

**NCFE**

**CACHE**

# Qualification Specification

**NCFE CACHE Level 2 Certificate in the  
Principles of Dementia Care  
QN: 600/6355/5**

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## Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v5.1	April 2019	Mandatory units table – <a href="#">K/601/9199</a> , amended to Level 3
v5.2	February 2020	Information regarding the safeguarding and wellbeing of learners added to <a href="#">Resources</a> .
v5.3	June 2022	<p>Information added to the <a href="#">entry guidance</a> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Further information added to the <a href="#">assessment section</a> confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to section 5 about how to access <a href="#">support handbooks</a>.</p>

## **Section 1: General introduction**

### About this Qualification Specification

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE CACHE Level 2 Certificate in the Principles of Dementia Care (600/6355/5).

### Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
  - We use GL to refer to the estimated guided learning hours at unit level.

### Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

### Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided by the learner meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Assurer.

## Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

## Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

### Competence- / Skills-based learning outcomes:

- begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

### Knowledge-based learning outcomes:

- begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all of the assessment criteria to gain the unit.

## Entry guidance

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

## Our website

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualifications, including a qualification factsheet and other support materials.

## The Centre Secure website

More specific information to support Centre delivery can be found on our secure website.

To access the secure site, click the link on the NCFE website and log in using the details provided by the Centre administrator.

## Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download from the NCFE website or can be requested from the Customer Support team on 0191 239 8000 or email [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk).

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification.

## **Section 2: About this qualification**



<b>Qualification summary</b>	
<b>Title</b>	NCFE CACHE Level 2 Certificate in the Principles of Dementia Care
<b>Qualification number</b>	600/6355/5
<b>Aims and objectives</b>	<p>This qualification aims to assist learners to develop their knowledge and understanding of the principles of caring for those with dementia. It covers areas such as person-centred care, the influence of positive communication methods, issues relating to the use of medication for those with dementia and the importance of providing appropriate activities.</p> <p>The qualification doesn't infer competence in the work role, but can be used to support the underpinning knowledge and understanding needed for those working in, or towards, a dementia care role.</p>
<b>Total Qualification Time (hours)</b>	150
<b>Guided Learning (hours)</b>	123
<b>Credit value</b>	15
<b>Grading system</b>	Achieved/Not Yet Achieved
<b>Minimum age of learner</b>	16
<b>Real work environment (RWE) requirement / recommendation</b>	This is a knowledge-only qualification; therefore, no real work environment placement is required.
<b>Rule of combination</b>	To be awarded the Level 2 Certificate in the Principles of Dementia Care learners are required to successfully complete 7 mandatory units.
<b>Entry requirements / recommendations</b>	<p>There are no specific recommended prior learning requirements for this qualification; however learners might find it helpful if they've already achieved a Level 1 qualification.</p> <p>Entry is at the discretion of the centre; however, learners should be 16 to undertake the qualification.</p>

<p><b>Progression</b> including job roles and Higher Level Studies (where applicable)</p>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> <li>• Level 3 Certificates in Preparing to Work in Adult Social Care</li> <li>• Level 3 Diplomas in Health and Social Care (Adults) for England</li> </ul>
<p><b>Assessment methods</b></p>	<p>Portfolio of evidence.</p> <p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>
<p><b>Additional assessment requirements</b></p>	<p>This qualification must be assessed in line with Skills for Care and Development's assessment principles.</p>

### Useful websites


Centres may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

- Social Care Institute for Excellence: [www.scie.org.uk](http://www.scie.org.uk)
- National Institute for Health and Clinical Excellence: [www.nice.org.uk](http://www.nice.org.uk)
- Skills for Care: [www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)
- Alzheimer's Society: [www.alzheimers.org.uk](http://www.alzheimers.org.uk)
- Care Quality Commission: [www.cqc.org.uk](http://www.cqc.org.uk)

## **Section 3: Units**

<b>Mandatory units</b>
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	Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided Learning Hours*
☆	Unit 01	J/601/2874	Dementia awareness	Knowledge	2	2	17
☆	Unit 02	H/601/287 9	The person centred approach to the care and support of individuals with dementia	Knowledge	2	2	17
☆	Unit 03	T/601/9416	Understand the factors that can influence communication and interaction with individuals who have dementia	Knowledge	2	2	18
☆	Unit 04	A/601/2886	Understand equality, diversity and inclusion in dementia care	Knowledge	2	2	20
☆	Unit 05	K/601/9199	Understand the administration of medication to individuals with dementia using a person centred approach	Knowledge	3	2	15
☆	Unit 06	J/504/2396	Understand behaviour in the context of dementia	Knowledge	2	3	20
☆	Unit 07	K/602/4645	Understand the benefits of engaging in activities in social care	Knowledge	2	2	16

The star icon  indicates that a unit is knowledge based.

