

Unit Title: Lead and manage practice in dementia care
Sector unit number: DEM 501
Level: 5
Credit value: 6
Guided learning hours: 41
Unit reference number: D/504/2212

Unit purpose and aim

The purpose of this unit is to develop the learner’s knowledge, understanding and skills in leading and managing dementia care services.

Learning Outcomes	Assessment Criteria	Teaching Content
<p>The Learner will:</p> <p>1 Understand current policy and practice guidance for dementia care</p>	<p>The Learner can:</p> <p>1.1 Analyse how current policy and practice guidance underpin service provision in dementia care</p> <p>1.2 Explain why a person centred approach is the benchmark for practice in dementia care</p>	
<p>2 Be able to support others to develop an understanding of current research of the impact of dementia on individuals and their families</p>	<p>2.1 Support others to develop an understanding of the causes of dementia syndrome</p> <p>2.2 Support others to develop an understanding of the impact of early onset dementia on individuals and their families</p> <p>2.3 Support others to develop an understanding of the impact on the individuals with dementia and their families of:</p> <ul style="list-style-type: none"> • diagnosis • treatment of dementia 	<p>The individual is the person requiring care or support.</p>
<p>3 Be able to lead practice that promotes the well-being of individuals with dementia</p>	<p>3.1 Manage a service that demonstrates a person centred approach</p> <p>3.2 Lead practice that supports staff to explore the stories and histories of individuals</p>	

Learning Outcomes	Assessment Criteria	Teaching Content
	<p>3.3 Lead practice that supports staff to evaluate how physical and social environments impact on the wellbeing of individuals with dementia</p> <p>3.4 Lead practice that supports staff to influence changes to the physical environment that meet the needs of individuals with dementia</p> <p>3.5 Lead practice that supports staff to influence changes to the social environment that meet the needs of individuals with dementia</p> <p>3.6 Lead practice that supports staff to interact with individuals with dementia</p> <p>3.7 Manage the ongoing assessment of the needs of individuals with dementia using a range of methods</p> <p>3.8 Support staff to contribute to care plans that reflect a person centred approach</p>	<p>Influence may include:</p> <ul style="list-style-type: none"> • Raising awareness in families • Suggested changes to care environment • Team meetings • Partnership working <p>Range of methods should include:</p> <ul style="list-style-type: none"> • Family • Friends • Other unpaid carers
<p>4 Be able to lead practice that supports staff to establish and maintain relationships with carers of individuals with dementia</p>	<p>4.1 Lead practice that supports staff to evaluate the impact on carers of supporting an individual with dementia</p> <p>4.2 Lead practice that supports staff to work in partnership with carers</p> <p>4.3 Lead practice that supports staff to involve carers in assessment and care planning</p> <p>4.4 Explain how to support staff to resolve conflicts with carers</p>	

<p>5 Be able to support staff to deliver dementia care</p>	<p>5.1 Evaluate the potential impact on staff when supporting an individual with dementia</p> <p>5.2 Implement strategies to support staff who are delivering dementia care</p> <p>5.3 Provide learning and development opportunities to staff to enhance their knowledge, understanding and skills for dementia care</p>	<p>Strategies may include:</p> <ul style="list-style-type: none"> • Supervision • Counselling • Peer mentoring • Team meetings • Care reviews • Learning and development opportunities
<p>6 Be able to develop own practice in leading the delivery of dementia care</p>	<p>6.1 Reflect on own practice in leading and managing the delivery of dementia care</p> <p>6.2 Develop plan to improve own practice in leading and managing dementia care</p>	

Assessment

Units need to be assessed in accordance with Skills for Care's QCF Assessment Principles.

Assessment decisions for competence based learning outcomes (e.g. those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.