

CACHE Qualification Specification

CACHE Level 3 Award in Awareness of Dementia
(QCF)

CACHE Level 3 Certificate in Dementia Care (QCF)

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Level 3 Award in Awareness of Dementia (QCF)

600/3085/9

Level 3 Certificate in Dementia Care (QCF)

600/3124/4

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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 assessors 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.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved 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 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

Title	CACHE Level 3 Award in Awareness of Dementia (QCF)			
Type	QCF			
Qualification number	600/3085/9			
Aim	<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 3 Diploma in Health and Social Care. It may also allow learners to progress into employment in social care settings.</p>			
Guided learning hours	Min	86	Max	86
Credit value	11	Minimum credits at / above Level		11
Minimum age of learner	16			
Age ranges covered by the qualification	Adults			
Real work environment (RWE) requirement / recommendation	This is a knowledge only qualification; therefore work experience is not mandatory.			
Progression	The units of the Level 3 Award are embedded in the Level 3 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.			
Equivalencies / Performance Points	Please refer to cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications.			
Recommended assessment methods	All units will be individually internally assessed using a range of methods which could include: written assignments or tasks such as designing a leaflet or booklet, charts or diagrams or setting up an information board.			
Additional assessment requirements	All units must be assessed in line with the Skills for Care and Development QCF Assessment Principles.			
Grading system	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.			
How long will it take to complete?	The Award and Certificate can usually be completed in one year or less.			

Entry requirements / recommendations	Learners must be at least 16 years of age.
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Qualification summary

Title	CACHE Level 3 Certificate in Dementia Care (QCF)			
Type	QCF			
Qualification number	600/3124/4			
Aim	<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 3 Diploma in Health and Social Care. It may also allow learners to progress into employment in social care settings.</p>			
Guided learning hours	Min	143	Max	182
Credit value	21	Minimum credits at / above Level		15
Minimum age of learner	16			
Age ranges covered by the qualification	Adults			
Real work environment (RWE) requirement / recommendation	Learners will be required to undertake 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.			
Progression	The units of the Level 3 Certificate are embedded in the Level 3 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.			
Equivalencies / Performance Points	Please refer to cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications.			
Recommended assessment methods	All units will be individually internally assessed using a range of methods which could include: written assignments or tasks such as designing a leaflet or booklet, charts or diagrams or setting up an information board.			
Additional assessment requirements	All units must be assessed in line with the Skills for Care and Development QCF Assessment Principles.			
Grading system	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.			
How long will it take to complete?	The Award and Certificate can usually be completed in one year or less.			

Entry requirements / recommendations	Learners must be at least 16 years of age.
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Introduction to these qualifications

Level 3 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 3 Health and Social Care qualifications and into employment in social care settings.

Level 3 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 3 Health and Social Care qualifications and into employment in social care settings.

Rules of combination

Level 3 Award in Awareness of Dementia	Level 3 Certificate in Dementia Care
To gain this qualification, learners must achieve the 4 mandatory units.	To gain this qualification, learners must achieve the 4 mandatory units, and a minimum of 6 credits from the optional units.

Progression

Level 3 Award in Awareness of Dementia

The units of the Level 3 Award are embedded in the Level 3 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 3 Certificate in Dementia Care.

Level 3 Certificate in Dementia Care

The units of the Level 3 Certificate are embedded in the Level 3 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.