The units above may be available as stand-alone unit programmes. Please visit the Centre secure website for further information.

### Unit layout

**For each unit the following information has been provided:**

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Mandatory/optional	Explains if the unit is mandatory or optional.
Credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit summary	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Unit delivery and assessment guidance*	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.
Evidence	The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at CACHE.
Additional information	Any further information about the unit, e.g. assessment strategy.

**NB:** Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information can be found.

**Explanation of terms used at Level 2:**

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points....)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Provide	Give relevant information about a subject.

Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

## Unit 01: Dementia awareness



<b>Unit reference</b>	J/601/2874	<b>Unit level</b>	2
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	2		
<b>Unit guided learning hours</b>	17		
<b>Unit summary</b>	The aim of this 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
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



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	4.2. Outline the impact that the attitudes and behaviours of <b>others</b> may have on an individual with dementia

**Delivery and assessment**

4.2. **Others** may include:

- Care Workers
- Colleagues
- Managers
- Social Worker
- Occupational Therapist
- GP
- Speech and Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Psychologist
- Admiral Nurses
- Independent Mental Capacity Advocate
- Community Psychiatric Nurse
- Dementia Care Advisors
- Advocate
- Support groups.

**Types of evidence**

**Type of evidence:** Oral or written questioning

**Assessment criteria:** 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4

**Additional information:** Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

**Type of evidence:** Individual notes or learner report

**Assessment criteria:** 2.1, 2.2, 2.3, 4.1, 4.2

**Additional information:** Learners could conduct research and prepare notes or a learner report.

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• ICT</li> </ul> <p><b>Links to NOS</b></p> <p>No specific NOS links.</p>
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Care and Development's assessment principles.</p>

## Unit 02: The person centred approach to the care and support of individuals with dementia



<b>Unit reference</b>	H/601/2879	<b>Unit level</b>	2
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	2		
<b>Unit guided learning hours</b>	17		
<b>Unit summary</b>	This unit provides the knowledge and understanding required to enable the individual with dementia to experience well-being. Learners will be able to develop their knowledge of the person-centred approach to dementia care and support.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand approaches that enable individuals with dementia to experience well-being	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 <b>carers</b> 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 <b>others</b> 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

## Delivery and assessment

### 2.1. **Carers** may include:

- Family
- Partner
- Friends
- Neighbours.

### 3.1. **Others** may include:

- Care worker
- Colleagues
- Managers
- Social Worker
- Occupational Therapist
- GP
- Speech and Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Psychologist
- Admiral Nurses
- Independent Mental Capacity Advocate
- Community Psychiatric Nurse
- Dementia Care Advisors
- Advocate
- Support groups.

Types of evidence
<p><b>Type of evidence:</b> Individual notes or learner report</p> <p><b>Assessment criteria:</b> 1.1, 1.2, 2.2, 3.1, 3.2, 3.3</p> <p><b>Additional information:</b> Learners could conduct research and prepare notes or a learner report.</p> <p><b>Type of evidence:</b> Individual notes from a small group discussion</p> <p><b>Assessment criteria:</b> 2.1, 3.1</p> <p><b>Additional information:</b> Learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.</p>

Additional information	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> </ul> <p><b>Links to NOS</b></p> <p>SCDHSC0021, SCDHSC0023, SCDHSC0024, SCDHSC0031, SCDHSC0033, SCDHSC0035, SCDHSC0041, SCDHSC0043, SCDHSC0045</p>
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Care and Development's assessment principles.</p>

## Unit 03: Understand the factors that can influence communication and interaction with individuals who have dementia



<b>Unit reference</b>	T/601/9416	<b>Unit level</b>	2
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	2		
<b>Unit guided learning hours</b>	18		
<b>Unit summary</b>	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.		

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

**Delivery and assessment**

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

3.3. **Others** may include:

- Care worker
- 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 Advisor
- Support groups.

