

# CACHE Qualification Specification

CACHE Level 2 Award in Awareness of Dementia  
(QCF)

CACHE Level 2 Certificate in Dementia Care (QCF)

## **CACHE © Copyright 2012 All rights reserved worldwide.**

Reproduction by **approved** CACHE centres is permissible for internal use under the following conditions:

CACHE has provided this Qualification Specification in Microsoft Word format to enable its Centres to use its content more flexibly within their own course materials. You may copy and paste any material from this document; however, CACHE does not accept any liability for any incomplete or inaccurate copying and subsequent use of this information. The use of PDF versions of our support materials on the CACHE website will ensure that correct and up-to-date information is provided to learners.

Any photographs in this publication are the exclusive property of CACHE . They are protected under copyright law and cannot be reproduced, copied or manipulated in any form. This includes the use of any image or part of an image in individual or group projects and assessment materials. All images have a signed model release.

### **Qualification reference numbers:**

Level 2 Award in Awareness of Dementia (QCF)

600/3095/1

Level 2 Certificate in Dementia Care (QCF)

600/3123/2

### **Published in Great Britain by CACHE**

First edition 2011 Book code N/A

### **Publication date**

Version 1.0 August 2011

Version 1.0 (Re-issue) July 2012

### **Publisher**

Council for Awards in Care, Health and Education

Apex House

81 Camp Road

St Albans

Hertfordshire

AL1 5GB

Telephone: 0845 347 2123

Registered Company No: 2887166

Registered Charity No: 1036232

## Contents

<b>Section 1: General introduction</b>	<b>5</b>
About this Qualification Specification	6
How the qualification works	6
Understanding learning outcomes	7
Making use of the CACHE websites	8
The Public Website	8
The Centre Secure Website	8
<b>Section 2: About these qualifications</b>	<b>9</b>
Qualification summary	10
CACHE Level 2 Award in Awareness of Dementia (QCF)	10
CACHE Level 2 Certificate in Dementia Care (QCF)	12
Introduction to these qualifications	14
Rules of combination	15
Progression	15
Unit achievement log	16
Level 2 Award in Awareness of Dementia	16
Level 2 Certificate in Dementia Care	17
<b>Section 3: Units</b>	<b>21</b>
Unit layout	22
DEM 201: Dementia awareness	23
DEM 202: The person-centred approach to the care and support of individuals with dementia	27
DEM 205: Understand the factors that can influence communication and interaction with individuals who have dementia	31
DEM 207: Understand equality, diversity and inclusion in dementia care	37
DEM 204: Understand and implement a person-centred approach to the care and support of individuals with dementia	41
DEM 209: Equality, diversity and inclusion in dementia care practice	45
DEM 210: Understand and enable interaction and communication with individuals with dementia	51

DEM 211: Approaches to enable rights and choices for individuals with dementia whilst minimising risks	55
<b>Section 4: Assessment and quality assurance information for tutors and assessors</b>	<b>61</b>
Assessment guidance	62
Assessment strategies and principles relevant to this qualification	63
Skills for Care and Development Assessment Principles	63
CACHE Assessment Strategy	63
<b>Section 5: Feedback</b>	<b>65</b>
QCF Support Materials Feedback Form	67
<b>Section 6: Publication history</b>	<b>69</b>

# Section 1: General introduction

## About this Qualification Specification

This Qualification Specification contains all the mandatory units and assessments you will need to complete as part of the qualification. As well as the mandatory units there is a choice of 'optional units' which form part of the qualification. These are available on our website. Your tutor or assessor will either supply you with copies of your chosen units or direct you to the relevant page on the website so you can download them. This Specification also contains extra information for your tutor or assessor.

In addition to this Specification there is a separate 'Resource Centre' which contains general information to help support the qualification. This pack has been designed for tutors or assessor and can be found on our secure website 'cachezone'.

## How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

Example shows how outcomes and criteria are laid out in the Unit Assessment Records (UARs) in Section 3

## 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:

- generally begin with 'Be able to' and the assessment criteria usually show that the evidence must be observable
- are about being able to perform a variety of different tasks as part of your work role **within** a real work environment.

### Knowledge based learning outcomes:

- generally begin with 'Know', 'Understand' or 'Know how to' and the assessment criteria will reflect that evidence can be recorded in ways other than observation, although observation remains a valid method (however, some learning outcomes could be purely knowledge based and do not need to be in the context of a work role).

## Making use of the CACHE websites

The CACHE websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

### The Public Website

Our public website address is: [www.cache.org.uk](http://www.cache.org.uk) and contains information that is available to everybody. It contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications

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

- **Complaints Procedure**
- **Appeals Process**
- **Equality and Diversity Statement** – our approach to non-discrimination
- **CACHE Statement of Values** – our values when working with children or young people

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

More specific information to support Centre delivery (including the Resource Centre) can be found on our secure website 'cachezone'. **This site is for Centres only.**

Login is via the 'cachezone page' on our public website using the details provided by the Centre administrator.