Unit achievement log

Level 3 Award in Awareness of Dementia

Mandatory units

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Date achieved	Notes
DEM 301	J/601/3538	Understand the process and experience of dementia	Knowledge	3	3	22	23		
DEM 305	K/601/9199	Understand the administration of medication to individuals with dementia using a person centred approach	Knowledge	3	2	15	27		
DEM 308	L/601/3539	Understand the role of communication and interactions with individuals who have dementia	Knowledge	3	3	26	31		
DEM 310	Y/601/3544	Understand the diversity of individuals with dementia and the importance of inclusion	Knowledge	3	3	23	37		
Total credit and GLH for Mandatory Units					11	86			

Level 3 Certificate in Dementia Care

Mandatory units

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Date achieved	Notes
DEM 301	J/601/3538	Understand the process and experience of dementia	Knowledge	3	3	22	23		
DEM 304	A/601/9191	Enable rights and choices of individuals with dementia whilst minimising risks	Knowledge Skills	3	4	26	43		
DEM 312	Y/601/4693	Understand and enable interaction and communication with individuals who have dementia	Knowledge Skills	3	4	30	49		
DEM 313	F/601/4686	Equality, diversity and inclusion in dementia care practice	Knowledge Skills	3	4	31	55		
Total credit and GLH for Mandatory Units					15	109			

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 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 Skill	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 Skill	3	5	40		
HSC 2031	A/601/9546	Contribute to support of positive risk-taking for individuals	Knowledge Skill	2	3	27		
HSC 2022	R/601/8256	Contribute to the care of a deceased person	Knowledge Skills	2	3	24		
HSC 3002	A/601/9028	Provide support to continue recommended therapies	Knowledge Skills	3	3	20		
HSC 3008	D/601/9491	Implement therapeutic group activities	Knowledge Skills	3	4	25		

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Date achieved	Notes
HSC 3035	A/601/7909	Support individuals who are bereaved	Knowledge Skills	3	4	30		
HSC 3048	T/601/9495	Support individuals at the end of life	Knowledge Skills	3	7	53		
HSC 3062	Y/601/8825	Interact with and support individuals using telecommunications	Knowledge Skills	3	5	36		
HSC 3066	L/601/9549	Support positive risk taking for individuals	Knowledge Skills	3	4	32		
HSC 3020	H/601/8049	Facilitate person centred assessment, planning, implementation and review	Knowledge Skills	3	6	45		
LD 302	A/601/7215	Support person-centred thinking and planning	Knowledge Skills	3	5	41		
SS OP 3.4	J/601/3541	Support individuals in the use of assistive technology	Knowledge Skills	4	4	32		
SS OP 3.1	F/601/3473	Understand Models of Disability	Knowledge	3	3	26		
CMH 301	F/602/0097	Understand mental well-being and mental health promotion	Knowledge	3	3	14		

Section 2: About these qualifications

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Date achieved	Notes
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					6			
Total credit and GLH for Mandatory plus Optional Units					21			

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.

DEM 301: Understand the process and experience of dementia

Unit reference	J/601/3538	Level	3
Credit value	3	GLH	22

Unit aim This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the neurology of dementia.	1.1. Describe a range of causes of dementia syndrome .		
	1.2. Describe the types of memory impairment commonly experienced by individuals with dementia.		
	1.3. Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia.		
	1.4. Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia.		
	1.5. Explain why the abilities and needs of an individual with dementia may fluctuate.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand the impact of recognition and diagnosis of dementia.	2.1. Describe the impact of early diagnosis and follow up to diagnosis.		
	2.2. Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working.		
	2.3. Explain the process of reporting possible signs of dementia within agreed ways of working.		
	2.4. Describe the possible impact of receiving a diagnosis of dementia on: <ul style="list-style-type: none"> • the individual • their family and friends. 		
3. Understand how dementia care must be underpinned by a person-centred approach.	3.1. Compare a person-centred and a non-person-centred approach to dementia care.		
	3.2. Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia.		
	3.3. Describe how myths and stereotypes related to dementia may affect the individual and their carers.		
	3.4. Describe ways in which individuals and carers can be supported to overcome their fears.		

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 301

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.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the QCF unit

Dementia syndrome: Dementia caused by a combination of conditions, sometimes called a mixed dementia.

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

Carers e.g.:

- partner
- family
- friends
- neighbours.

