

Unit Title:	Equality, diversity and inclusion in dementia care practice
Unit sector reference:	DEM 209
Level:	2
Credit value:	3
Guided learning hours:	24
Unit expiry date:	31/05/2015
Unit accreditation number:	Y/601/9277

Unit purpose and aim

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

Learning Outcomes	Assessment Criteria	Exemplification
<p>The learners will:</p> <p>1. Understand the importance of equality, diversity and inclusion when working with individuals with dementia</p>	<p>The learner can:</p> <p>1.1 Explain what is meant by:</p> <ul style="list-style-type: none"> • diversity • equality • inclusion <p>1.2 Explain why an individual with dementia has unique needs and preferences</p> <p>1.3 Describe how an individual with dementia may feel excluded.</p> <p>1.4 Describe why it is important to include an individual with dementia in all aspects of care practice</p> <p>1.5 Explain how values, beliefs and misunderstandings about dementia can affect attitudes towards an individual</p>	<p>An individual is someone requiring care or support</p>
<p>2. Be able to apply a person centred</p>	<p>2.1 Demonstrate how an individual with dementia</p>	<p>Person centred approach: This is a way of working which</p>

Learning Outcomes	Assessment Criteria	Exemplification
<p>approach in the care and support of individuals with dementia</p>	<p>has been valued, included and able to engage in daily life</p> <p>2.2 Show how an individual's life history and culture has been taken into consideration to meet their needs</p> <p>2.3 Demonstrate how the stage of dementia of an individual has been taken into account when meeting their needs and preferences</p> <p>2.4 Demonstrate ways of helping carers and others to understand that an individual with dementia has unique needs and preferences</p>	<p>aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences</p> <p>Carers and others may be:</p> <ul style="list-style-type: none"> • Care worker • Family • Advocate • Colleagues • Managers • Social worker • Occupational Therapist • GP • Speech and Language Therapist • Physiotherapist • Pharmacist • Nurse • Specialist nurse • Psychologist • Psychiatrist • Independent Mental Capacity Advocate • Independent Mental Health Advocate • Advocate • Dementia care advisor • Support groups
<p>3. Be able to work with a range of individuals who have dementia to ensure diverse needs are met</p>	<p>3.1 Demonstrate how to work in ways that ensure that the needs and preferences of individuals with dementia from a diverse range of backgrounds are met</p> <p>3.2 Describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia</p> <p>3.3 Describe how to use a person centred approach with an individual with a learning disability and</p>	

Learning Outcomes	Assessment Criteria	Exemplification
	dementia	

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

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.

Assessment decisions for competence based learning outcomes (eg 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.

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

For this unit, learning outcomes 2 and 3 must be assessed in a real work environment.

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.

National occupational standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

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

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	
Writing	✓	Interpreting		Develop, present and communicate information	

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.