## **Section 2: About these qualifications**

## Qualification summary

<b>Title</b>	CACHE Level 2 Award in Awareness of Dementia (QCF)			
<b>Type</b>	QCF			
<b>Qualification number</b>	600/3095/1			
<b>Aim</b>	<p>The qualification aims to develop learners' knowledge and awareness of dementia for those working in social care settings. It is aimed at learners in school or college, or those working for local authorities or private commercial homeowners.</p> <p>Learners will develop an understanding and awareness of the causes and symptoms of dementia, allowing for progression to the Level 2 Diploma in Health and Social Care. It may also allow learners to progress into employment in social care settings.</p>			
<b>Guided learning hours</b>	Min	72	Max	72
<b>Credit value</b>	8	<b>Minimum credits at / above Level</b>		8
<b>Minimum age of learner</b>	16			
<b>Age ranges covered by the qualification</b>	Adults			
<b>Real work environment (RWE) requirement / recommendation</b>	This is a knowledge only qualification; therefore, work experience is not mandatory.			
<b>Progression</b>	The units of the Level 2 Award are embedded in the Level 2 Diploma in Health and Social Care. As such, learners could progress directly to the Diploma, which in turn would allow them to register on the Health and Social Care apprenticeship.			
<b>Equivalencies / Performance Points</b>	Please refer to cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications.			
<b>Recommended assessment methods</b>	<p>All units will be internally assessed using a range of methods which could include: direct observation in the workplace, a portfolio of evidence, written assignments or a task* set by CACHE.</p> <p>* NB: CACHE assessment task are provided for tutors' convenience. They are not mandatory.</p>			
<b>Additional assessment requirements</b>	All units must be assessed in line with the Skills for Care and Development QCF Assessment Principles.			
<b>Grading system</b>	The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.			
<b>How long will it take to complete?</b>	The Award and Certificate can usually be completed in 6 months or less.			

**Entry requirements /  
recommendations**

Learners must be at least 16 years of age.

## Qualification summary

<b>Title</b>	CACHE Level 2 Certificate in Dementia Care (QCF)			
<b>Type</b>	QCF			
<b>Qualification number</b>	600/3123/2			
<b>Aim</b>	<p>The qualification aims to build on learners' knowledge and awareness of dementia, and teach the skills required for those working in more senior roles in social care settings. It is aimed at learners in school or college, or those working for local authorities or private commercial homeowners.</p> <p>Learners will develop an understanding and awareness of the causes and symptoms of dementia, allowing for progression to the Level 2 Diploma in Health and Social Care or Level Dementia Care qualifications. It may also allow learners to progress into employment in social care settings.</p>			
<b>Guided learning hours</b>	Min	131	Max	136
<b>Credit value</b>	18	<b>Minimum credits at / above Level</b>		18
<b>Minimum age of learner</b>	16			
<b>Age ranges covered by the qualification</b>	Adults			
<b>Real work environment (RWE) requirement / recommendation</b>	Learners will be required to undertake suitable voluntary work experience or be employed in a suitable setting, and in a suitable work role that would enable them to meet the "Be able to" assessment criteria of the qualification.			
<b>Progression</b>	The units of the Level 2 Certificate are embedded in the Level 2 Diploma in Health and Social Care. As such, learners could progress directly to the Diploma, which in turn would allow them to register on the Health and Social Care apprenticeship.			
<b>Equivalencies / Performance Points</b>	Please refer to cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications.			
<b>Recommended assessment methods</b>	<p>All units will be internally assessed using a range of methods which could include: direct observation in the workplace, a portfolio of evidence, written assignments or a task* set by CACHE.</p> <p>* NB: CACHE assessment task are provided for tutors' convenience. They are not mandatory.</p>			
<b>Additional assessment requirements</b>	All units must be assessed in line with the Skills for Care and Development QCF Assessment Principles.			
<b>Grading system</b>	The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.			

<b>How long will it take to complete?</b>	The Award and Certificate can usually be completed in 6 months or less.
<b>Entry requirements / recommendations</b>	Learners must be at least 16 years of age.

## Introduction to these qualifications

### Level 2 Award in Awareness of Dementia

A qualification in Dementia Care is a requirement for any learner wishing to work in a dementia care setting. This qualification aims to develop learners' knowledge and awareness of dementia for those working in social care settings. It is aimed at learners in school or college, or those working for local authorities or private commercial homeowners.

Learners will develop an understanding and awareness of the causes and symptoms of dementia, allowing for progression to Level 2 and Level 3 Health and Social Care qualifications and into employment in social care settings.

### Level 2 Certificate in Dementia Care

This qualification aims to build on learners' knowledge and awareness of dementia, and teach the skills required for those working in more senior roles in social care settings. It is aimed at learners in school or college, or those working for local authorities or private commercial homeowners.

Learners will develop an understanding and awareness of the causes and symptoms of dementia, allowing for progression to Level 2 and Level 3 Health and Social Care qualifications and into employment in social care settings.

## Rules of combination

Level 2 Award in Awareness of Dementia	Level 2 Certificate in Dementia Care
To gain this qualification, learners must achieve the 4 mandatory units.	To gain this qualification, learners must achieve the 5 mandatory units, and a minimum of 4 credits from the optional units.

