

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 3 Certificate in
Understanding the Principles of Dementia Care
QN: 603/0196/X**

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Summary of changes

This section summarises the changes to this qualification specification since version 4.0 October 2018.

Version	Publication Date	Summary of amendments
v4.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to Resources .
v4.2	June 2022	<p>Further information added to the qualification summary section to 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 the entry guidance 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>Information added to the support for centres section about how to access support handbooks.</p> <p>References to GDPR have been updated to UK General Data Protection Regulation (UK GDPR).</p>
v4.3	June 2023	Information regarding UCAS added to About this qualification, Qualification Summary

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 Level 3 Certificate in Understanding the Principles of Dementia Care.

Total Qualification Time

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.

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 Advisor.

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.

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.

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.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

The Public Website

The NCFE website contains information about all our qualifications which contains:

- Key Facts
- Qualification Specifications
- other support materials

There are also some other key documents that can be referred to when required. For example:

- Complaints Policy
- Enquiries and Appeals Policy
- Diversity and Equality Policy.

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure 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 qualification, including a qualification factsheet and other support materials.

Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download the NCFE website or can be requested by the customer support team on 0191 239 8000 or email customersupport@ncfe.org.uk

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

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.

Section 2: About this qualification

Qualification summary	
Title	NCFE CACHE Level 3 Certificate in Understanding the Principles of Dementia Care
Qualification number	603/0196/X
Aims and objectives	<p>This qualification enables learners to develop knowledge and understanding of caring for individuals with dementia. Successful completion of the units will allow learners to develop in-depth knowledge and understanding of dementia and its effects. It will also support progression into relevant employment within the health and social care sector. 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> <p>The objectives of this qualification are to enable learners to understand:</p> <ul style="list-style-type: none"> • types of dementia and the importance of early diagnosis • person-centred approaches in dementia care • the role of communication, interaction and inclusion in dementia care and support • the use of medication to support individuals with dementia.
Total Qualification Time (hours)	254
Guided Learning (hours)	184
UCAS	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
Grading system	Achieved/Not Yet Achieved
Minimum age of learner	16
Real work environment (RWE) requirement/ recommendation	This is a knowledge-only qualification; therefore, no real work environment placement is required.
Rules of combination	To be awarded the Level 3 Certificate in Understanding the Principles of Dementia Care, learners are required to successfully complete 7 mandatory units.

<p>Entry requirements/ recommendations</p>	<p>There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 2 health and social care related qualification.</p> <p>This qualification is suitable for learners aged 16 and above.</p>
<p>Progression 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"> • Level 3 Diploma in Health and Social Care (Adults) for England • Level 3 Certificate in Preparing to Work in Adult Social Care • Level 3 Diploma in Clinical Healthcare Support • Level 3 Certificate in Working in the Health Sector • Level 4 qualifications in Health and Social Care. <p>This qualification aims to provide learners with a number of progression options, including higher level studies at university or FE colleges. The skills required to progress to higher academic studies are different from those required at Levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher level learning skills, they include:</p> <ul style="list-style-type: none"> • checking and testing information • supporting your points with evidence • self-directed study • self-motivation • thinking for yourself • analysing and synthesising information/materials • critical thinking and problem solving • working collaboratively • reflecting upon learning and identifying improvements. <p>Level 3 criteria can require learners to analyse, draw conclusions, interpret or justify, which are all examples of higher level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher level learning skills.</p>
<p>Assessment methods</p>	<p>Portfolio of evidence.</p>
<p>Additional assessment requirements</p>	<p>This qualification is internally assessed and externally quality assured.</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>Regulation information</p>	<p>This is a regulated qualification. The regulated number for this qualification is 603/0196/X.</p>

Useful websites

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


- Alzheimer's Society: www.alzheimers.org.uk
- Care Quality Commission (CQC): www.cqc.org.uk
- NHS Choices: www.nhs.uk
- National Institute for Health and Care Excellence: www.nice.org.uk
- Skills for Care: www.skillsforcare.org.uk
- Skills for Health: www.skillsforhealth.org.uk
- Social Care Institute for Excellence: www.scie.org.uk

Section 3: Units

Mandatory units

	Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Guided learning hours
☆	Unit 01	Y/615/0581	Understanding dementia	Knowledge	3	25
☆	Unit 02	L/615/0626	Understand how person-centred approaches are used to underpin the care and support of individuals with dementia	Knowledge	3	30
☆	Unit 03	R/615/0627	Principles of communication and interaction in dementia care and support	Knowledge	3	26
☆	Unit 04	Y/615/0628	Supporting positive interaction, occupation and activity in dementia care	Knowledge	3	25
☆	Unit 05	D/615/0629	Principles of equality, diversity and inclusion in dementia care and support	Knowledge	3	20

	Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Guided learning hours
★	Unit 06	R/615/0630	Understand how to support individuals with dementia to exercise choice and rights	Knowledge	3	32
★	Unit 07	Y/615/0631	Principles of the administration of medication and well-being of individuals with dementia	Knowledge	3	26

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.
Unit group	Explains if the unit is mandatory or optional.
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.
Achievement descriptor	All the evidence generated by the learner will be assessed against the standards expected of a Level 3 learner and against the achievement descriptors for each learning outcome.
Explanation	A further explanation of the achievement descriptor in the context of the learning outcome.
Delivery and assessment	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.
Additional information	Any further information about the unit. eg assessment strategy.
Types of 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 NCFE.

Glossary of terms

This glossary explains how the terms used in the unit content are applied to this qualification.

Accurately	Learner carries out all stages of a process correctly and without errors (see mostly accurately).
Advanced ways	Solutions may be more complex or more considered (see basic ways and considered ways).
Application	Using skills or knowledge to complete a specific task. Using technical language.
Appropriate	Ideas or choices must be realistic and viable to the vocational area and the learner's resources. They must be selected by the learner, as opposed to in Level 1 where learners are directed.
Balanced conclusions	All arguments are considered in making a conclusion (see reasoned conclusions).
Basic ways	Straightforward, mostly obvious ideas or solutions (see advanced ways and considered ways).
Complex task/brief	A task/brief made up of several interrelated elements.
Complex technical problems	A problem specific to the vocational area that has several interrelated elements (see technical problems).
Considered experimentation	Experimentation is well thought out and fit for purpose. It is comprehensive enough to draw a reliable conclusion from (see limited experimentation and simple experimentation).
Considered ways	Ideas or solutions show some degree of thought (see advanced ways and basic ways).
Correctly applies	Using the most appropriate skills or knowledge to complete a specific task/using skills or knowledge correctly. Using appropriate technical terms for the task or context (see use).
Directed tasks	Learners are given clear instructions on how to complete the task, which may be broken into stages for them by the Tutor/Assessor.
Effective solutions	Solutions are appropriate to the vocational area (see possible solutions).
Efficiently solves	Solves in a manner appropriate to the vocational area.

