

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 2 Award in Awareness of
Dementia
QN: 600/3095/1**

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Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v6.1	February 2020	Resources section added
v7.0	April 2021	Additional criteria added to learning outcome 1 within unit 201 regarding legislation. Key legislation within guidance section for unit 211 updated. Assessment tasks updated for each unit to allow the learners to show more skills within the assessment such as presentation and communication.
v8.0	September 2021	Removal of reference to Level 2 Certificate in Dementia Care. Update to progression opportunities : withdrawn qualification and apprenticeship information replaced with current information.
v8.1	June 2022	Information regarding registration and entry requirements and language of assessment evidence added to section 1. Information regarding the support handbook has been added to section 1

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 this qualification. This Specification also contains extra information for your tutor or assessor.

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

Total Qualification Time/Guided Learning: Definitions

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

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

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

Guided Learning (GL)

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

Credit transfer

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

Understanding learning outcomes

There are two main types of learning outcome:

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

Sometimes they can cover a combination of the two.

Competence/Skills based learning outcomes:

- 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).



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

If a unit is not marked with a star, a unit has some Skills/Competence component(s).

Making use of our websites

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

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

The Public Website

The NCFE website contains information about all our qualifications including,

- Qualification Factsheets
- Qualification Specifications

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

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

- **Complaints Procedure**
- **Appeals Process**
- **Diversity Statement**

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 can be found on our secure website.

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

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Equal opportunities

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

Diversity, access and inclusion

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

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

Section 2:

About this qualification

Qualification summary

Title	NCFE CACHE Level 2 Award in Awareness of Dementia		
Qualification number	600/3095/1		
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. The qualification may also allow learners to progress into employment in social care settings.</p>		
Total Qualification Time (hours)	80		
Guided learning (hours)	72		
Credit value	8	Minimum credits at/above Level	8
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.		
Rules of Combination	To gain this qualification, learners must achieve the 4 mandatory units.		
Progression	Learners could progress to the NCFE CACHE Level 2 Certificate in Health and Social Care (601/8854/6) or the NCFE CACHE Level 2 Extended Diploma in Health and Social Care (601/8855/8). Alternatively, learners could progress to the level 2 apprenticeship standard for Adult Care Worker which contains the NCFE CACHE Level 2 Diploma in Care (603/2611/6). Learners could also progress onto the NCFE CACHE Level 3 Award in Awareness of Dementia (600/3085/9).		
Recommended assessment methods	<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 us.</p> <p>* NB: assessment task are provided for tutors' convenience. They are not mandatory.</p>		

Additional assessment requirements	<p>All units must be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English</p>
Grading system	Achieved/Not Yet Achieved
How long will it take to complete?	The Award can usually be completed in 3 months or less.
Entry requirements/recommendations	<p>Learners must be at least 16 years of age.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal</p>
Regulation information	This is a regulated qualification. The regulated number for this qualification is 600/3095/1.

Introduction to this qualification

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.

Rules of combination

To gain this qualification, learners must achieve the 4 mandatory units.

Section 3:

Units

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

Unit achievement log - Level 2 Award in Awareness of Dementia

	Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	Hours*	Notes
★	DEM 201	J/601/2874	Dementia awareness	Knowledge	2	2	17	
★	DEM 202	H/601/2879	The person-centred approach to the care and support of individuals with dementia	Knowledge	2	2	17	
★	DEM 205	T/601/9416	Understand the factors that can influence communication and interaction with individuals who have dementia	Knowledge	2	2	18	
★	DEM 207	A/601/2886	Understand equality, diversity and inclusion in dementia care	Knowledge	2	2	20	
Total credit and hours for mandatory units						8	72	

* This table shows the estimated total hours for each unit.

Explanation of terms used at Level 2: (not all verbs are used in this qualification)	
Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points...)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.

Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Unit 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.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit 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 summary	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
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*	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 201: Dementia awareness

Unit reference	J/601/2874	Level	2
Credit value	2	GL	17
Unit aim	The aim of the unit is to enable learners to gain knowledge of what dementia is, the different forms of dementia and how others can have an impact on the individual with dementia.		

Learner name:	Centre no:
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 what dementia is.	1.1. Explain what is meant by the term 'dementia'.		
	1.2. Describe the key functions of the brain that are affected by dementia.		
	1.3. Explain why depression, delirium and age related memory impairment may be mistaken for dementia.		
	1.4 Outline key legislation in relation to the support and protection of individuals with dementia.		
2. Understand key features of the theoretical models of dementia.	2.1. Outline the medical model of dementia.		
	2.2. Outline the social model of dementia.		

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 why dementia should be viewed as a disability.		
3. Know the most common types of dementia and their causes.	3.1. List the most common causes of dementia.		
	3.2. Describe the likely signs and symptoms of the most common causes of dementia.		
	3.3. Outline the risk factors for the most common causes of dementia.		
	3.4. Identify prevalence rates for different types of dementia.		
4. Understand factors relating to an individual's experience of dementia.	4.1. Describe how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability.		
	4.2. Outline the impact that the attitudes and behaviours of others 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.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Others e.g.:</p> <ul style="list-style-type: none"> • care workers • colleagues • managers • 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.
Additional unit assessment requirements provided with the unit	This unit must be assessed in line with the Skills for Care and Development 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 booklet for use in your workplace which:

Learning outcome 1:

- 1.1 Explains what is meant by the term 'dementia'
- 1.2 Describes the key functions of the brain that are affected by dementia
- 1.3 Explains why depression, delirium and age-related memory impairment may be mistaken for dementia
- 1.4 Outlines key legislation in relation to the support and protection of individuals with dementia

Learning outcome 2:

- 2.1 Outlines the medical model of dementia
- 2.2 Outlines the social model of dementia
- 2.3 Explains why dementia should be viewed as a disability

Learning outcome 3:

- 3.1 Lists the most common causes of dementia
- 3.2 Describes the likely signs and symptoms of the most common causes of dementia
- 3.3 Outlines the risk factors for the most common causes of dementia
- 3.4 Identifies prevalence rates for different types of dementia

Learning outcome 4:

- 4.1 Describes how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability
- 4.2 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	GL	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.		