**Types of evidence**

**Type of evidence:** Assignment

**Assessment criteria:** 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3

**Additional information:** An assignment could be devised with a series of tasks related to the assessment criteria.



<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> </ul> <p><b>Links to NOS</b></p> <p>SCDHSC0021, SCDHSC0024, SCDHSC0031, SCDHSC0035, SCDHSC0041, SCDHSC0045</p>
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Care and Development's assessment principles.</p>

## Unit 04: Understand equality, diversity and inclusion in dementia care



<b>Unit reference</b>	A/601/2886	<b>Unit level</b>	2
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	2		
<b>Unit guided learning hours</b>	20		
<b>Unit summary</b>	This unit introduces the concepts of equality, diversity and inclusion that are fundamental to person centred care practice.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand and appreciate the importance of diversity of individuals with dementia	1.1. Explain the importance of recognising that <b>individuals</b> with dementia have unique needs and preferences
	1.2. Describe ways of helping <b>carers and others</b> to understand that an individual with dementia has unique needs and preferences
	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

**Delivery and assessment**

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

1.2. **Carers and others** may include:

- Care worker
- 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 Advisor
- Support groups.

**Types of evidence**

**Type of evidence:** Oral or written questioning

**Assessment criteria:** 1.1, 1.3, 2.3

**Additional information:** Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

**Type of evidence:** Individual notes or learner report

**Assessment criteria:** 1.2, 2.1, 2.2, 3.1, 3.2, 3.3

**Additional information:** Learners could conduct research and prepare notes or a learner report.

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• ICT</li> </ul> <p><b>Links to NOS</b></p> <p>SCDHSC0021, SCDHSC0024, SCDHSC0031, SCDHSC0035, SCDHSC0041, SCDHSC0045</p>
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Care and Development's assessment principles.</p>

## Unit 05: Understand the administration of medication to individuals with dementia using a person centred approach



<b>Unit reference</b>	K/601/9199	<b>Unit level</b>	3
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	2		
<b>Unit hours</b>	15		
<b>Unit summary</b>	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.		

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

<b>Delivery and assessment</b>
<p><b>2.1. Administering:</b></p> <ul style="list-style-type: none"> <li>• fitting with the routines of the individual</li> <li>• meeting the preferences of the individual (tablets/solutions)</li> <li>• enabling techniques</li> <li>• self-administration.</li> </ul>
<b>Types of evidence</b>
<p><b>Type of evidence:</b> Individual notes or learner report</p> <p><b>Assessment criteria:</b> 1.1, 1.2, 1.3, 1.5, 2.1</p> <p><b>Additional information:</b> Learners could conduct research and prepare notes or a learner report.</p> <p><b>Type of evidence:</b> Oral or written questioning</p> <p><b>Assessment criteria:</b> 1.4, 2.2</p> <p><b>Additional information:</b> Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.</p>

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> </ul> <p><b>Links to NOS</b> - no specific NOS links.</p>
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Care and Development's assessment principles.</p>

## Unit 06: Understand behaviour in the context of dementia



<b>Unit reference</b>	J/504/2396	<b>Unit level</b>	2
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	3		
<b>Unit hours</b>	20		
<b>Unit summary</b>	In this unit learners will explore the different forms of behaviour and the factors that affect behaviour in someone with a dementia. The learner will also learn how to respond to behaviour some people may find 'challenging' in an appropriate and supportive manner.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand that behaviour is often used as a means of communication	1.1. Identify some of the factors that can influence and shape a person's behaviour
	1.2. Explain why it's important to look for the meaning behind words and behaviour
	1.3. Define the meaning of the term 'insight impairment'
	1.4. Describe how insight impairment can affect a person's behaviour
2. Understand how to respond to behaviours associated with dementia	2.1. Describe the conditions 'apraxia' and 'visual agnosia'
	2.2. Define the terms 'delusion' and 'hallucination'
	2.3. Outline how staff can support a person with dementia who has difficulty sleeping
	2.4. Identify possible reasons for repetitious questions and behaviour
	2.5. Explain how staff can support a person with dementia should they display a range of behaviours
	2.6. Explain how staff should respond to behaviour considered 'inappropriate'
3. Understand why some	3.1. Identify reasons why a person with dementia may become depressed

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
people with dementia will need additional emotional support	3.2. Explain why it's important to treat depression and tackle its causes
	3.3. Describe how staff can support a person with depression
	3.4. Identify reasons why a person with dementia may become angry
	3.5. Describe how staff should respond to a person who becomes angry



### Delivery and assessment

There is no specific guidance for this unit.

### Types of evidence

**Type of evidence:** Individual notes from a small group discussion

**Assessment criteria:** 1.1, 1.2

**Additional information:** Learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

**Type of evidence:** Oral or written questioning

**Assessment criteria:** 1.3, 1.4, 2.1, 2.2

**Additional information:** Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

**Type of evidence:** Individual notes or learner report

**Assessment criteria:** 2.3, 2.4, 2.5

**Additional information:** Learners could conduct research and prepare notes or a learner report.

**Type of evidence:** Case studies

**Assessment criteria:** 2.6, 3.5

**Additional information:** Tutors could construct case studies to illustrate scenarios based on the assessment criteria, these could be supported by focused questions for the learner.