Everyday language	The learner's own language and terms, the personal vocabulary the learner uses, non-vocational language and terminology (see specialist terms/language and technical terms/language).
Format of source	The style of information - eg a questionnaire, a report, an observation, an interview (see type of source).
General understanding	A basic understanding of the vocational area that does not require knowledge of technical skills, techniques or rules of implementation (see technical understanding).
Limited experimentation	Experimentation shows some degree of planning and thought but may not be thorough enough to draw a reliable conclusion from (see considered experimentation and simple experimentation).
Mostly accurately	Learner is able to carry out most stages of a process without errors to achieve an outcome (see accurately and some degree of accuracy).
Possible solutions	The solution may not involve technical skills or understanding and may not be a long-term or effective solution (see effective solutions).
Range	Frequent use of most common words/techniques/materials (see some and wide range).
Reasoned conclusions	Explanations are provided as to why a conclusion was made (see balanced conclusions).
Simple experimentation	Straightforward, most obvious experimentation is carried out (see limited experimentation and considered experimentation).
Some	Occasional use of most common words/techniques/materials (see range and wide range).
Some degree of accuracy	Learner is able to carry out the stages of a process to achieve an outcome, but most stages will contain errors (see accurately and mostly accurately).
Sophisticated examples	Complex or less obvious examples provided with detailed explanation. Clearly related to the point being made (see straightforward examples).
Specialist skills	Advanced technical skills in context (see technical skills).
Specialist terms/language	Advanced technical terms in context (see everyday language and technical terms/language).
Straightforward examples	Direct obvious examples which lack complexity of any kind, but clearly relate to the point being made (see sophisticated examples).

Technical problems	A problem specific to the vocational area. This could include equipment, processes etc (see complex technical problems).
Technical skills	The application of technical understanding. The ability to put subject-specific skills, measures, techniques or rules of implementation into practice to achieve suitable outcomes (see specialist skills).
Technical terms/language	Language relating to the vocational area. May include skills, measures, techniques or rules of implementation etc. (see everyday language and specialist terms/language).
Technical understanding	An understanding of the skills, measures, techniques or rules of implementation appropriate to the vocational area. The learner may still be learning how to apply this understanding (see general understanding).
Type of source	The place that the information comes from - eg the internet, a museum visit, staff, visitors (see format of source).
Use	Applying general or basic skills or knowledge to a task (see correctly applies).
Wide range	Uses all relevant words/techniques/materials that could be expected at the level (see range).

Unit 01: Understanding dementia

Unit reference	Y/615/0581	Unit level	3
Unit group	Mandatory		
Guided learning hours	25		
Unit summary	In this unit learners will investigate the common types, causes and effects of dementia. They will gain an understanding of the importance of early diagnosis and an insight into the effects and experience of dementia.		

Learning outcomes The learner will:	Assessment criteria The learner must:
1. Understand common types, causes and effects of dementia.	1.1. Describe the most common types of dementia.
	1.2. Explain the causes and risk factors of common types of dementia.
	1.3. Describe the signs and symptoms of common types of dementia.
	1.4. Outline a range of other types of dementia that may occur.
2. Understand the importance of early diagnosis of dementia.	2.1. Explain why early diagnosis of dementia is important.
	2.2. Explain why it is important to monitor possible signs or symptoms of dementia.
	2.3. Describe common conditions that may be attributed to dementia.
	2.4. Describe the process of reporting and recording possible signs of dementia.
	2.5. Recognise the potential impact of a diagnosis of dementia for an individual, their family and friends.
3. Understand the effects and experience of dementia.	3.1. Describe the potential effects of memory impairment on individuals with dementia.

Learning outcomes The learner will:	Assessment criteria The learner must:
	3.2. Explain how communication and interaction may be affected with individuals with dementia.
	3.3. Describe ways in which an individual with dementia may have difficulty with interpreting their environment.
	3.4. Explain why the abilities and needs of an individual with dementia may vary from day to day.
	3.5. Recognise how behaviour should be viewed as an expression of the individual's experience of dementia.

Assessment guidance: learning outcome 1

Achievement descriptor	Explanation
<p>Relates information found in different formats from at least 2 specialist sources, commenting on the credibility/value of sources.</p>	<p>Learners may use both written and visual formats (diagrams) to research different types of dementia, their causes, risk factors, signs and symptoms and present their findings using their own words and a different format.</p>
Delivery and assessment	
<p>Learners should describe at least 4 types of dementia, the most common being Alzheimer's disease, vascular dementia, dementia with Lewy bodies (DLB) and frontotemporal dementia. Examples of less commonly occurring types of dementia include CJD (Creutzfeldt-Jakob disease), Korsakoff syndrome, Huntington's disease and dementia associated with Parkinson's disease. It would also be beneficial for learners to show awareness of a higher incidence of dementia among people with Down's syndrome.</p> <p>The causes and risk factors should be considered with relevance to the different types of dementia as well as those that might apply to most forms. Learners should relate the causes to the changes that occur in the brain. Similarly, learners should describe the signs and symptoms that are usually present and how these may differ according to the type of dementia.</p> <p>Learners could undertake research using approved websites such as NHS Choices and the Alzheimer's Society and present their findings in a report or series of slides.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • annotated research • learner report • presentation. 	

Assessment guidance: learning outcome 2

Achievement descriptor	Explanation
<p>Uses information found in different formats from at least 2 specialist sources and communicates it, mostly accurately, in own words.</p>	<p>Learners may use both written and visual formats (video clips) to research early recognition and diagnosis of dementia and present their findings using their own words and a different format.</p>
Delivery and assessment	
<p>The pathway of diagnosis is set out by the National Institute for Health and Care Excellence (NICE) and learners may find it helpful to access this and explore the benefits of early diagnosis in terms of intervention and planning for future care and support. They should explain how care workers, families and supporters can contribute to the diagnostic process and in recognising how the individual is affected and the importance of this for future care and support. They should demonstrate an understanding of other common conditions that are sometimes assumed to be due to dementia, such as depression, delirium or memory impairment as part of the ageing process.</p> <p>It is recommended that learners contextualise this by considering the impact of a diagnosis on individuals and their families and the concerns and questions they may have. Learners may also find resources available on the Social Care Institute for Excellence's website that are useful in considering signs of dementia and the impact of diagnosis.</p> <p>Learners could carry out research using approved websites and resources and compile a resource to inform individuals, families or care workers about the importance of early recognition and diagnosis of dementia.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • research • plan, design and produce a resource • learner report. 	