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 301 Understand the process and experience of dementia

When working with individuals in health and social care you need to have an understanding of the neurology of dementia to support the understanding of how individuals may experience dementia. To show this, prepare a document for your continual professional development folder for discussion at your next supervision which:

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

- describes a range of causes of dementia syndrome
- describes the types of memory impairment commonly experienced by individuals with dementia
- explains the way that individuals process information with reference to the abilities and limitations of individuals with dementia
- explains how other factors can cause changes in an individual's condition that may not be attributable to dementia
- explains why the abilities and needs of an individual with dementia may fluctuate

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

- describes the impact of early diagnosis and follow up to diagnosis
- explains the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working
- explains the process of reporting possible signs of dementia within agreed ways of working
- describes the possible impact of receiving a diagnosis of dementia on:
 - the individual
 - their family and friends

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

- compares a person-centred and a non-person-centred approach to dementia care
- describes a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia
- describes how myths and stereotypes related to dementia may affect the individual and their carers
- describes ways in which individuals and carers can be supported to overcome their fears.

DEM 305: Understand the administration of medication to individuals with dementia using a person-centred approach

Unit reference K/601/9199 Level 3

Credit value 2 GLH 15

Unit aim This unit is about knowledge and understanding of individuals who may have specific needs for receiving medication because of their experience of dementia. Learners will develop their knowledge of these medication requirements. This unit does not confirm competence.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the common medications available to and appropriate for, individuals with dementia.	1.1. Outline the most common medications used to treat symptoms of dementia.		
	1.2. Describe how commonly used medications affect individuals with dementia.		
	1.3. Explain the risks and benefits of anti-psychotic medication for individuals with dementia.		
	1.4. Explain the importance of recording and reporting side effects/adverse reactions to medication.		
	1.5. Describe how 'as required' (PRN) medication can be used to support individuals with dementia who may be in pain.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand how to provide person-centred care to individuals with dementia through the appropriate and effective use of medication.	2.1. Describe person-centred ways of administering medicines whilst adhering to administration instructions.		
	2.2. Explain the importance of advocating for an individual with dementia who may be prescribed medication.		

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 305
 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.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	Administering e.g.: <ul style="list-style-type: none"> • fitting with the routines of the individual • meeting the preferences of the individual (tablets/solutions) • enabling techniques • self-administration.
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 305 Understand the administration of medication to individuals with dementia using a person-centred approach

In your work place you have been asked to provide an instruction sheet for new members of staff. The instruction sheet must show that you can:

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

- outline the most common medications used to treat symptoms of dementia
- describe how commonly used medications affect individuals with dementia
- explain the risks and benefits of anti-psychotic medication for individuals with dementia
- explain the importance of recording and reporting side effects/adverse reactions to medication
- describe how 'as required' (PRN) medication can be used to support individuals with dementia who may be in pain

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

- describe person-centred ways of administering medicines whilst adhering to administration instructions
- explain the importance of advocating for an individual with dementia who may be prescribed medication.

DEM 308: Understand the role of communication and interactions with individuals who have dementia

Unit reference L/601/3539

Level 3

Credit value 3

GLH 26

Unit aim This unit provides the underpinning knowledge required to develop therapeutic relationships with individuals with dementia based on interactions and communication. This unit does not assess competence, but provides essential underpinning knowledge for Unit DEM 309; achievement of both units can confirm competence.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand that individuals with dementia may communicate in different ways.	1.1. Explain how individuals with dementia may communicate through their behaviour.		
	1.2. Give examples of how carers and others may misinterpret communication.		
	1.3. Explain the importance of effective communication to an individual with dementia.		
	1.4. Describe how different forms of dementia may affect the way an individual communicates.		
2. Understand the importance of positive interactions with individuals with dementia.	2.1. Give examples of positive interactions with individuals who have dementia.		
	2.2. Explain how positive interactions with individuals who have dementia can contribute to their well-being .		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Explain the importance of involving individuals with dementia in a range of activities.		
	2.4. Compare a reality orientation approach to interactions with a validation approach .		
3. Understand the factors which can affect interactions and communication of individuals with dementia.	3.1. List the physical and mental health needs that may need to be considered when communicating with an individual with dementia.		
	3.2. Describe how the sensory impairment of an individual with dementia may affect their communication skills.		
	3.3. Describe how the environment might affect an individual with dementia.		
	3.4. Describe how the behaviour of carers or others might affect an individual with dementia.		
	3.5. Explain how the use of language can hinder positive interactions and communication.		

