



# Qualification specification

**NCFE CACHE Level 3 Award in Awareness of  
Dementia  
QN: 600/3085/9**

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## Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v5.1	February 2020	<a href="#">Resource</a> section added.
v6.0	April 2021	<a href="#">Key legislation</a> within guidance section for unit 304 updated.  Assessment tasks updated for units 308 and 310 to allow the learners to show more skills within the assessment such as presentation and communication.
v7.0	September 2021	Removal of reference to Level 3 Certificate in Dementia Care from document.  Removal of reference to withdrawn Health and Social Care qualification and apprenticeship framework, replaced with updated information.
v7.1	June 2022	Information regarding the <a href="#">support handbook</a> has been added to section 1.  Information regarding the language of <a href="#">assessment evidence</a> added to section 2.  Information regarding <a href="#">registration</a> and entry requirements added to section 2.
v7.2	July 2023	Information regarding UCAS points added to <a href="#">Section 2 About this qualification, Qualification Summary</a>

# Section 1:

## General introduction

### About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain this qualification. It also contains extra information for Tutors and/or Assessors.

### How the qualification works

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

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

Each unit has:

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

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

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

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

## **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.

## **Recognition of Prior Learning (RPL)**

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

## **Credit transfer**

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

## Understanding learning outcomes

There are two main types of learning outcome:

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

Sometimes they can cover a combination of the two.

### Competence/Skills-based learning outcomes:

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

### Knowledge-based learning outcomes:

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



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

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

## **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 that is available to everybody. It contains information about all of our qualifications, including:

- Qualification factsheets
- Qualification specifications
- Other support materials

## **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**

<b>Title</b>	NCFE CACHE Level 3 Award in Awareness of Dementia		
<b>Qualification number</b>	600/3085/9		
<b>Aim</b>	<p>The qualification aims to develop learners' knowledge and awareness of dementia for those working in social care settings. It is aimed at learners in school or college, or those working for local authorities or private commercial homeowners.</p> <p>Learners will develop an understanding and awareness of the causes and symptoms of dementia, allowing for progression to the Level 3 Diploma in Health and Social Care. It may also allow learners to progress into employment in social care settings.</p>		
<b>Total Qualification Time (hours)</b>	110		
<b>Guided learning hours</b>	86		
<b>Credit value</b>	11	<b>Minimum credits at / above Level</b>	11
<b>UCAS</b>	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.		
<b>Minimum age of learner</b>	16		
<b>Age ranges covered by the qualification</b>	Adults		
<b>Real work environment (RWE) requirement/ recommendation</b>	This is a knowledge-only qualification; therefore work experience is not mandatory.		
<b>Rules of Combination</b>	To gain this qualification, learners must achieve the 4 mandatory units.		
<b>Progression</b>	Learners could progress on to the NCFE CACHE Technical Level 3 Extended Diploma in Health and Social Care (601/8435/8) or register on the apprenticeship standard Lead Adult Care worker which contains the NCFE CACHE Level 3 Diploma in Adult Care (603/2618/9).		
<b>Recommended assessment methods</b>	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.		

<b>Additional assessment requirements</b>	<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>
<b>Grading system</b>	Achieved/Not Yet Achieved.
<b>How long will it take to complete?</b>	The Award can usually be completed in 6 months or less.
<b>Entry requirements/ recommendations</b>	<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>
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 600/3085/9.

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

**Explanation of terms used at Level 3:  
(not all verbs are used in this qualification)**

<b>Apply</b>	Explain how existing knowledge can be linked to new or different situations in practice.
<b>Analyse</b>	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
<b>Clarify</b>	Explain the information in a clear, concise way.
<b>Classify</b>	Organise according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequence or logical order.
<b>Compare</b>	Examine the subjects in detail and consider the similarities and differences.
<b>Critically compare</b>	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
<b>Consider</b>	Think carefully and write about a problem, action or decision.
<b>Demonstrate</b>	Show an understanding by describing, explaining or illustrating using examples.
<b>Describe</b>	Write about the subject giving detailed information in a logical way.
<b>Develop (a plan/idea which...)</b>	Expand a plan or idea by adding more detail and/or depth of information.
<b>Diagnose</b>	Identify the cause based on valid evidence.
<b>Differentiate</b>	Identify the differences between two or more things.
<b>Discuss</b>	Write a detailed account giving a range of views or opinions.
<b>Distinguish</b>	Explain the difference between two or more items, resources, pieces of information.
<b>Draw conclusions (which...)</b>	Make a final decision or judgment based on reasons.
<b>Estimate</b>	Form an approximate opinion or judgment using previous knowledge or considering other information.