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> </ul> <p><b>Links to NOS</b></p> <p>SCDHSC0024, SCDHSC0027, SCDHSC0218</p>
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Care and Development's assessment principles.</p>

## Unit 07: Understand the benefits of engaging in activities in social care



<b>Unit reference</b>	K/602/4645	<b>Unit level</b>	2
<b>Mandatory/optional</b>	Mandatory		
<b>Credit value</b>	2		
<b>Unit hours</b>	16		
<b>Unit summary</b>	This unit will help learners to understand the benefits of engaging in activities to enhance physical, mental and social well-being in a diverse range of settings.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the impact of activity on physical and mental well-being	1.1. Outline the consequences of prolonged inactivity on an individual's physical and mental state
	1.2. Describe the ways in which the experience of an activity can be positive
	1.3. Explain the relationship between a positive experience of an activity and physical and mental well-being
	1.4. Describe the ways in which the experience of an activity can be negative
	1.5. Explain the relationship between a negative experience of an activity and physical and mental ill-being
2. Understand the social benefits of activities	2.1. Describe the social benefits of engaging in person-to-person activity
	2.2. Describe the social benefits of engaging in group activity
	2.3. Identify <b>activity approaches</b> that focus on social interaction
	2.4. Explain how activity provision can be used to encourage social interaction
3. Understand how activity can be the basis for a model of care and support	3.1. Describe how care workers can embed activity provision into their existing role
	3.2. Outline ways in which an activity provider can contribute to an activity-based model of care

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	3.3. Explain how <b>carers</b> can be supported to participate in an activity-based model of care
	3.4. Outline ways in which activities can be used to create a <b>team culture</b> in a care setting

**Delivery and assessment****2.3. Activity approaches:**

- reminiscence
- group work.

**3.3. Carers:**

- partner
- family
- friends
- neighbours.

**3.3. Team culture:****Team**

- Individuals
- Carers
- Care Workers
- Managers/Supervisors
- Activity Co-ordinators/Providers.

**Culture**

- inclusion
- belonging
- acceptance
- valuing
- comfort.

**Types of evidence**

**Type of evidence:** Individual notes from a small group discussion

**Assessment criteria:** 1.1

**Additional information:** Learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

**Type of evidence:** Oral or written questioning

**Assessment criteria:** 1.2, 1.3, 1.4, 1.5

**Additional information:** Learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

**Type of evidence:** Individual notes or learner report

**Assessment criteria:** 2.1, 2.2, 2.3, 2.4

**Additional information:** Learners could conduct research and prepare notes or a learner report.

**Type of evidence:** Individual notes or learner report

**Assessment criteria:** 3.1, 3.2, 3.3, 3.4

**Additional information:** Learners could conduct research and prepare notes or a learner report.

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> </ul> <p><b>Links to NOS</b></p> <p>SCDHSC210, SCDHSC211, SCDHSC212, SCDHSC228</p>
Additional unit assessment requirements	<p>This unit must be assessed in line with Skills for Care and Development's assessment principles.</p>

## **Section 4: Assessment and quality assurance information**



### Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification can be found on the NCFE website.

Centres need to ensure that individuals undertaking Assessor or Quality Assurer roles conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

### Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

## Internal Assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the **Good Practice in Internal Quality Assurance** document on our secure website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification/these qualifications.

### Supervision of learners and your role as an Assessor

Assessment guidance Guidance on how to administer the internal assessment and the support you provide learners can be found on our secure website in the document **Good Practice in Internal Quality Assurance**.

### Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our secure website in the document **Good Practice in Internal Quality Assurance**.

## **Presenting evidence**

### **Written**

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

### **Recorded**

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

## Quality Assurance

### Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance. The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

### External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

## **Section 5: Documents**

## Useful documents

This section refers to useful documents that can be found on the NCFE website, some of which may assist with the delivery of this qualification.

### Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

The following documents may also be useful in the delivery of this qualification:

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

## Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents can be found on the NCFE website.

### Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment. This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

## Resources

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

### Learning resources

Learning resources NCFE offer a wide range of learning resources to support the delivery of this qualification, please check the NCFE website for more information.

#### **Third-party products**

Products to support the delivery of this qualification are offered by the following third-party suppliers:

- Hallmark Education
- The Skills Network
- Learning Curve Group
- NCC Resources
- Creating Careers/vision2 learn

For more information about these resources and how to access them please visit the NCFE website.



## **Section 6: General Information**

**Equal opportunities**

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Equal Opportunities Policy is available on request.

**Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

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