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 308

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.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	HSC 21, 24, 31, 35, 41, 45
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p>Others e.g.:</p> <ul style="list-style-type: none"> • care worker • colleague • manager • social worker • occupational therapist • GP • speech and language therapist • physiotherapist • pharmacist • nurse • psychologist • admiral nurses • independent mental capacity advocate • community psychiatric nurse • dementia care advisors • advocate • support groups.

	<p>Carers e.g.:</p> <ul style="list-style-type: none"> • partner • family • friends • neighbours. <p>Well-being</p> <ul style="list-style-type: none"> • sense of hope • sense of agency • confidence • self esteem • physical health. <p>Evidenced in well being indicators:</p> <ul style="list-style-type: none"> • can communicate wants, needs and choices • makes contact with other people • shows warmth and affection • showing pleasure or enjoyment • alertness, responsiveness • uses remaining abilities • expresses self creatively • is co-operative or helpful • responding appropriately to people • expresses appropriate emotions • relaxed posture or body language • sense of humour • sense of purpose • signs of self-respect. <p>Reality Orientation This approach tries to place the individual in the here and now, reminding them of the day, place, time and situation they are in.</p> <p>Validation Approach Using non-judgmental acceptance and empathy to show the individual that their expressed feelings are valid. Focussing on the feelings rather than the content of speech.</p>
<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>

Assessment Task – DEM 308 Understand the role of communication and interactions with individuals who have dementia

When working with individuals with dementia in health and social care you need to be able to develop therapeutic relationships with them based on interactions and communication. As part of your continuing professional development, create a folder with notes which show that you can:

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

- explain how individuals with dementia may communicate through their behaviour
- give examples of how **carers** and **others** may misinterpret communication
- explain the importance of effective communication to an individual with dementia
- describe how different forms of dementia may affect the way an individual communicates

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

- give examples of positive interactions with individuals who have dementia
- explain how positive interactions with individuals who have dementia can contribute to their **well-being**
- explain the importance of involving individuals with dementia in a range of activities
- compare a **reality orientation** approach to interactions with a **validation approach**

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5.

- list the physical and mental health needs that may need to be considered when communicating with an individual with dementia
- describe how the sensory impairment of an individual with dementia may affect their communication skills
- describe how the environment might affect an individual with dementia
- describe how the behaviour of carers or others might affect an individual with dementia
- explain how the use of language can hinder positive interactions and communication.

DEM 310: Understand the diversity of individuals with dementia and the importance of inclusion

Unit reference Y/601/3544

Level 3

Credit value 3

GLH 23

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 covers the concepts of equality, diversity and inclusion that are fundamental to person-centred care practice.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the concept of diversity and its relevance to working with individuals who have dementia.	1.1. Explain what is meant by the terms: <ul style="list-style-type: none"> • diversity • anti-discriminatory practice • anti-oppressive practice. 		
	1.2. Explain why it is important to recognise and respect an individual's heritage .		
	1.3. Describe why an individual with dementia may be subjected to discrimination and oppression.		
	1.4. Describe how discrimination and oppressive practice can be challenged.		
2. Understand that each individual's experience of dementia is unique.	2.1. Explain why it is important to identify an individual's specific and unique needs.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person.		
	2.3. Describe how the experience of an individual's dementia may impact on carers.		
	2.4. Describe how the experience of dementia may be different for individuals: <ul style="list-style-type: none"> • who have a learning disability • who are from different ethnic backgrounds • at the end of life. 		
3. Understand the importance of working in a person-centred way and how this links to inclusion.	3.1. Explain how current legislation and Government policy supports person-centred working.		
	3.2. Explain how person-centred working can ensure that an individual's specific and unique needs are met.		
	3.3. Describe ways of helping an individual's carers or others understand the principles of person-centred care.		
	3.4. Identify practical ways of helping the individual with dementia maintain their identity.		