## Progression

### Level 2 Award in Awareness of Dementia

The units of the Level 2 Award are embedded in the Level 2 Diploma in Health and Social Care. As such, learners could progress directly to the Diploma, which in turn would allow them to register on the Health and Social Care apprenticeship. It would also allow progression to the Level 2 Certificate in Dementia Care.

### Level 2 Certificate in Dementia Care

The units of the Level 2 Certificate are embedded in the Level 2 Diploma in Health and Social Care. As such, learners could progress directly to the Diploma, which in turn would allow them to register on the Health and Social Care apprenticeship. Learners can also progress to the Level 3 Dementia Care qualifications.

## Unit achievement log

### Level 2 Award in Awareness of Dementia

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Date achieved	Notes
DEM 201	J/601/2874	Dementia awareness	Knowledge	2	2	17	23		
DEM 202	H/601/2879	The person-centred approach to the care and support of individuals with dementia	Knowledge	2	2	17	27		
DEM 205	T/601/9416	Understand the factors that can influence communication and interaction with individuals who have dementia	Knowledge	2	2	18	31		
DEM 207	A/601/2886	Understand equality, diversity and inclusion in dementia care	Knowledge	2	2	20	37		
<b>Total credit and GLH for Mandatory Units</b>					<b>8</b>	<b>72</b>			



## Level 2 Certificate in Dementia Care

**Mandatory units**

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Date achieved	Notes
DEM 201	J/601/2874	Dementia Awareness	Knowledge	2	2	17	23		
DEM 204	F/601/3683	Understand and implement a person-centred approach to the care and support of individuals with dementia	Knowledge Skills	2	3	21	41		
DEM 209	Y/601/9277	Equality, diversity and inclusion in dementia care practice	Knowledge Skills	2	3	24	45		
DEM 210	A/601/9434	Understand and enable interaction and communication with individuals with dementia	Skills	2	3	19	51		
DEM 211	H/601/9282	Approaches to enable rights and choices for individuals with dementia whilst minimising risks	Knowledge Skills	2	3	25	55		
<b>Total credit and GLH for Mandatory Units</b>					<b>14</b>	<b>106</b>			

## Optional units

Details of these units can be found in the separate Optional Units document which can be found on the CACHE website [www.cache.org.uk](http://www.cache.org.uk) and cachezone.

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Date achieved	Notes
DEM 302	T/601/9187	Understand and meet the nutritional requirements of individuals with dementia	Knowledge Skills	3	3	26		
DEM 305	K/601/9199	Understand the administration of medication to individuals with dementia using a person-centred approach	Knowledge	3	2	15		
HSC 3047	F/601/4056	Support use of medication in social care settings	Knowledge Skills	3	5	40		
HSC 2031	A/601/9546	Contribute to support of positive risk-taking for individuals	Knowledge Skills	2	3	27		
HSC 2022	R/601/8256	Contribute to the care of a deceased person	Knowledge Skills	2	3	24		
HSC 2001	D/601/9023	Provide support for therapy sessions	Knowledge Skills	2	2	14		
HSC 2023	L/601/9471	Contribute to supporting group care activities	Knowledge Skills	2	3	23		

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Date achieved	Notes
HSC 3048	T/601/9495	Support individuals at the end of life	Knowledge Skills	3	7	53		
HSC 3020	H/601/8049	Facilitate person-centred assessment, planning, implementation and review	Knowledge Skills	3	6	45		
LD 202	L/601/6442	Support person-centred thinking and planning	Knowledge Skills	2	5	34		
SS OP 2.1	Y/601/3446	Introductory awareness of models of disability	Knowledge	2	2	15		
SS OP 2.4	H/601/3451	Contribute to supporting individuals in the use of assistive technology	Knowledge Skills	2	3	19		
CMH 301	F/602/0097	Understand mental well-being and mental health promotion	Knowledge	3	3	14		
ADV 301	M/502/3146	Purpose and principles of Independent Advocacy	Knowledge Skills	3	4	25		
ADV 305	F/502/3295	Independent Mental Capacity Advocacy	Knowledge Skills	4	12	35		
Minimum Credit for Optional Units					4			
<b>Minimum credit for Mandatory plus Optional Units</b>					<b>18</b>			



## **Section 3: Units**

This section includes CACHE assessment tasks for tutors' convenience. They are not mandatory.

## Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. Edexcel, CACHE etc.).
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 QCF framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.  1 credit = 10 learning hours.
Unit aim	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.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
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.
Assessment task (set by CACHE)*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

\* *Additional information, Unit assessment guidance and Assessment tasks* may not be provided for all units.

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



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Outline the risk factors for the most common causes of dementia.		
	3.4. Identify prevalence rates for different types of dementia.		
4. Understand factors relating to an individual's experience of dementia.	4.1. Describe how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability.		
	4.2. Outline the impact that the attitudes and behaviours of <b>others</b> may have on an individual with dementia.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: DEM 201**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.