Assessment guidance: learning outcome 3

Achievement descriptor	Explanation
Makes reasoned conclusions based on appropriate information.	Learners will apply their understanding of the effects of dementia and how this is expressed through an individual's behaviour.
Delivery and assessment	
<p>Learners should describe the nature of memory impairment in dementia, for example short-term and long-term memory, and how this might affect the way an individual interacts with others and the world around them. They should show understanding of the effects of memory impairment on the ability of an individual to use verbal language and associated difficulties such as dysphasia, understanding others, and in following a conversation.</p> <p>Individuals may experience difficulties with following a sequence, recognising familiar faces, objects and places, and in finding their way around. Learners should demonstrate an understanding of the reasons why individuals' abilities may vary from day to day in relation to the type of dementia and other factors that may contribute to variations.</p> <p>People supporting an individual with dementia need to develop an understanding of how the experience of dementia may affect the way an individual behaves and interacts with others. Learners should be encouraged to interpret this as a means of expression and communication whilst recognising that some may find aspects of this behaviour difficult to understand. Learners should also consider the impact of the physical environment and behaviour of others on the individual and it would be helpful for them to look at examples of this.</p> <p>It is recommended that Tutor-devised case studies and related questions are provided through which learners can apply their understanding of the effects of dementia and how individuals may interact with others and the environment.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • case studies • questioning • learner report. 	
Additional information	
Additional unit assessment requirements.	This unit is internally assessed and externally quality assured.

Unit 02: Understand how person-centred approaches are used to underpin the care and support of individuals with dementia



Unit reference	L/615/0626	Unit level	3
Unit group	Mandatory		
Guided learning hours	30		
Unit summary	In this unit learners will gain an understanding of the importance of person-centred care for individuals with dementia. They will investigate how each individual's experience of dementia is different and how they can be supported. They will also understand how to promote person-centred values.		

Learning outcomes The learner will:	Assessment criteria The learner must:
1. Understand person-centred approaches in dementia care and support.	1.1. Describe current legislation, policy and guidance underpinning person-centred working.
	1.2. Explain how person-centred approaches are applied to address the needs and preferences of individuals with dementia.
	1.3. Analyse how person-centred approaches have influenced dementia care and support.
	1.4. Explain how different strategies can be used to respond to an individual's fluctuating needs and abilities.
	1.5. Describe ways of supporting others to understand person-centred approaches.
2. Understand how each individual's experience of dementia is unique.	2.1. Explain why it is important to identify the unique characteristics and specific needs of each individual.
	2.2. Describe how to identify an individual's unique characteristics and specific needs.
	2.3. Explain the importance of recognising and respecting each individual's heritage.

Learning outcomes The learner will:	Assessment criteria The learner must:
	<p>2.4. Describe how the experience of dementia may differ for individuals with specific needs:</p> <ul style="list-style-type: none"> • learning disability • different ethnic backgrounds • at the end of life • diagnosed at different ages. <p>2.5. Describe how an individual's experience of dementia may impact on carers.</p> <p>2.6. Explain how individuals and carers can be supported to express their hopes and concerns.</p>
<p>3. Understand how to promote person-centred values for individuals with dementia.</p>	<p>3.1. Describe person-centred values that underpin dementia care and support.</p> <p>3.2. Explain how individuals with dementia can be supported to maintain their dignity.</p> <p>3.3. Describe how to maintain privacy and dignity when supporting individuals with personal care.</p> <p>3.4. Explain how the physical environment can be arranged to enable care workers to incorporate person-centred values.</p> <p>3.5. Describe ways that the social environment can be used to support person-centred values.</p>
<p>4. Understand how the nutritional needs of individuals with dementia should be met.</p>	<p>4.1. Describe how changes associated with dementia can affect eating, drinking and nutrition.</p> <p>4.2. Explain the potential impact of inadequate nutrition on an individual's experience of dementia.</p> <p>4.3. Describe how the life history of an individual with dementia can be used to provide a nutritious diet according to their preferences.</p>

Learning outcomes The learner will:	Assessment criteria The learner must:
	4.4. Explain the importance of incorporating individual and cultural preferences for food and drink in meal plans.
	4.5. Explain why it is important to offer a varied diet to an individual with dementia.
	4.6. Describe how to use a person-centred approach to assist an individual with dementia to eat and drink during mealtimes.
	4.7. Evaluate how mealtime environments and food presentation can be adapted to support individual needs and preferences.

Assessment guidance: learning outcome 1

Achievement descriptor	Explanation
<p>Relates information found in different formats from at least 2 specialist sources, commenting on the credibility/value of sources.</p>	<p>Learners will access relevant sources to inform them of legislation, guidance and person-centred approaches. They will present their findings in a resource pack including their recommendations on how these would be used.</p>
Delivery and assessment	
<p>Learners should refer to current legislation such as the Care Act 2014 and the Health and Social Care Act 2008 (Regulated Activities) Regulations 2014. The National Dementia Strategy is specifically focused on improving the quality of dementia care and learners can also apply relevant information in the Dignity in Care strategy. Learners may also refer to the Common Core Principles for Supporting People with Dementia (Skills for Care), which reflect person-centred approaches.</p> <p>Learners should explain how person-centred planning involving the individual and carers are used to identify and agree how care and support are delivered in line with the individual's preferences and wishes. Learners should demonstrate an understanding of the importance of respecting the individual's perspective and priorities. They may find it helpful to look at person-centred thinking tools such as the sorting important to/for tool, one-page profiles etc. Person-centred approaches have developed considerably over the last few decades and the work of Professor Thomas Kitwood, the Bradford Dementia Group, Professor Dawn Brooker, and Helen Sanderson Associates is particularly relevant to dementia care and support.</p> <p>Learners should demonstrate how person-centred approaches can be applied to meet the needs of an individual with dementia which may vary from day to day. They should look at examples of how a person-first approach enables care staff to adapt their support accordingly. Involving others such as carers and professionals with the care and support of individuals with dementia helps to promote understanding of person-centred approaches.</p> <p>Learners could develop a resource pack including factsheets on the development, legislation and guidance of person-centred approaches. This could include a range of person-centred thinking tools with recommendations of how each could be used.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • learner report • annotated research • case studies • resource pack. 	

Assessment guidance: learning outcome 2

Achievement descriptor	Explanation
Supports all points with sophisticated examples and some appropriate comparisons.	Learners will use information from the scenarios and apply person-centred approaches to demonstrate their understanding of the individual's experience of dementia.
Delivery and assessment	
<p>Learners should demonstrate an understanding of how and why it is important to recognise characteristics and specific needs of each individual with dementia so that support is person-centred and all aspects of the individual are considered.</p> <p>Specific characteristics that should be taken into account should include their heritage including culture, ethnicity, religion and background, and learners should show awareness of the importance of demonstrating respect.</p> <p>Some characteristics may impact on the individual's experience of dementia – for example, communication, life history, first language and culture. Learners need to be aware of the implications this might have for the care and support of the individual. Specific circumstances that relate to dementia that should be considered in the context of person-centred care include the age of diagnosis and the needs of individuals with dementia as they approach end of life.</p> <p>Learners should recognise the potential impact of different circumstances and specific characteristics for carers and how they can be supported to express their emotions, any concerns, hopes and wishes.</p> <p>Learners could devise personal profiles based on Tutor-devised scenarios using person-centred thinking tools.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • learner report • scenario-based personal profiles. 	