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 310

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.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	HSC 21, 24, 31, 35, 41, 45
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p>An individual is someone requiring care or support.</p> <p>Heritage: This refers to an individual's culture, history and personal experiences and is unique to them.</p> <p>Others may be:</p> <ul style="list-style-type: none"> • care worker • colleagues • managers • social worker • occupational therapist • GP • speech and language therapist • physiotherapist • pharmacist • nurse • specialist nurse • psychologist • psychiatrist • independent mental capacity advocate • independent mental health advocate • advocate • dementia care advisor • support groups.
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 310 Understand the diversity of individuals with dementia and the importance of inclusion

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:

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

- explains what is meant by the terms:
 - diversity
 - anti-discriminatory practice
 - anti-oppressive practice
- explains why it is important to recognise and respect an **individual's heritage**
- describes why an individual with dementia may be subjected to discrimination and oppression
- describes how discrimination and oppressive practice can be challenged

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

- explains why it is important to identify an individual's specific and unique needs
- compares the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person
- describes how the experience of an individual's dementia may impact on carers
- describes how the experience of dementia may be different for individuals:
 - who have a learning disability
 - who are from different ethnic backgrounds
 - at the end of life

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

- explains how current legislation and Government policy supports person-centred working
- explains how person-centred working can ensure that an individual's specific and unique needs are met
- describes ways of helping an individual's carers or **others** understand the principles of person-centred care
- identifies practical ways of helping the individual with dementia maintain their identity.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Demonstrate how an individual with dementia can be enabled to exercise their rights and choices even when a decision has not been deemed to be in their best interests.		
	2.3. Explain why it is important not to assume that an individual with dementia cannot make their own decisions.		
	2.4. Describe how the ability of an individual with dementia to make decisions may fluctuate.		
3. Be able to involve carers and others in supporting individuals with dementia.	3.1. Demonstrate how carers and others can be involved in planning support that promotes the rights and choices of an individual with dementia and minimises risk of harm.		
	3.2. Describe how a conflict of interest can be addressed between the carer and an individual with dementia whilst balancing rights, choices and risk.		
	3.3. Describe how to ensure an individual with dementia, carers and others feel able to complain without fear of retribution.		
4. Be able to maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights and choices.	4.1. Describe how to maintain privacy and dignity when providing personal support for intimate care to an individual with dementia.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Demonstrate that key physical aspects of the environment are enabling care workers to show respect and dignity for an individual with dementia.		
	4.3. Demonstrate that key social aspects of the environment are enabling care workers to show respect and dignity for 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 304

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.

Additional information about the unit:	
Relationship to occupational standards – provided by the sector	HSC 21, 31, 41, 24, 35, 45.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the QCF unit

Key legislation:

- Human Rights Act 1998
- Mental Capacity Act 2005
- Adults with Incapacity (Scotland) Act 2000
- Mental Health Act 2007
- The Disability Discrimination Act 1995
- Safeguarding Vulnerable Groups Act 2006
- Carers (Equal Opportunities) Act 2004.

Agreed ways of working:

Include policies and procedures where these exist; they may be less formally documented with micro-employers.