<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p><b>Others e.g.:</b></p> <ul style="list-style-type: none"> <li>• care workers</li> <li>• colleagues</li> <li>• managers</li> <li>• social worker</li> <li>• occupational therapist</li> <li>• GP</li> <li>• speech &amp; language therapist</li> <li>• physiotherapist</li> <li>• pharmacist</li> <li>• nurse</li> <li>• psychologist</li> <li>• admiral nurses</li> <li>• independent mental capacity advocate</li> <li>• community psychiatric nurse</li> <li>• dementia care advisors</li> <li>• advocate</li> <li>• support groups.</li> </ul>
Additional unit assessment requirements provided with the QCF unit	This unit must be assessed in line with the Skills for Care and Development QCF Assessment Principles.

## Assessment task – DEM 201 Dementia awareness

In your work role in health and social care you will be required to have knowledge of what dementia is, the different forms of dementia and how others can have an impact on the individual with dementia.

Prepare an information folder for use in your work place which:

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

- explains what is meant by the term 'dementia'
- describes the key functions of the brain that are affected by dementia
- explains why depression, delirium and age-related memory impairment may be mistaken for dementia

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

- outlines the medical model of dementia
- outlines the social model of dementia
- explains why dementia should be viewed as a disability

**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

- lists the most common causes of dementia
- describes the likely signs and symptoms of the most common causes of dementia
- outlines the risk factors for the most common causes of dementia
- identifies prevalence rates for different types of dementia

**Task 4** links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

- describes how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability
- outlines the impact that the attitudes and behaviours of others may have on an individual with dementia.

## DEM 202: The person-centred approach to the care and support of individuals with dementia

Unit reference H/601/2879 Level 2

Credit value 2 GLH 17

**Unit aim** 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>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand approaches that enable individuals with dementia to experience <b>well-being</b> .	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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Explain how to access the additional support of others when supporting individuals with dementia.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: DEM 202**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	HSC21, 23, 24, 31, 33, 35, 41, 43, 45
<b>Guidance for developing assessment arrangements for the unit:</b>	
Additional unit assessment requirements - provided with the QCF unit	This unit must be assessed in line with the Skills for Care and Development QCF Assessment Principles.
Guidance for developing unit assessment arrangements – provided with the QCF unit	<b>Well-being</b> e.g.: <ul style="list-style-type: none"> <li>• sense of hope</li> <li>• sense of agency</li> <li>• confidence</li> <li>• self-esteem</li> <li>• physical health.</li> </ul>

	<p>Evidenced in well-being indicators:</p> <ul style="list-style-type: none"><li>• can communicate wants, needs and choices</li><li>• makes contact with other people</li><li>• shows warmth and affection</li><li>• showing pleasure or enjoyment</li><li>• alertness, responsiveness</li><li>• uses remaining abilities</li><li>• expresses self creatively</li><li>• is co-operative or helpful</li><li>• responding appropriately to people</li><li>• expresses appropriate emotions</li><li>• relaxed posture or body language</li><li>• sense of humour</li><li>• sense of purpose</li><li>• signs of self-respect.</li></ul> <p>Carers e.g.:</p> <ul style="list-style-type: none"><li>• family</li><li>• partner</li><li>• friends</li><li>• neighbours.</li></ul> <p>Others e.g.:</p> <ul style="list-style-type: none"><li>• care worker</li><li>• colleagues</li><li>• managers</li><li>• social worker</li><li>• occupational therapist</li><li>• GP</li><li>• speech &amp; language therapist</li><li>• physiotherapist</li><li>• pharmacist</li><li>• nurse</li><li>• psychologist</li><li>• admiral nurses</li><li>• independent mental capacity advocate</li><li>• community psychiatric nurse</li><li>• dementia care advisors</li><li>• advocate</li><li>• support groups.</li></ul>
--	--

## Assessment task – DEM 202 The person-centred approach to the care and support of individuals with dementia

As the most recently qualified staff member you have been asked to give a talk during induction for brand new staff explaining what the person-centred approach has meant to you in your everyday work activities. The notes that you prepare for this will show that you can:

**Task 1** links to learning outcome 1, assessment criteria 1.1 and 1.2.

- describe what is meant by a person-centred approach
- outline the benefits of working with an individual with dementia in a person-centred manner

**Task 2** links to learning outcome 2, assessment criteria 2.1 and 2.2.

- describe the role that **carers** can have in the care and support of individuals with dementia
- explain the value of developing a professional working relationship with carers

**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

- describe the roles of **others** in the care and support of individuals with dementia
- explain when it may be necessary to refer to others when supporting individuals with dementia
- explain how to access the additional support of others when supporting individuals with dementia.

## DEM 205: Understand the factors that can influence communication and interaction with individuals who have dementia

Unit reference T/601/9416 Level 2

Credit value 2 GLH 18

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

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the factors that can influence communication and <b>interaction</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand how a <b>person-centred approach</b> 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.		