<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
<b>Explain</b>	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
<b>Extrapolate</b>	Use existing knowledge to predict possible outcomes which might be outside the norm.
<b>Identify</b>	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
<b>Implement</b>	Explain how to put an idea or plan into action.
<b>Interpret</b>	Explain the meaning of something.
<b>Judge</b>	Form an opinion or make a decision.
<b>Justify</b>	Give a satisfactory explanation for actions or decisions.
<b>Perform</b>	Carry out a task or process to meet the requirements of the question.
<b>Plan</b>	Think about and organise information in a logical way using an appropriate format.
<b>Provide</b>	Identify and give relevant and detailed information in relation to the subject.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
<b>Review and revise</b>	Look back over the subject and make corrections or changes.
<b>Select</b>	Make an informed choice for a specific purpose.
<b>Show</b>	Supply evidence to demonstrate accurate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences or paragraphs.
<b>Summarise</b>	Give the main ideas or facts in a concise way.

# Section 3:

## Units

This section includes assessment tasks for Tutors' convenience.

They are not mandatory.



**Unit achievement log**

## Mandatory units

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

## Unit layout

For each unit the following material has been provided:

<b>Unit title</b>	Provides a clear, concise explanation of the content of the unit.
<b>Unit number</b>	The unique number assigned by the owner of the unit.
<b>Unit reference</b>	The unique reference number given to each unit at qualification approval by Ofqual.
<b>Unit level</b>	Denotes the level of the unit within the framework.
<b>Unit credit value</b>	The value that has been given to the unit based on the expected learning time for an average learner.  1 credit = 10 learning hours.
<b>Unit aim</b>	Provides a brief outline of the unit content.
<b>Learning outcome</b>	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
<b>Assessment criteria</b>	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
<b>Additional information*</b>	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.
<b>Unit assessment guidance*</b>	Any additional guidance provided to support the assessment of the unit.
<b>Unit guided learning hours</b>	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
<b>Assessment task*</b>	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**

<b>Unit reference</b>	J/601/3538	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>Unit hours</b>	22
<b>Unit aim</b>	This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the neurology of dementia.	1.1. Describe a range of causes of <b>dementia syndrome</b> .		
	1.2. Describe the types of memory impairment commonly experienced by <b>individuals</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand 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"> <li>• the individual</li> <li>• their family and friends.</li> </ul>		
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 <b>carers</b> .		
	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 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 unit

This unit must be assessed in line with the Skills for Care and Development 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:

**Learning outcome 1**

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

**Learning outcome 2**

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

**Learning outcome 3**

- 3.1 Compares a person-centred and a non-person-centred approach to dementia care
- 3.2 Describes a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia
- 3.3 Describes how myths and stereotypes related to dementia may affect the individual and their carers
- 3.4 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**

<b>Unit reference</b>	K/601/9199	<b>Unit level</b>	3
<b>Credit value</b>	2	<b>Unit hours</b>	15
<b>Unit aim</b>	This unit is about knowledge and understanding of individuals who may have specific needs for receiving medication because of their experience of dementia. Learners will develop their knowledge of these medication requirements. This unit does not confirm competence.		

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

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

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

**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 unit	<b>Administering</b> e.g.: <ul style="list-style-type: none"> <li>• fitting with the routines of the individual</li> <li>• meeting the preferences of the individual (tablets/solutions)</li> <li>• enabling techniques</li> <li>• self-administration.</li> </ul>
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 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:

**Learning outcome 1**

- 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 outcome 2**

- 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.

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

<b>Unit reference</b>	L/601/3539	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>Unit hours</b>	26
<b>Unit aim</b>	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.		