Assessment guidance: learning outcome 3

Achievement descriptor	Explanation
Makes reasoned conclusions based on appropriate information.	Learners will investigate and evaluate how effectively different care settings promote person-centred values.
Delivery and assessment	
<p>Learners should consider the core person-centred values including individuality, rights, choice, privacy, dignity, respect and independence and how these are applied in dementia care and support. They may find it useful to investigate sources such as those accessible through the Dignity in Care strategy and the Common Core Principles for Dignity (Skills for Care).</p> <p>Learners should show an understanding of the potential for privacy and dignity to be undermined during support activities, in particular personal care. They should consider how a sensitive and respectful approach should prevent this and maintain the relationship between dignity, privacy and independence. This should include a range of considerations including use of language, environment and working practices.</p> <p>The impact of the physical and social environment in relation to person-centred values should be considered. Learners should identify aspects of the physical and social environment that should be incorporated to support each of the person-centred values – for example, privacy and dignity.</p> <p>Learners could investigate examples of the physical and social environment in different care settings. They could then evaluate how effectively they promote person-centred values.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • learner report • annotated research. 	

Assessment guidance: learning outcome 4

Achievement descriptor	Explanation
<p>Supports all points with sophisticated examples and some appropriate comparisons.</p>	<p>Learners will investigate nutritional requirements and how dementia may affect an individual’s dietary intake. They will evaluate ways to balance support, assistance, environment and food presented using a person-centred approach to promote nutrition.</p>
<p>Delivery and assessment</p>	
<p>Learners should discuss the cognitive, functional and emotional changes associated with dementia as it progresses and how these might affect an individual’s nutritional intake and enjoyment of meals.</p> <p>A poor diet cannot provide sufficient nutrition over time, and this will have a significant impact on the health and well-being of individuals and their experience of dementia. Learners should identify different ways this may affect the experience of dementia.</p> <p>Learners should demonstrate how a person-centred approach and life history should be used to take into account individual characteristics such as likes, dislikes, cultural and religious beliefs relating to food, drink and mealtime traditions. They should also show an awareness that likes, dislikes and preferences relating to food, drink and mealtimes may vary from day to day. They should consider the importance of offering a varied diet incorporating preferences and nutritional content. This may involve using aids and adaptations or pre-cutting food to assist independence.</p> <p>Learners should recognise the level of support and assistance individuals may need to eat and drink and how this can be provided in a non-intrusive manner that respects dignity. They should demonstrate an understanding of adapting support to work with the individual’s abilities and how this may vary from time to time.</p> <p>Mealtimes are an important factor in relation to eating and drinking, and preferences as to how, when and where an individual likes to eat may be more significant to them than what they like to eat and drink. Learners should recognise that mealtime routines cannot be imposed as a one size fits all, and that routines can be adapted to be more flexible in shared living or group care. They should identify how the culture and environment at mealtimes could be a barrier to eating and drinking for individuals with dementia.</p> <p>The importance of food presentation should also be considered, including ways that food offered is appetising in appearance and temperature, not overwhelming, and presented in a way that is easily managed.</p> <p>Learners could investigate nutritional needs within the context of dementia and how the condition may affect eating and drinking. They could then recommend how to provide person-centred support, assistance, environment and a nutritious diet that meets with individual needs and preferences. They could present their findings in a report.</p>	

Types of evidence	
Evidence could include: <ul style="list-style-type: none"> • annotated research • learner report. 	

Additional information	
Additional unit assessment requirements.	This unit is internally assessed and externally quality assured.

Unit 03: Principles of communication and interaction in dementia care and support

Unit reference	R/615/0627	Unit level	3
Unit group	Mandatory		
Guided learning hours	26		
Unit summary	In this unit learners will investigate various ways in which individuals with dementia may communicate. They will then look into the factors that would influence interactions and communication. Learners will also gain an understanding of how communication and positive interactions are an effective part of caring for and supporting individuals with dementia.		

Learning outcomes The learner will:	Assessment criteria The learner must:
1. Understand that individuals with dementia may communicate in different ways.	1.1. Describe how different forms of dementia may affect an individual's ability to communicate.
	1.2. Explain how life history and heritage influences the way an individual communicates.
	1.3. Describe how behaviour should be viewed as a means of communication.
	1.4. Explain the importance of interpreting communication and behaviour within the context of the individual and their dementia.
	1.5. Explain how communication preferences, abilities and needs should be incorporated within the care or support plan.
2. Understand the range of factors that influence interactions and communication with individuals with dementia.	2.1. Describe a range of factors that should be considered when communicating with an individual with dementia.
	2.2. Outline how sensory loss may affect the way an individual with dementia communicates.
	2.3. Describe ways to support communication for an individual with dementia who also has sensory loss.

Learning outcomes The learner will:	Assessment criteria The learner must:
	2.4. Explain the potential impact of the environment for an individual with dementia.
	2.5. Analyse how the behaviour and attitude of others can affect an individual with dementia.
3. Understand how communication and positive interactions are effective in the care and support of individuals with dementia.	3.1. Explain the importance of positive interactions in dementia care and support.
	3.2. Evaluate a range of communication strategies that support positive interactions for an individual who has dementia.
	3.3. Explain how sensitive use of language can promote positive interactions and communication.
	3.4. Describe how behaviour can be interpreted as an expression of needs.
	3.5. Analyse different responses to behaviour that are likely to achieve a positive outcome.

Assessment guidance: learning outcome 1

Achievement descriptor	Explanation
Makes reasoned conclusions based on appropriate information.	Learners will identify specific ways to support communication for individuals with dementia based on information provided in case studies.
Delivery and assessment	
<p>An understanding of how dementia affects the ability to communicate should be demonstrated, eg memory impairment, agnosia (failure to recognise faces, objects), processing information, receptive and expressive communication and difficulties with language (dysphasia). They should also consider how difficulties co-ordinating movement (apraxia) may also affect their speech. Learners should demonstrate an awareness of how these may differ according to different forms of dementia and at different stages.</p> <p>Reinforcing a person-first approach when supporting individuals with dementia will help others to understand and interpret their behaviour and the feelings they are expressing. As with any situation, the importance of understanding and respecting preferences and needs in relation to communication should be considered. Individual characteristics may become more significant for an individual who has dementia, for example if their first language was not English. During communication, individuals may also include references to earlier memories and their perception of reality, which others need to be aware of during communication.</p> <p>Learners should explain how and why the individual's preferred method and style of communication should be outlined in the care or support plan, together with details of their abilities and support needs.</p> <p>Learners should demonstrate an understanding of behaviour as a means of expression. This may be a response to the environment or behaviour of others. They should be aware of the dangers of making assumptions about an individual's behaviour or communication and avoid attributing this to their dementia.</p> <p>Learners could compile a series of life histories and personal profiles based on information provided from Tutor-devised case studies, with emphasis on how to support communication and behaviour.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • learner report • case studies • personal profiles. 	