**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: DEM 205**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	HSC 21, 24, 31, 35, 41, 45
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p><b>Interaction:</b> The application of social skills and the awareness of the needs of others.</p> <p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Person-centred approach:</b> This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.</p> <p><b>Others</b> may be:</p> <ul style="list-style-type: none"> <li>• care worker</li> <li>• colleagues</li> <li>• managers</li> <li>• social worker</li> <li>• occupational therapist</li> <li>• GP</li> <li>• speech and language therapist</li> <li>• physiotherapist</li> <li>• pharmacist</li> <li>• nurse</li> <li>• specialist nurse</li> <li>• psychologist</li> <li>• psychiatrist</li> <li>• independent mental capacity advocate</li> <li>• independent mental health advocate</li> <li>• advocate</li> <li>• dementia care advisor</li> <li>• support groups.</li> </ul>
Additional unit assessment requirements - provided with the QCF unit	This unit must be assessed in line with the Skills for Care and Development QCF Assessment Principles.

## Assessment Task - DEM 205 Understand the factors that can influence communication and interaction with individuals who have dementia

Your place of learning has asked you to write an article with illustrations and diagrams as appropriate for your peers. The article must show that you can:

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

- explain how dementia may influence an individual's ability to communicate and interact
- identify other factors that may influence an individual's ability to communicate and interact
- outline how memory impairment may affect the ability of an individual with dementia to use verbal language

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

- explain how to identify the communication strengths and abilities of an individual with dementia
- describe how to adapt the style of communication to meet the needs, strengths and abilities of an individual with dementia
- describe how information about an individual's preferred methods of communication can be used to reinforce their identity and uniqueness

**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

- explain how understanding an individual's biography/history can facilitate positive interactions
- list different techniques that can be used to facilitate positive interactions with an individual with dementia
- explain how involving others may enhance interaction with an individual with dementia.



## DEM 207: Understand equality, diversity and inclusion in dementia care

Unit reference A/601/2886 Level 2

Credit value 2 GLH 20

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

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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</b> and <b>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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 <b>person-centred way</b> with an individual with a learning disability and dementia.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: DEM 207**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	HSC21, 24, 31, 35, 41, 45
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Carers and others</b> may be:</p> <ul style="list-style-type: none"> <li>• care worker</li> <li>• colleagues</li> <li>• managers</li> <li>• social worker</li> <li>• occupational therapist</li> <li>• GP</li> <li>• speech and language therapist</li> <li>• physiotherapist</li> <li>• pharmacist</li> <li>• nurse</li> <li>• specialist nurse</li> <li>• psychologist</li> <li>• psychiatrist</li> <li>• independent mental capacity advocate</li> <li>• independent mental health advocate</li> <li>• advocate</li> <li>• dementia care advisor</li> <li>• support groups.</li> </ul> <p><b>Person-centred way</b></p> <p>This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.</p>
Additional unit assessment requirements - provided with the QCF unit	This unit must be assessed in line with the Skills for Care and Development QCF Assessment Principles.

## Assessment Task - DEM 207 Understand equality, diversity and inclusion in dementia care

You are involved in a health promotion week at your local health centre. You have been asked to help to increase the understanding of dementia. Prepare a leaflet that local people can take home with them. This leaflet will show that you can:

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

- explain the importance of recognising that **individuals** with dementia have unique needs and preferences
- describe ways of helping **carers** and **others** to understand that an individual with dementia has unique needs and preferences
- explain how values, beliefs and misunderstandings about dementia can affect attitudes towards individuals

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

- describe how an individual may feel valued, included and able to engage in daily life
- describe how individuals with dementia may feel excluded
- explain the importance of including the individual in all aspects of their care

**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

- describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia
- describe what steps might be taken to gain knowledge and understanding of the needs and preferences of individuals with dementia from different ethnic origins
- describe what knowledge and understanding would be required to work in a **person-centred way** with an individual with a learning disability and dementia.



## DEM 204: Understand and implement a person-centred approach to the care and support of individuals with dementia

Unit reference F/601/3683 Level 2

Credit value 3 GLH 21

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

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2 and 3 must be assessed in a real work environment.</b>			
1. Understand the importance of a person-centred approach to dementia care and support.	1.1. Describe what is meant by a person-centred approach.		
	1.2. Describe how a person-centred approach enables individuals with dementia to be involved in their own care and support.		
2. Be able to involve the individual with dementia in planning and implementing their care and support using a person-centred approach.	2.1. Explain how information about personality and life history can be used to support an individual to live well with dementia.		
	2.2. Communicate with an individual with dementia using a range of methods that meet the individual's abilities and needs.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Involve an individual with dementia in identifying and managing risks for their care and support plan.		
	2.4. Involve an individual with dementia in opportunities that meet their agreed abilities, needs and preferences.		
3. Be able to involve <b>carers</b> and <b>others</b> in the care and support of individuals with dementia.	3.1. Explain how to increase a carer's understanding of dementia and a person-centred approach.		
	3.2. Demonstrate how to involve carers and others in the support of an individual with dementia.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: DEM 204**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Guidance for developing assessment arrangements for the unit:</b>	
<p>Guidance for developing unit assessment arrangements – provided with the QCF unit</p>	<p><b>Carer</b> e.g.:</p> <ul style="list-style-type: none"> <li>• partner</li> <li>• family</li> <li>• friends</li> <li>• neighbours.</li> </ul> <p><b>Others</b> e.g.:</p> <ul style="list-style-type: none"> <li>• care worker</li> <li>• colleagues</li> <li>• managers</li> <li>• social worker</li> <li>• occupational therapist</li> <li>• GP</li> <li>• speech &amp; language therapist</li> <li>• physiotherapist</li> <li>• pharmacist</li> <li>• nurse</li> <li>• psychologist</li> <li>• admiral nurses</li> <li>• IMCA</li> <li>• CPN</li> <li>• dementia care advisors</li> <li>• advocate</li> <li>• support groups.</li> </ul>
<p>Additional unit assessment requirements provided with the QCF unit</p>	<p>This unit must be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p>Learning outcomes 2 and 3 must be assessed in a real work environment.</p>