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Explain the importance of involving individuals with dementia in a range of activities.		
	2.4. Compare a <b>reality orientation</b> approach to interactions with a <b>validation approach</b> .		
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

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

**Others e.g.:**

- 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><b>Carers e.g.:</b></p> <ul style="list-style-type: none"> <li>• partner</li> <li>• family</li> <li>• friends</li> <li>• neighbours.</li> </ul> <p><b>Well-being</b></p> <ul style="list-style-type: none"> <li>• sense of hope</li> <li>• sense of agency</li> <li>• confidence</li> <li>• self esteem</li> <li>• physical health.</li> </ul> <p>Evidenced in wellbeing indicators:</p> <ul style="list-style-type: none"> <li>• can communicate wants, needs and choices</li> <li>• makes contact with other people</li> <li>• shows warmth and affection</li> <li>• showing pleasure or enjoyment</li> <li>• alertness, responsiveness</li> <li>• uses remaining abilities</li> <li>• expresses self creatively</li> <li>• is co-operative or helpful</li> <li>• responding appropriately to people</li> <li>• expresses appropriate emotions</li> <li>• relaxed posture or body language</li> <li>• sense of humour</li> <li>• sense of purpose</li> <li>• signs of self-respect.</li> </ul> <p><b>Reality Orientation</b></p> <p>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><b>Validation Approach</b></p> <p>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 unit</p>	<p>This unit must be assessed in line with the Skills for Care and Development 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. To show your understanding, create an information article which:

### **Learning outcome 1**

- 1.1 Explains how individuals with dementia may communicate through their behaviour
- 1.2 Gives examples of how **carers** and **others** may misinterpret communication
- 1.3 Explains 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

### **Learning outcome 2**

- 2.1 Gives examples of positive interactions with individuals who have dementia
- 2.2 Explains how positive interactions with individuals who have dementia can contribute to their **well-being**
- 2.3 Explains the importance of involving individuals with dementia in a range of activities
- 2.4 Compares a **reality orientation** approach to interactions with a **validation approach**

### **Learning outcome 3**

- 3.1 Lists the physical and mental health needs that may need to be considered when communicating with an individual with dementia
- 3.2 Describes how the sensory impairment of an individual with dementia may affect their communication skills
- 3.3 Describes how the environment might affect an individual with dementia
- 3.4 Describes how the behaviour of carers or others might affect an individual with dementia
- 3.5 Explains 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**

<b>Unit reference</b>	Y/601/3544	<b>Unit level</b>	3
<b>Credit value</b>	3	<b>Unit hours</b>	23
<b>Unit aim</b>	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.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the 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"> <li>• diversity</li> <li>• anti-discriminatory practice</li> <li>• anti-oppressive practice.</li> </ul>		
	1.2. Explain why it is important to recognise and respect an <b>individual's heritage</b> .		
	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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. 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"> <li>• who have a learning disability</li> <li>• who are from different ethnic backgrounds</li> <li>• at the end of life.</li> </ul>		
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 <b>others</b> 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

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

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

**Heritage:** This refers to an individual's culture, history and personal experiences and is unique to them.

**Others** may be:

- 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 unit	This unit must be assessed in line with the Skills for Care and Development Assessment Principles.
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## 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 and undertake a presentation which:

### Learning outcome 1

1.1 Explains what is meant by the terms:

- diversity
- anti-discriminatory practice
- anti-oppressive practice

1.2 Explains why it is important to recognise and respect an **individual's heritage**

1.3 Describes why an individual with dementia may be subjected to discrimination and oppression

1.4 Describes how discrimination and oppressive practice can be challenged

### Learning outcome 2

2.1 Explains why it is important to identify an individual's specific and unique needs

2.2 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

2.3 Describes how the experience of an individual's dementia may impact on carers

2.4 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

### Learning outcome 3

3.1 Explains how current legislation and Government policy supports person-centred working

3.2 Explains how person-centred working can ensure that an individual's specific and unique needs are met

3.3 Describes ways of helping an individual's carers or **others** understand the principles of person-centred care

3.4 Identifies practical ways of helping the individual with dementia maintain their identity.

# 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 your Customer Quality Advisor 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"> <li>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</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	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"> <li>may include simulation**</li> </ul>	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
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
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/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

## Useful documents

This section refers to useful documents that can be found on our secure site, 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

These documents can be found in **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on the secure website.

## 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.

## 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.

The following documents are essential reading for any centre involved in the delivery, assessment and administration of this qualification:

- Skills for Care and Development Assessment Principles/Assessment Strategy

These documents can be downloaded from the qualification page on our website.

## Contact us

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