describe how current legislation, government policy and agreed ways of working support inclusive practice for dementia care and support</td>
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<td>2.2 Describe the ways in which an individual with dementia may be subjected to discrimination and oppression</td>
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<td>2.3 Explain the potential impact of discrimination on an individual with dementia</td>
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<td></td>
<td>2.4 Analyse how diversity, equality and inclusion are addressed in dementia care and support</td>
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<tr>
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| 3  Be able to work in a person centred manner to ensure inclusivity of the individual with dementia | 3.1 Demonstrate how to identify an individual’s uniqueness  
3.2 Demonstrate how to use life experiences and circumstances of an individual who has dementia to ensure their inclusion  
3.3 Demonstrate practical ways of helping an individual with dementia to maintain their dignity  
3.4 Demonstrate how to engage and include an individual with dementia in daily life |
| 4  Be able to work with others to encourage support for diversity and equality     | 4.1 Work with others to promote diversity and equality for individuals with dementia  
4.2 Demonstrate how to share the individual’s preferences and interests with others  
4.3 Explain how to challenge discrimination and oppressive practice of others when working with an individual with dementia |
Unit content

An **individual** is someone requiring care or support.

**Heritage** this refers to an individual’s culture, history and personal experiences and is unique to them.

**Others**, e.g.
- care worker
- colleague
- manager
- social worker
- occupational therapist
- GP
- speech and language therapist
- physiotherapist
- pharmacist
- nurse
- psychologist
- admiral nurses
- independent mental capacity advocate
- community psychiatric nurse
- dementia care advisers
- advocate
- support groups.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.
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 Skills for Care Assessment Principles.