## **Assessment task – DEM 204 Understand and implement a person-centred approach to the care and support of individuals with dementia**

Putting the person with dementia at the heart of their care and support is fundamental to a person-centred approach. To show your understanding of this, prepare an information sheet which:

**Task** links to learning outcome 1, assessment criteria 1.1 and 1.2.

- describes what is meant by a person-centred approach
- describes how a person-centred approach enables individuals with dementia to be involved in their own care and support.

## DEM 209: Equality, diversity and inclusion in dementia care practice

Unit reference Y/601/9277 Level 2

Credit value 3 GLH 24

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

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2 and 3 must be assessed in a real work environment</b>			
1. Understand the importance of equality, diversity and inclusion when working with individuals with dementia.	1.1. Explain what is meant by: <ul style="list-style-type: none"> <li>• diversity</li> <li>• equality</li> <li>• inclusion.</li> </ul>		
	1.2. Explain why an <b>individual</b> with dementia has unique needs and preferences.		
	1.3. Describe how an individual with dementia may feel excluded.		
	1.4. Describe why it is important to include an individual with dementia in all aspects of care practice.		
	1.5. Explain how values, beliefs and misunderstandings about dementia can affect attitudes towards an individual.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to apply a <b>person-centred approach</b> in the care and support of individuals with dementia.	2.1. Demonstrate how an individual with dementia has been valued, included and able to engage in daily life.		
	2.2. Show how an individual's life history and culture has been taken into consideration to meet their needs.		
	2.3. Demonstrate how the stage of dementia of an individual has been taken into account when meeting their needs and preferences.		
	2.4. Demonstrate ways of helping <b>carers and others</b> to understand that an individual with dementia has unique needs and preferences.		
3. Be able to work with a range of individuals who have dementia to ensure diverse needs are met.	3.1. Demonstrate how to work in ways that ensure that the needs and preferences of individuals with dementia from a diverse range of backgrounds are met.		
	3.2. Describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia.		
	3.3. Describe how to use a <b>person-centred approach</b> with an individual with a learning disability and dementia.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: DEM 209**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	HSC 21, 31, 41, 24, 35, 45.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Person-centred approach:</b> This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.</p> <p><b>Carers and others may be:</b></p> <ul style="list-style-type: none"> <li>• care worker</li> <li>• family</li> <li>• advocate</li> <li>• colleagues</li> <li>• managers</li> <li>• social worker</li> <li>• occupational therapist</li> <li>• GP</li> <li>• speech and language therapist</li> <li>• physiotherapist</li> <li>• pharmacist</li> <li>• nurse</li> <li>• specialist nurse</li> <li>• psychologist</li> <li>• psychiatrist</li> <li>• independent mental capacity advocate</li> <li>• independent mental health advocate</li> <li>• advocate</li> <li>• dementia care advisor</li> <li>• support groups.</li> </ul>
Additional unit assessment requirements provided with the QCF unit	<p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p>Learning outcomes 2 and 3 must be assessed in a real work environment.</p>



## Assessment task – DEM 209 Equality, diversity and inclusion in dementia care practice

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

Equality, diversity and inclusion are fundamental to person-centred care practice. To show your understanding of a person-centred care practice when working with individuals who have dementia, prepare a briefing paper which:

- explains what is meant by:
  - diversity
  - equality
  - inclusion
- explains why an individual with dementia has unique needs and preferences
- describes how an individual with dementia may feel excluded
- describes why it is important to include an individual with dementia in all aspects of care practice
- explains how values, beliefs and misunderstandings about dementia can affect attitudes towards an individual.