Assessment guidance: learning outcome 2

Achievement descriptor	Explanation
Relates information found in different formats from at least 2 specialist sources, commenting on the credibility/value of sources.	Learners will refer to specialist sources and theories about dementia and present it in their own words for a particular audience.
Delivery and assessment	
<p>Factors to be considered include intrinsic (relating to the individual) and extrinsic (relating to external factors such as the environment and behaviour of others). Learners should be encouraged to consider a comprehensive range including both. They could explore theories relating to positive interactions, such as Professor Thomas Kitwood's work on Personhood and the 5 key factors to be considered for an individual with dementia.</p> <p>Sensory loss may occur as a result of ageing or have been present long term, and learners should include both sight and hearing loss. Learners will need to demonstrate their understanding of how the communication needs and abilities of individuals will be affected as this will need to be considered alongside their dementia and how to ensure that these needs are supported.</p> <p>Learners will understand how the environment can have positive and negative effects on individuals and their communication. Although the physical environment is important, learners should consider all aspects of the environment including the behaviour and attitudes of others in contributing to a welcoming and friendly atmosphere. Some factors are not necessarily preventable, such as the impact of an unfamiliar environment, but learners need to be aware of the potential effects and how these can be mitigated.</p> <p>Learners should also explore the impact of the actions and behaviour of others on individuals with dementia, whether or not they are directly interacting with them. They should also consider different attitudes towards individuals and how inappropriate language can reveal negativity. Learners could be encouraged to apply theories such as Professor Thomas Kitwood's work on Malignant Social Psychology (MSP) and the impact of different attitudes and language on individuals with dementia.</p> <p>Learners could design a series of slides to present information on factors that affect communication and interaction with individuals with dementia.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • presentation • learner report. 	

Assessment guidance: learning outcome 3

Achievement descriptor	Explanation
Supports all points with sophisticated examples and some appropriate comparisons.	Learners will apply their understanding of positive interactions and communication strategies to identify different ways to achieve this.
Delivery and assessment	
<p>Effective care and support of individuals with dementia is underpinned by positive interactions and the response of people around them. Positive interactions are those that nurture positive emotions and promote a sense of well-being. Learners should recognise the benefits of embedding life history work so that interaction with each individual is meaningful and reinforces their identity.</p> <p>Learners should refer to a range of communication skills and strategies that support positive interactions such as active listening, verbal and non-verbal skills. They should be aware of how language can be used in a sensitive and positive way according to individual needs. They should also recognise that communication and interaction occur in other ways apart from conversation, and when props or visual aids might be effective in engaging an individual with dementia.</p> <p>Understanding and interpreting behaviour will contribute to a positive response that will reassure individuals and prevent escalation of an individual's anxiety, fear or distress. Learners should recognise how specific behaviour can be viewed within the context of the individual's life history and therefore communicating needs.</p> <p>Learners could analyse a series of Tutor-devised case studies and identify how to use positive interactions and contribute to a sense of well-being for different individuals with dementia. They could refer to these case studies for examples of how to interpret behaviour and provide effective support.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • case studies • learner report. 	

Additional information	
Additional unit assessment requirements.	This unit is internally assessed and externally quality assured.

Unit 04: Supporting positive interaction, occupation and activity in dementia care

Unit reference	Y/615/0628	Unit level	3
Unit group	Mandatory		
Guided learning hours	25		
Unit summary	In this unit learners will understand the range and benefits of positive interactions in dementia care. They will look at the various approaches and how to support them. They will then investigate how individuals with dementia can engage in activity and occupation. Learners will also gain an understanding of how to engage with individuals with dementia to promote identity and inclusion.		

Learning outcomes The learner will:	Assessment criteria The learner must:
1. Understand the range and benefits of positive interaction and different approaches for individuals with dementia.	1.1. Describe examples of positive interactions with individuals who have dementia.
	1.2. Describe the following approaches: <ul style="list-style-type: none"> • reality orientation • validation • reminiscence techniques.
	1.3. Explain when it would be beneficial to use: <ul style="list-style-type: none"> • reality orientation • validation • reminiscence techniques.
	1.4. Explain how to support a positive interaction with an individual who has dementia.
2. Understand how to engage individuals with dementia in positive interaction, activity and occupation.	2.1. Describe aspects of the environment that can be used to support positive interactions with individuals with dementia: <ul style="list-style-type: none"> • social • physical.
	2.2. Explain what is meant by activity and occupation within the context of dementia care and support.

Learning outcomes The learner will:	Assessment criteria The learner must:
	<p>2.3. Explain the importance of engaging individuals with dementia in activity and occupation.</p> <p>2.4. Describe examples of how individuals can be engaged in activity and occupation in daily life.</p> <p>2.5. Explain how positive interaction, activity and occupation can contribute to the well-being of individuals with dementia.</p>
<p>3. Understand how to engage with individuals with dementia to promote identity and inclusion.</p>	<p>3.1. Describe how an individual's life history and background can be used to support identity and inclusion.</p> <p>3.2. Explain how identity and inclusion are supported through engaging with individual preferences for communicating and interacting.</p> <p>3.3. Outline ways of working that support individuals to maintain their identity.</p> <p>3.4. Describe how to share the individual's preferences and interests with others.</p> <p>3.5. Describe the importance of working with an individual's strengths and abilities.</p>

Assessment guidance: learning outcome 1

Achievement descriptor	Explanation
Makes reasoned conclusions based on appropriate information.	Learners will identify a range of different approaches and how they might be used effectively to benefit a selected individual with dementia from a case study.
Delivery and assessment	
<p>Learners should include examples of a range of opportunities for positive interaction which may be planned or occur spontaneously. They should be encouraged to understand the importance of embedding this in everyday living and care activities. Positive interactions do not always involve conversation – for example, sitting together looking at photographs or watching birds feed can be a satisfying and companionable shared experience.</p> <p>Learners should describe each of the approaches and explain how and when they could be beneficial. They should show an awareness that their use may vary with different individuals, for example reminiscence invoking distressing memories. Learners should be aware that the effect of the positive emotions arising from interactions far outlasts the duration. They may find it useful to look at the work of the Bradford Dementia Group and Professor Thomas Kitwood on ‘personal enhancers’.</p> <p>Learners could develop a care or support plan for a fictional individual with details of opportunities to support positive interactions and approaches that could be used and which might be beneficial. They could include an evaluation of the potential benefits and precautions that should be taken for each of the approaches.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • learner-devised care/support plan • learner report • evaluation. 	