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

Carers and others may be:

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

	<p>Best interests: 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>Key physical and social aspects:</p> <p>Physical:</p> <ul style="list-style-type: none"> • signage • colour • furniture • flooring • technology • room layout • storage • space for personal belongings <p>Social:</p> <ul style="list-style-type: none"> • communication skills • positive approach • relationship-centred approach • professional boundaries • abilities focus • whole team approach.
<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, 3 and 4 must be assessed in a real work environment.</p>

Assessment task – DEM 304 Enable rights and choices of individuals with dementia whilst minimising risks

To effectively work with individuals with dementia you need to be aware of the underpinning factors and skills of enabling the rights and choices of the individual with dementia whilst minimising risks. To show your understanding of this aspect of your work, prepare a briefing paper for colleagues which:

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

- explains the impact of key legislation that relates to fulfilment of rights and choices and the minimising of risk of harm for an individual with dementia
- evaluates agreed ways of working that relate to rights and choices of an individual with dementia
- explains how and when personal information may be shared with carers and others, taking into account legislative frameworks and agreed ways of working.

DEM 312: Understand and enable interaction and communication with individuals who have dementia

Unit reference Y/601/4693 Level 3

Credit value 4 GLH 30

Unit aim This unit provides the opportunity for the learner to develop and implement the qualities of an effective relationship with individuals with dementia. This is based on the use of positive interactions and communication skills.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment			
1. Understand the factors that can affect interactions and communication of individuals with dementia.	1.1. Explain how different forms of dementia may affect the way an individual communicates.		
	1.2. Explain how physical and mental health factors may need to be considered when communicating with an individual who has dementia.		
	1.3. Describe how to support different communication abilities and needs of an individual with dementia who has a sensory impairment.		
	1.4. Describe the impact the behaviours of carers and others may have on an individual with dementia.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to communicate with an individual with dementia using a range of verbal and non-verbal techniques.	2.1. Demonstrate how to use different communication techniques with an individual who has dementia.		
	2.2. Show how observation of behaviour is an effective tool in interpreting the needs of an individual with dementia.		
	2.3. Analyse ways of responding to the behaviour of an individual with dementia, taking account of the abilities and needs of the individual, carers and others.		
3. Be able to communicate positively with an individual who has dementia by valuing their individuality.	3.1. Show how the communication style, abilities and needs of an individual with dementia can be used to develop their care plan.		
	3.2. Demonstrate how the individual's preferred method(s) of interacting can be used to reinforce their identity and uniqueness.		
4. Be able to use positive interaction approaches with individuals with dementia.	4.1. Explain the difference between a reality orientation approach to interactions and a validation approach .		
	4.2. Demonstrate a positive interaction with an individual who has dementia.		
	4.3. Demonstrate how to use aspects of the physical environment to enable positive interactions with individuals with dementia.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.4. Demonstrate how to use aspects of the social environment to enable positive interactions with individuals with dementia.		
	4.5. Demonstrate how reminiscence techniques can be used to facilitate a positive interaction with the 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 312

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.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	HSC 21, 31, 41, 24, 35, 45
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	Carers e.g.: <ul style="list-style-type: none"> • partner • family • friends • neighbours.

	<p>Others e.g.:</p> <ul style="list-style-type: none"> • care worker • colleague • manager • social worker • occupational therapist • GP • speech & language therapist • physiotherapist • pharmacist • nurse • psychologist • admiral nurses • independent mental capacity advocate • community psychiatric nurse • dementia care advisors • advocate • support groups. <p>Reality orientation: This approach tries to place the individual in the here and now, reminding them of the day, place, time and situation they are in.</p> <p>Validation approach: Using non-judgmental acceptance and empathy to show the individual that their expressed feelings are valid. Focussing on the feelings rather than the content of speech.</p> <p>Social environment can provide interactions which create stimulation and enjoyment e.g.:</p> <ul style="list-style-type: none"> • opportunities to meet with family and friends • able to talk about early life, past career, good memories • engagement with familiar activities i.e. attendance at church, clubs, playing golf, favourite walks • engagement with activities e.g. reminiscence, listening to favourite music, • continuing social routines, e.g. going to the hairdresser, out for coffee etc.
<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, 3 and 4 must be assessed in a real work environment.</p>

Assessment task – DEM 312 Understand and enable interaction and communication with individuals who have dementia

Positive interactions and communication skills are important to maintain an effective relationship with individuals who have dementia. To show your understanding of this, prepare a briefing sheet for colleagues in your work place which:

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

- explains how different forms of dementia may affect the way an individual communicates
- explains how physical and mental health factors may need to be considered when communicating with an individual who has dementia
- describes how to support different communication abilities and needs of an individual with dementia who has a sensory impairment
- describes the impact the behaviours of carers and others may have on an individual with dementia.