<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Demonstrate how interaction is adapted in order to meet the communication needs of an individual with dementia.		
2. Be able to apply interaction and communication approaches with individuals with dementia.	2.1. List different techniques that can be used to facilitate positive interactions with an individual with dementia.		
	2.2. Use an individual's biography/history to facilitate positive interactions.		
	2.3. Demonstrate how the identity and uniqueness of an individual has been reinforced by using their preferred methods of interacting and communicating.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: DEM 210**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	HSC 21, 31, 41, 24, 35, 45.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p><b>An individual</b> is someone requiring care or support.</p> <p><b>Others</b> may be:</p> <ul style="list-style-type: none"> <li>• care worker</li> <li>• colleagues</li> <li>• managers</li> <li>• social worker</li> <li>• occupational therapist</li> <li>• GP</li> <li>• speech and language therapist</li> <li>• physiotherapist</li> <li>• pharmacist</li> <li>• nurse</li> <li>• specialist nurse</li> <li>• psychologist</li> <li>• psychiatrist</li> <li>• independent mental capacity advocate</li> <li>• independent mental health advocate</li> <li>• advocate</li> <li>• dementia care advisor</li> <li>• support groups.</li> </ul> <p><b>Person-centred approach</b></p> <p>This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.</p>
Additional unit assessment requirements provided with the QCF unit	<p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p>Learning outcomes 1 and 2 must be assessed in a real work environment.</p>

## **Assessment task – DEM 210 Understand and enable interaction and communication with individuals with dementia**

This is a skills/competency unit only; therefore, assessment by a CACHE task is not applicable.

## DEM 211: Approaches to enable rights and choices for individuals with dementia whilst minimising risks

Unit reference H/601/9282 Level 2

Credit value 3 GLH 25

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

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 3 and 4 must be assessed in a real work environment.</b>			
1. Understand <b>key legislation and agreed ways of working</b> that ensure the fulfilment of rights and choices of individuals with dementia while minimising risk of harm.	1.1. Outline key legislation that relates to the fulfilment of rights and choices and the minimising of risk of harm for an <b>individual</b> with dementia.		
	1.2. Describe how agreed ways of working relate to the rights of an individual with dementia.		
	1.3. Explain why it is important not to assume that an individual with dementia cannot make their own decisions.		
	1.4. Explain how the <b>best interests</b> of an individual with dementia must be included when planning and delivering care and support.		
	1.5. Explain what is meant by providing care and support to an individual with dementia in the least restrictive way.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand how to maintain the right to privacy, dignity and respect when supporting individuals with dementia.	2.1. Describe how to maintain privacy when providing personal support for intimate care to an individual with dementia.		
	2.2. Give examples of how to show respect for the <b>physical space</b> of an individual with dementia.		
	2.3. Give examples of how to show respect for the <b>social or emotional space</b> of an individual with dementia.		
	2.4. Describe how to use an awareness of the life history and culture of an individual with dementia to maintain their dignity.		
	2.5. Outline the benefits of knowing about the past and present interests and life skills of an individual with dementia.		
3. Support individuals with dementia to achieve their potential.	3.1. Demonstrate how the physical environment may enable an individual with dementia to achieve their potential.		
	3.2. Demonstrate how the social environment may enable an individual with dementia to achieve their potential.		
	3.3. Support an individual with dementia to use their abilities during personal care activities.		
	3.4. Explain how the attitudes of <b>others</b> may enable an individual with dementia to achieve their potential.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Be able to work with carers who are caring for individuals with dementia.	4.1. Identify some of the anxieties common to carers of an individual with dementia.		
	4.2. Outline the legal rights of the carer in relation to an individual with dementia.		
	4.3. Involve carers in planning support that enables the rights and choices and protects an individual with dementia from harm.		
	4.4. Describe how the need of carers and others to protect an individual with dementia from harm may prevent the individual from exercising their rights and choices.		
	4.5. Demonstrate how a carer can be supported to enable an individual with dementia to achieve their potential.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: DEM 211**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	HSC 21, 31, 41, 24, 35, 45.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p><b>Key legislation:</b></p> <ul style="list-style-type: none"> <li>• Human Rights Act 1998</li> <li>• Mental Capacity Act 2005</li> <li>• Mental Capacity and Deprivation of Liberty Safeguards 2005</li> <li>• Adults with Incapacity (Scotland) Act 2000</li> <li>• Mental Health Act 2007</li> <li>• the Disability Discrimination Act 1995</li> <li>• Safeguarding Vulnerable Groups Act 2006</li> <li>• Carers (Equal Opportunities) Act 2004.</li> </ul> <p><b>Agreed ways of working:</b> Include policies and procedures where these exist; they may be less formally documented with micro-employers.</p> <p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Best interests:</b> This is an essential aspect of the Mental Capacity Act (2005). To support the financial health, emotional and social wellbeing of an individual and to take into consideration their past and present wishes and feelings, advance directives, beliefs and values.</p> <p><b>Physical space:</b></p> <ul style="list-style-type: none"> <li>• bedroom</li> <li>• handbag</li> <li>• personal belongings.</li> </ul> <p><b>Social or emotional space:</b></p> <ul style="list-style-type: none"> <li>• personal boundaries</li> <li>• subjective feelings.</li> </ul>

	<p><b>Carers and others</b> may be:</p> <ul style="list-style-type: none"> <li>• care worker</li> <li>• colleagues</li> <li>• managers</li> <li>• social worker</li> <li>• occupational therapist</li> <li>• GP</li> <li>• speech and language therapist</li> <li>• physiotherapist</li> <li>• pharmacist</li> <li>• nurse</li> <li>• specialist nurse</li> <li>• psychologist</li> <li>• psychiatrist</li> <li>• independent mental capacity advocate</li> <li>• independent mental health advocate</li> <li>• advocate</li> <li>• dementia care advisor</li> <li>• support groups.</li> </ul>
<p>Additional unit assessment requirements provided with the QCF unit</p>	<p>This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p>Learning outcomes 3 and 4 must be assessed in a real work environment.</p>