Assessment guidance: learning outcome 2

Achievement descriptor	Explanation
Supports all points with sophisticated examples and some appropriate comparisons.	Learners will identify aspects of the environment and strategies to be used to engage individuals and justify their points in relation to engaging individuals with dementia in positive interaction, activity and occupation.
Delivery and assessment	
<p>Learners should identify social aspects of the environment such as communication, behaviour and attitudes of those within it. The environment should be an inclusive one where communication is open, warm and positive.</p> <p>The physical environment should be enabling and easy for individuals with dementia to negotiate, for example clearly labelled doors so that they can find the toilet and their bedroom, and individualised personal space. Learners should also discuss opportunities for positive interactions such as sensory experiences, either formally through sensory rooms or gardens or informally through naturally occurring sounds and smells.</p> <p>Examples of a range of different activities and opportunities for occupation should be discussed, both formal and informal, group and individual. Learners should be encouraged to approach this in a person-centred way and to focus on the skills and interests of individuals. Opportunities for spontaneous activity or occupation should be incorporated in the care and support of individuals.</p> <p>Learners should consider the effects of prolonged inactivity for individuals and recognise the benefits of being involved in activity and occupying their time and abilities, promoting a sense of worth and purpose that is beneficial to well-being. Other benefits to be considered are dignity and independence.</p> <p>Learners could plan how a shared living setting could be adapted (physical and social environment) to make it inclusive, welcoming and dementia-friendly. Learners could support their plan with a commentary to justify how their plan would provide opportunities for positive interaction, activity and occupation for different individuals and the benefits of doing this.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • individual notes from group work • shared living plan • learner report • presentation. 	

Assessment guidance: learning outcome 3

Achievement descriptor	Explanation
Relates information found in different formats from at least 2 specialist sources, commenting on the credibility/value of sources.	Learners will refer to specialist sources relating to life history work, identity and inclusion within the context of dementia. They will use this to support the activity they have designed.
Delivery and assessment	
<p>Learners need to demonstrate their understanding of the importance of identity and inclusion for individuals with dementia and how life history work can facilitate this. They will need to consider the importance of communicating and interacting effectively with individuals with dementia to establish their identity. In addition, learners should be aware of how details of an individual's preferences and interests could be shared with those involved in their lives and in a way that promotes inclusivity.</p> <p>Learners should demonstrate an understanding of providing support to an individual in ways that recognise what they are able to do, and when and how they can use their strengths, for example to promote dignity and independence.</p> <p>Learners could design an activity or series of activities for a fictional individual based on a Tutor-devised case study. This should include a rationale detailing how identity and inclusion are reinforced through different strategies involving life history, interaction, activity and occupation.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • case studies • learner-devised activities • learner report. 	

Additional information	
Additional unit assessment requirements.	This unit is internally assessed and externally quality assured.

Unit 05: Principles of equality, diversity and inclusion in dementia care and support

Unit reference	D/615/0629	Unit level	3
Unit group	Mandatory		
Guided learning hours	20		
Unit summary	In this unit learners will understand the principles of equality, diversity and inclusion within the context of dementia care. They will understand how to recognise and challenge discrimination and oppressive practices.		

Learning outcomes The learner will:	Assessment criteria The learner must:
1. Understand the principles of equality and diversity within the context of dementia care and support.	1.1. Explain the following terms: <ul style="list-style-type: none"> • equality • diversity • inclusivity • anti-discriminatory practice • anti-oppressive practice.
	1.2. Describe how current legislation and guidance promotes inclusivity in dementia care and support.
	1.3. Explain ways of working that will embed diversity, equality and inclusion in dementia care and support.
2. Understand how to recognise and challenge discrimination and oppressive practices.	2.1. Describe ways that individuals with dementia may experience oppression.
	2.2. Describe examples of how individuals with dementia and their carers may be discriminated against.
	2.3. Explain why individuals with dementia may experience discrimination and oppression.
	2.4. Analyse the potential impact of discrimination on individuals with dementia and their carers and families.

Learning outcomes The learner will:	Assessment criteria The learner must:
	2.5. Explain how to challenge discrimination and oppressive practices.

Assessment guidance: learning outcome 1

Achievement descriptor	Explanation
Describes issues of current practice using appropriate specialist language in context.	Learners will describe the current legislative framework within the context of dementia practice. They will be required to use specialist language relating to approaches to dementia practice.
Delivery and assessment	
<p>Learners should explain each of the terms and explore how they might apply in relation to individuals with dementia and to dementia practice.</p> <p>Current legislation should include the Equality Act 2010, in particular the protected characteristics of disability and age, as dementia commonly affects older people. Learners should consider the importance of services and facilities making reasonable adjustments and meeting anticipatory duties towards creating a more inclusive environment. They should be familiar with the definition of discrimination by association under the Equality Act 2010. The Mental Capacity Act 2005 and Deprivation of Liberty Safeguards (DoLS) are also relevant in this aspect of care practice. The rights of individuals to be involved in their assessments with access to independent advocacy under the provisions of the Care Act 2014 should also be considered. Learners should refer to equivalent legislation in the nation in which they live or work.</p> <p>Guidance relating to this may include examples such as the Mental Capacity Act Code of Practice and National Institute for Health and Care Excellence (NICE) Guidance [CG42]. The impact of the National Dementia Strategy in raising awareness and understanding of dementia is also relevant. Learners should refer to organisational policies and procedures or agreed ways of working within a care setting.</p> <p>Learners may include examples of approaches to dementia care and support that would embed equality, diversity and inclusivity, for example person-centred care, Dementia Care Mapping™, personalisation, life-history work, positive interactions and validation.</p> <p>Learners could carry out research into current legislation, guidance and examples of good practice illustrating how the principles are applied within the context of dementia practice and present their findings in a report.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • independent research • learner report. 	

Assessment guidance: learning outcome 2

Achievement descriptor	Explanation
Makes reasoned conclusions based on appropriate information.	Learners will explain why and describe examples of how and where discrimination and oppression may occur. They will analyse how this impacts on those involved and provide explanations of how this can be challenged in different situations.
Delivery and assessment	
<p>Learners should recognise examples of oppressive practices which are unacceptable, such as using medication to 'control' behaviour, interventions that restrict freedom to move around, institutional routines and segregation or exclusion, eg individuals with dementia separated from others during mealtimes. A useful source that is frequently used to relate to the care and support of individuals with dementia is Professor Thomas Kitwood's definition of Malignant Social Psychology (MSP).</p> <p>Learners should relate to a range of different ways that individuals may experience discrimination as a result of stereotyping, prejudice, stigmatisation, labelling and discrimination by association (carers). They should be encouraged to compare how discrimination may occur on a personal level and within services and facilities.</p> <p>Learners should explore different reasons why individuals with dementia may be subject to discrimination, whether this occurs intentionally or unintentionally. They should look at the range of different attitudes and levels of understanding of others that may contribute to discrimination. Examples of discrimination associated with other characteristics should also be considered.</p> <p>Learners should consider the likely impact that discrimination and oppressive practices will have on individuals with dementia and their carers.</p> <p>It is important to recognise where discrimination and oppressive practice occur so that learners know how it can be challenged. They should be encouraged to state how they would challenge either, both on a personal and an organisational level.</p> <p>A series of Tutor-devised scenarios could be used with different situations that could involve learners recognising and challenging discrimination and oppressive practices and explaining how they can challenge each.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • individual notes from group discussion • witness testimony • learner report. 	