Learner name:	Centre no:
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 approaches that enable individuals with dementia to experience well-being .	1.1. Describe what is meant by a person-centred approach.		
	1.2. Outline the benefits of working with an individual with dementia in a person-centred manner.		
2. Understand the role of carers in the care and support of individuals with dementia.	2.1. Describe the role that carers 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 others 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.		

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

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

- Evidenced in well-being indicators:
- 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.

Carers e.g.:

- family
- partner
- friends
- neighbours.

Others e.g.:

- care worker
- colleagues
- managers
- 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.

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 presentation during induction for brand new staff explaining what the person-centred approach has meant to you in your everyday work activities. Presentation resources produced and assessor observation will show that you can:

Learning outcome 1:

- 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

Learning outcome 2:

- 2.1 Describe the role that **carers** can have in the care and support of individuals with dementia
- 2.2 Explains the value of developing a professional working relationship with carers

Learning outcome 3:

- 3.1 Describe the roles of **others** in the care and support of individuals with dementia
- 3.2 Explain when it may be necessary to refer to others when supporting individuals with dementia
- 3.3 Explain how to access the additional support of others when supporting individuals with dementia

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	GL	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.		

Learner name:	Centre no:
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 factors that can influence communication and interaction with individuals who have dementia.	1.1. Explain how dementia may influence an individual's 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.		

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 a person-centred approach may be used to encourage positive communication with individuals with dementia.	2.1. Explain how to identify the communication strengths and abilities of an individual with dementia.		
	2.2. Describe how to adapt the style of communication to meet the needs, strengths and abilities of an individual with dementia.		
	2.3. Describe how information about an individual's preferred methods of communication can be used to reinforce their identity and uniqueness.		
3. Understand the factors which can affect interactions with individuals with dementia.	3.1. Explain how understanding an individual's biography/history can facilitate positive interactions.		
	3.2. List different techniques that can be used to facilitate positive interactions with an individual with dementia.		
	3.3. Explain how involving others 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.

Additional information about the unit:

Relationship to occupational standards

HSC 21, 24, 31, 35, 41, 45

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit

Interaction:

The application of social skills and the awareness of the needs of others.

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

Person-centred approach:

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.

Others may be:

- care worker
- colleagues
- managers
- social worker
- occupational therapist
- GP
- speech and language therapist
- physiotherapist
- pharmacist

	<ul style="list-style-type: none">• 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 unit	This unit must be assessed in line with the Skills for Care and Development Assessment Principles.

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

Your place of work has asked you to create an information poster with illustrations and diagrams, about communication and interaction with individuals who have dementia. The poster will:

Learning outcome 1:

- 1.1 Explain how dementia may influence an individual's 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

Learning outcome 2:

- 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

Learning outcome 3:

- 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 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	GL	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.		

Learner name:	Centre no:
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 and appreciate the importance of diversity of individuals with dementia.	1.1. Explain the importance of recognising that individuals with dementia have unique needs and preferences.		
	1.2. Describe ways of helping carers and others 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.		

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

Additional information about the unit:	
Relationship to occupational standards	HSC21, 24, 31, 35, 41, 45
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An individual is someone requiring care or support.</p> <p>Carers and 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. <p>Person-centred way</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 unit	This unit must be assessed in line with the Skills for Care and Development 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:

Learning outcome 1:

- 1.1 Explain the importance of recognising that individuals with dementia have unique needs and preferences
- 1.2 Describe ways of helping carers and others 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

Learning outcome 2:

- 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

Learning outcome 3:

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

Section 4:

Assessment and quality assurance information

Recommended assessment methods

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

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

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
A	Direct observation of learner by assessor <ul style="list-style-type: none"> 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 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

- * **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:
- when assessment may cause distress to an individual, such as supporting a child with a specific need
 - a rarely occurring situation, such as dealing with an accident or illness
 - confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance.
- ** **Simulation.** A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

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 “Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance”*, which can be found on the CACHE website.

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/NCFE CACHE Assessment Strategy

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

Staffing requirements

Assessors and deliverers must ensure they adhere to the occupational competence guidelines and supporting information given in Skills for Care and Development Assessment Strategy/Principles.

Centres delivering any of NCFE's qualifications must:

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

Assessors and Internal Quality Assurance

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

Section 5:

Documents and resources

Useful documents

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

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

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

- CACHE Evidence Record
- CACHE Record of Assessment Cycle

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

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

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on the NCFE website.

Resource requirements

There are no specific resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

Resources

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

Learning resources

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

Third-party products

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

- Hallmark Education

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

Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*

Fax: 0191 239 8001

Email: customersupport@ncfe.org.uk

Website: www.ncfe.org.uk

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