## Assessment task – DEM 211 Approaches to enable rights and choices for individuals with dementia whilst minimising risks

In your work role in health and social care, when working with individuals who have dementia it is important to understand legislation and factors that will enable you to promote individuals' rights and choices whilst minimising risk. To show your understanding of this, produce a reference folder for use in your work setting which:

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

- outlines key legislation that relates to the fulfilment of rights and choices and the minimising of risk of harm for an individual with dementia
- describes how agreed ways of working relate to the rights of an individual with dementia
- explains why it is important not to assume that an individual with dementia cannot make their own decisions
- explains how the best interests of an individual with dementia must be included when planning and delivering care and support
- explains what is meant by providing care and support to an individual with dementia in the least restrictive way

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5.

- describes how to maintain privacy when providing personal support for intimate care to an individual with dementia
- gives examples of how to show respect for the physical space of an individual with dementia
- gives examples of how to show respect for the social or emotional space of an individual with dementia
- describes how to use an awareness of the life history and culture of an individual with dementia to maintain their dignity
- outlines the benefits of knowing about the past and present interests and life skills of an individual with dementia.

## **Section 4: Assessment and quality assurance information for tutors and assessors**

## Assessment guidance

A recommended range of assessment methods has been identified for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

### Recommended range of assessment methods for this qualification

One of the following assessment methods can be chosen to produce evidence.

#### For Competence / Skills and Knowledge learning outcomes:

- Direct observation of learner by assessor
  - by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice
- Professional discussion
- Expert Witness evidence
  - when directed by the Sector Skills Council or other assessment strategy/principles
- Learner's own work products
- Learner log or reflective diary
- Activity plan or planned activity
- Observation of children, young people or adults by the learner
- Portfolio of evidence
- Recognition of prior learning
- Reflection on own practice in real work environment
- Oral questions and answers<sup>1</sup>

#### For knowledge only learning outcomes:

- Written and pictorial information
- Scenario or case study
- Task set by CACHE (for knowledge learning outcomes)
- Oral questions and answers
- Assessment method devised by Centre and approved by CACHE

If you are proposing to use an assessment method that is not included within the recommended list you should contact your Centre Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

A key to the recommended assessment methods is included in *"How to ... A Guide to Assessing CACHE QCF Qualifications"* which forms part of the Resource Centre on cachezone.

---

<sup>1</sup> Oral questions and answers may be used to evidence understanding of skills based learning outcomes where assessment criteria start with 'Explain' or 'Describe' (or similar words to demonstrate understanding). These can be assessed by the **assessor who is assessing the skills competencies** as it relates to evidence from the workplace.

## 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 are **summarised** below. More detailed strategies or principles can be found in *the "How to ... A Guide to Understanding the Requirements of Assessors and Internal Quality Assurers for CACHE QCF Qualifications"*.

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

### Skills for Care and Development Assessment Principles

#### Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

#### Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### CACHE Assessment Strategy

#### Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** need to be both occupationally knowledgeable and qualified to make quality assurance decisions

#### Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions





## Section 5: Feedback

## Tell us what you think!

Your feedback is really important to us.

Please take a few moments to tell us how well this document supports you when teaching or studying this qualification.

The form is also available as a separate document on cachezone.

## QCF Support Materials Feedback Form

**Qualification:** CACHE Level 2 Award in Awareness of Dementia (QCF) and  
CACHE Level 2 Certificate in Dementia Care (QCF)

**Name:** \_\_\_\_\_ **Are you:** a Tutor / a Learner

**Centre name:** \_\_\_\_\_ **Centre no.:** \_\_\_\_\_

**Contact details: \*** **Tel.:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Please rate the following statements on a scale of 1-3:**

1 Disagree 2 Tend to agree 3 Agree

1	2	3
---	---	---

1. This document is presented in a clear and accessible way and I can easily find the information I need.

--	--	--

2. This document contains all the information I need to teach or study this qualification.

--	--	--

3. The language used throughout this document is clear, unambiguous and appropriate for both tutors and learners.

--	--	--

4. **Tutors only.** This document has had a positive effect on the way I deliver this qualification.

--	--	--

**Please use the space below to provide more detailed comments or additional feedback**

**\* Please indicate if you would like us to contact you about your feedback**

Yes / No

Please email your completed feedback form to: [qcfsupportmaterials@cache.org.uk](mailto:qcfsupportmaterials@cache.org.uk)

Alternatively, you may post or fax your form to:

**CACHE QCF Support Materials,**  
**CACHE, Apex House,**  
**81 Camp Road, St. Albans, Herts. AL1 5GB**  
Fax: **01727 818613**





## Section 6: Publication history

This is the first publication of this document.

A comprehensive **CACHE QCF Support Materials Publication History**, including details of changes made to all CACHE QCF support materials, is available on [www.cache.org.uk](http://www.cache.org.uk) and cachezone.