Additional information	
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 06: Understand how to support individuals with dementia to exercise choice and rights

Unit reference	R/615/0630	Unit level	3
Unit group	Mandatory		
Guided learning hours	32		
Unit summary	In this unit learners will understand how the rights of individuals with dementia are protected. They will gain an understanding of how to support individuals with dementia to exercise choice and make decisions, involving carers and others. They will also understand how to enable the individual with dementia to exercise their rights and choices.		

Learning outcomes The learner will:	Assessment criteria The learner must:
1. Understand how the rights of individuals are protected.	1.1. Describe how the legislative framework applies to individuals with dementia in relation to: <ul style="list-style-type: none"> • rights • safeguarding • choice and decision making • confidentiality and sharing information.
	1.2. Explain how agreed ways of working contribute to safeguarding and supporting the rights and choices of individuals with dementia.
	1.3. Summarise the principles of confidentiality and sharing information.
	1.4. Describe examples of situations when: <ul style="list-style-type: none"> • information should be shared • confidentiality should be maintained.
	1.5. Explain the importance of individuals with dementia, carers and others having access to a robust complaints procedure.
2. Understand how to support individuals with dementia to exercise choice and make	2.1. Analyse the factors that may affect an individual's ability to make decisions.

Learning outcomes The learner will:	Assessment criteria The learner must:
decisions.	2.2. Explain how to support an individual with dementia to exercise choice and make decisions.
	2.3. Explain how and when consent should be obtained.
	2.4. Describe how the best interests of an individual with dementia can be promoted during the planning and delivery of care and support.
3. Understand how to involve carers and others in supporting individuals with dementia.	3.1. Describe how carers and others can be involved in planning support for an individual with dementia.
	3.2. Describe examples of how different priorities and perspectives may conflict.
	3.3. Suggest how conflicting views might be addressed between an individual with dementia, carers and others.
4. Understand how to enable individuals with dementia to exercise their rights and choices.	4.1. Describe how the process of risk assessment can support an individual to exercise rights and choices.
	4.2. Explain the importance of balancing the benefits and risks associated with exercising rights and choices.
	4.3. Describe ways of supporting individuals to exercise their rights and choices whilst reducing the risk of harm.

Assessment guidance: learning outcome 1

Achievement descriptor	Explanation
Describes issues of current practice using appropriate specialist language in context.	Learners will use terminology relating to legislation and the principles and values in health and social care.
Delivery and assessment	
<p>Learners should describe the key points of the current legislation that protects the rights of individuals with dementia, for example:</p> <ul style="list-style-type: none"> • the Care Act 2014 • the Equality Act 2010 • the Mental Capacity Act 2005 • the Deprivation of Liberty Safeguards (DoLS) • UK General Data Protection Regulation (UK GDPR). <p>The Health and Social Care Act 2008 (Regulated Activities) Regulations 2014 are also relevant in setting out standards and expectations of service providers. Learners should relate to the legislation relevant to the nation in which they live or work.</p> <p>The legislative framework within the context of this unit should include relevant codes of practice and guidance. Examples include the Mental Capacity Act Code of Practice 2007 and 'A guide to confidentiality in health and social care' (Health and Social Care Information Centre 2013).</p> <p>Organisational policies and procedures or agreed ways of working provide guidance for staff to work within the law and learners should provide examples of how these are applied in practice when supporting individuals with dementia. Learners should demonstrate an understanding of when and how information should be shared and confidentiality maintained.</p> <p>Learners will need to show an awareness of the links between an accessible complaints process, supporting individuals to have a voice and safeguarding the rights of individuals with dementia.</p> <p>Learners could research relevant legislation, codes of conduct and sample policies and procedures. They could present their findings in the form of a fact sheet.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • independent research • annotated research • fact sheet • learner report. 	

Assessment guidance: learning outcome 2

Achievement descriptor	Explanation
Consistently and correctly applies appropriate technical terms/language and demonstrates an understanding of theories and concepts.	Learners will apply concepts and principles relating to mental capacity using specialist terminology accurately.
Delivery and assessment	
<p>Learners should explore the difficulties that an individual with dementia may experience when making decisions. They should be encouraged to think of a wide range of factors such as mental capacity and the variety of decisions being made. Learners must demonstrate understanding of how the ability to make decisions may vary from day to day and they should be encouraged to think about the processes involved in making decisions. They should refer to the 4 steps considered necessary to make a decision and the 5 principles, both defined under the Mental Capacity Act 2005, which are particularly relevant.</p> <p>It is important that learners recognise the importance of supporting individuals in making decisions without influencing them. Learners should consider how this can be facilitated through providing necessary information in an accessible format and supporting individuals to express their choices. They should be aware of the requirement under the Care Act 2014 to involve individuals in decisions about their care and support and when advocacy is implicated to support this. Learners should relate to the legislation relevant to the nation in which they live or work.</p> <p>Learners should recognise the importance of consent to care, support and treatment and recognise when this should be obtained. In all situations, whether this applies to decision making or consent to treatment, learners should be aware of the actions to take when an individual with dementia is unable to make a decision or give consent, and the meaning of the term 'best interests'.</p> <p>Learners could be encouraged to consider a range of Tutor-devised scenarios relating to exercising choice, decision making and consent to treatment or care and answer a series of questions to show their understanding.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • oral or written questioning • case studies • learner report. 	

Assessment guidance: learning outcome 3

Achievement descriptor	Explanation
Supports all points with sophisticated examples and some appropriate comparisons.	Learners will explore the differing perspectives and priorities of individuals, carers and others.
Delivery and assessment	
<p>Learners should recognise the contribution that carers can and do provide informally and how the decisions made by an individual may impact on their lives as well. They should also be alert to differing perspectives and priorities, such as what is important <i>for</i> and what is important <i>to</i> individuals. The views of others involved in the support of individuals such as care workers and health professionals may also present another perspective to be considered.</p> <p>Similarly, learners should show understanding of the pressure and constraints carers may be subject to. They should explore how different perspectives and priorities may influence choices and decisions and the types of situation where this may occur.</p> <p>Learners should discuss the skills and strategies that might be used to support carers and individuals in this position to make decisions and exercise their rights.</p> <p>A series of Tutor-devised scenarios with corresponding questions could be used to encourage learners to discuss the associated conflicts, desired outcomes and strategies, and skills to be used.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • oral or written questioning • case studies • learner report. 	

Assessment guidance: learning outcome 4

Achievement descriptor	Explanation
<p>Makes reasoned conclusions based on appropriate information, ie weighs up pros and cons and then makes a decision and explains why.</p>	<p>Learners will use the risk assessment to weigh up the benefits against the potential for harm and justify their decision.</p>
Delivery and assessment	
<p>Learners should recognise how individuals with dementia may be vulnerable to risk and harm and how this may put others at risk. They should demonstrate understanding of the risk assessment process and how this can be used together with individuals and carers to be aware of the potential of specific risks.</p> <p>Whilst understanding the importance of avoiding a risk-averse approach, learners should understand the importance of balancing the benefits against the risk of harm. They should consider a range of strategies that could be used to minimise risks in different situations.</p> <p>Learners could compile a risk assessment template based on a fictional or anonymised scenario with a commentary to justify how they have balanced the benefits of the risk against the potential of harm.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • annotated risk assessment • learner report. 	