DEM 313: Equality, diversity and inclusion in dementia care practice

Unit reference F/601/4686 Level 3

Credit value 4 GLH 31

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 covers the concepts of equality, diversity and inclusion, which are fundamental to a person-centred approach.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in a real work environment			
1. Understand that each individual's experience of dementia is unique.	1.1. Explain why it is important to recognise and respect an individual's heritage .		
	1.2. Compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person.		
	1.3. Describe how the experience of dementia may be different for individuals: <ul style="list-style-type: none"> • who have a learning disability • who are from different ethnic backgrounds • who are at the end of life. 		
	1.4. Describe how the experience of an individual's dementia may impact on carers.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand the importance of diversity, equality and inclusion in dementia care and support.	2.1. Describe how current legislation, government policy and agreed ways of working support inclusive practice for dementia care and support.		
	2.2. Describe the ways in which an individual with dementia may be subjected to discrimination and oppression.		
	2.3. Explain the potential impact of discrimination on an individual with dementia.		
	2.4. Analyse how diversity, equality and inclusion are addressed in dementia care and support.		
3. Be able to work in a person-centred manner to ensure inclusivity of the individual with dementia.	3.1. Demonstrate how to identify an individual's uniqueness.		
	3.2. Demonstrate how to use life experiences and circumstances of an individual who has dementia to ensure their inclusion.		
	3.3. Demonstrate practical ways of helping an individual with dementia to maintain their dignity.		
	3.4. Demonstrate how to engage and include an individual with dementia in daily life.		
4. Be able to work with others to encourage support for diversity and equality.	4.1. Work with others to promote diversity and equality for individuals with dementia.		
	4.2. Demonstrate how to share the individual's preferences and interests with others.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Explain how to challenge discrimination and oppressive practice of others when working 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 313

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.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	HSC 21, 31, 41, 24, 35, 45
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p>An individual is someone requiring care or support.</p> <p>Heritage: This refers to an individual's culture, history and personal experiences and is unique to them.</p> <p>Others e.g.:</p> <ul style="list-style-type: none"> • care worker • colleague • manager • social worker • occupational therapist • GP • speech and language therapist • physiotherapist • pharmacist • nurse • psychologist • admiral nurses • independent mental capacity advocate • community psychiatric nurse • dementia care advisors • advocate • support groups.
Additional unit assessment requirements provided with the QCF unit	<p>This unit must 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 313 Equality, diversity and inclusion in dementia care practice

Basic concepts of equality, diversity and inclusion are fundamental to a person-centred approach when working with individuals who have dementia. To show your understanding of this, prepare an information document for partners which:

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

- explains why it is important to recognise and respect an individual's heritage
- compares the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person
- describes how the experience of dementia may be different for individuals:
 - who have a learning disability
 - who are from different ethnic backgrounds
 - who are at the end of life
- describes how the experience of an individual's dementia may impact on carers

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

- describes how current legislation, government policy and agreed ways of working support inclusive practice for dementia care and support
- describes the ways in which an individual with dementia may be subjected to discrimination and oppression
- explains the potential impact of discrimination on an individual with dementia
- analyses how diversity, equality and inclusion are addressed in dementia care and support.

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 answers¹

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.

¹ 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 3 Award in Awareness of Dementia (QCF) and CACHE Level 3 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. This document is presented in a clear and accessible way and I can easily find the information I need.

1	2	3

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

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

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

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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

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 [cachezone](#).