Additional information	
Additional unit assessment requirements.	This unit is internally assessed and externally quality assured.

Unit 07: Principles of the administration of medication and well-being of individuals with dementia

Unit reference	Y/615/0631	Unit level	3
Unit group	Mandatory		
Guided learning hours	26		
Unit summary	In this unit learners will gain an understanding of the common medication that could be used for individuals with dementia and how to support the individual.		

Learning outcomes The learner will:	Assessment criteria The learner must:
1. Understand common medication that may be used for individuals with dementia.	1.1. Describe the main types of medication that may be used to treat symptoms of dementia.
	1.2. Describe the effects of the main types of medication that may be used for individuals with dementia.
	1.3. Analyse the risks and benefits of medication used to relieve psychological and behavioural symptoms of dementia.
	1.4. Describe how medication can contribute to the management of pain for individuals with dementia.
	1.5. Explain the importance of recording and reporting side effects/adverse reactions to medication.
	1.6. Summarise the action to take in the event of side effects or adverse reactions.
	1.7. Identify sources of information, guidance and support in relation to medication.
2. Understand how to support individuals with dementia through the appropriate and effective use of medication.	2.1. Describe how to apply person-centred approaches when administering medication.
	2.2. Describe the actions to be taken when consent for medication is withheld or cannot be established.

Learning outcomes The learner will:	Assessment criteria The learner must:
	2.3. Explain the purpose of advocacy for an individual with dementia who may be prescribed medication.
	2.4. Outline the requirements for undertaking medication reviews for individuals with dementia.
	2.5. Explain what is meant by a medicines-related problem.
	2.6. Describe how medicines-related problems are reported and reviewed.

Assessment guidance: learning outcome 1

Achievement descriptor	Explanation
<p>Describes issues of current practice using appropriate specialist language in context.</p> <p>Makes reasoned conclusions based on appropriate information.</p>	<p>Learners will identify different types of medication and their effects, and consider complex issues such as the risks and benefits of certain medicines that may be prescribed.</p>
Delivery and assessment	
<p>Learners should investigate a range of medication used in the treatment and care of dementia. This range may include acetylcholinesterase inhibitors that may benefit some people with dementia and antipsychotic medication used to alleviate behavioural and psychological symptoms causing distress to individuals such as delusions, sleep difficulties or hallucinations. Learners should also consider medication that may be used to treat other conditions associated with dementia, such as anxiety and depression.</p> <p>Learners should demonstrate an understanding of both the therapeutic effects and side effects of common medications used in the care and treatment of dementia. It is essential that they are aware of both the associated risks and limited benefits of anti-psychotic medications and how these medications are introduced only after all other therapies and person-approaches have been tried.</p> <p>Individuals with dementia who are experiencing pain may have difficulty in expressing it. Learners should consider the importance of monitoring and communicating with individuals to identify when they are in pain and discomfort, the effects of medication and how it can be administered when required.</p> <p>Learners should explain the importance of recording and reporting the therapeutic effects and any side effects of medication being administered to individuals with dementia and must demonstrate an awareness of the action to be taken in the event of side effects or adverse reactions. In relation to the wider picture, learners may refer to the Medicines and Healthcare products Regulatory Agency's (MHRA) 'Yellow Card Scheme' used in the UK to report any adverse reactions.</p> <p>Learners should give details of examples of sources of information such as approved and relevant websites and when they might be used. They should also identify current guidance documents and health professionals and the support they can provide.</p> <p>Learners could research common medication used to relieve symptoms of dementia and present their findings in a report. Useful sources include:</p> <ul style="list-style-type: none"> • National Institute for Health and Care Excellence (NICE) pathways for Dementia, in particular NICE [KTT7] • NHS Choices • Social Care Institute for Excellence's (SCIE) 'Antipsychotic medication and dementia' • Alzheimer's Society. 	

Types of evidence

Evidence could include:

- independent research
- learner report.

Assessment guidance: learning outcome 2

Achievement descriptor	Explanation
Consistently and correctly applies appropriate technical terms/language and demonstrates an understanding of theories and concepts.	Learners will apply concepts such as person-centred approaches, advocacy and best interests to the administration of medication to individuals.
Delivery and assessment	
<p>Person-centred approaches should be applied, as well as personal preferences, as to how an individual should be supported when taking medication. Values such as independence, dignity and privacy should be promoted during administration and an understanding that an individual may need regular reassurance about the purpose of their medication.</p> <p>Learners should demonstrate their understanding of the difficulties that may arise with obtaining consent in relation to personal preferences and mental capacity. They should show the different courses of action that should be followed by health professionals exercising their duty of care and in the best interests of the individual including the role of advocates.</p> <p>Individuals with dementia may be prescribed a number of different medicines simultaneously, particularly as dementia is most likely to occur later in life during the ageing process. Regular medication reviews should be undertaken by health professionals with individuals and their families in order to promote the individual's well-being. Recommendations are set out in the National Institute for Health and Care Excellence (NICE) guidance 'Managing medicines in care homes' [SC1], which is available on their website.</p> <p>Medicines-related problems occur when an individual's safety is at risk due to errors or mismanagement of medication. Individuals with dementia are at greater risk from some errors as they may not be aware of the wrong medication or dose being administered. Health and social care service providers should have policies and procedures in place that set out the actions to be taken to safeguard individuals in the event of an error. Recommendations are set out in the National Institute for Health and Care Excellence (NICE) guidance 'Managing medicines in care homes' [SC1] which is available on the website.</p> <p>Using information sources including those indicated, learners could present guidance as part of a fictional individual's personal profile/care and support plan.</p>	
Types of evidence	
<p>Evidence could include:</p> <ul style="list-style-type: none"> • independent research • presentation • learner report. 	

Additional information	
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Section 4: Assessment and quality assurance information

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

NCFE has created a sample task for Unit 01. You can contextualise this task to suit the needs of your learners to help them build up their portfolio of evidence. The task has been designed to cover all the learning outcomes for the unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact us on 0345 347 2123.

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.

Supervision of learners and your role as an Assessor

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.

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 and resources

Useful documents

This section refers to useful documents that can be found in the members area of www.ncfe.org.uk, some of which may assist with the delivery of this qualification.

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This 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.

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 are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on www.ncfe.org.uk.

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

NCFE offers a wide range of learning resources to support the delivery of this qualification. Please check the qualification page on the Centre secure website for more information.

Third-party products

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

- The Skills Network.

Section 6: General Information**Equal opportunities**

We fully support the principle of equal opportunities and oppose 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. We aim 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 Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the six diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation 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 our dedicated qualifications website www.ncfe.org.uk.

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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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