

Unit Title:	Enable rights and choices of individuals with dementia whilst minimising risks
Unit sector reference:	DEM 304
Level:	3
Credit value:	4
Guided learning hours:	26
Unit expiry date:	31/01/2015
Unit accreditation number:	A/601/9191

Unit purpose and aim

This unit is about developing the learners' knowledge, understanding and skill of enabling the rights and choices of the individual with dementia whilst minimising risks.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The learner will:</p> <p>1. Understand key legislation and agreed ways of working that support the fulfilment of rights and choices of individuals with dementia while minimising risk of harm</p>	<p>The learner can:</p> <p>1.1 Explain the impact of key legislation that relates to fulfilment of rights and choices and the minimising of risk of harm for an individual with dementia</p> <p>1.2 Evaluate agreed ways of working that relate to rights and choices of an individual with dementia</p> <p>1.3 Explain how and when personal information may be shared with carers and others, taking into account legislative frameworks and agreed ways of working</p>	<p>Key legislation:</p> <ul style="list-style-type: none"> • Human Rights Act 1998 • Mental Capacity Act 2005 • Adults with Incapacity (Scotland) Act 2000 • Mental Health Act 2007 • The Disability Discrimination Act 1995 • Safeguarding Vulnerable Groups Act 2006 • Carers (Equal opportunities) Act 2004 <p>Agreed ways of working: Include policies and procedures where these exist; they may be less formally documented with micro-employers</p> <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 • Family • Advocate • Colleagues • Managers • Social worker

Learning Outcomes	Assessment Criteria	Exemplification
		<ul style="list-style-type: none"> • 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>2. Be able to maximise the rights and choices of individuals with dementia</p>	<p>2.1 Demonstrate that the best interests of an individual with dementia are considered when planning and delivering care and support</p> <p>2.2 Demonstrate how an individual with dementia can be enabled to exercise their rights and choices even when a decision has not been deemed to be in their best interests</p> <p>2.3 Explain why it is important not to assume that an individual with dementia cannot make their own decisions</p> <p>2.4 Describe how the ability of an individual with dementia to make decisions may fluctuate</p>	<p>Best interests: This is an essential aspect of the Mental Capacity Act (2005). To support the financial health, emotional and social well being of an individual and to take into consideration their past and present wishes and feelings, advance directives, beliefs and values</p>
<p>3. Be able to involve carers and others in supporting individuals with dementia</p>	<p>3.1 Demonstrate how carers and others can be involved in planning support that promotes the rights and choices of an individual with dementia and minimises risk of harm</p> <p>3.2 Describe how a conflict</p>	

Learning Outcomes	Assessment Criteria	Exemplification
	<p>of interest can be addressed between the carer and an individual with dementia whilst balancing rights, choices and risk</p> <p>3.3 Describe how to ensure an individual with dementia, carers and others feel able to complain without fear of retribution</p>	
<p>4. Be able to maintain the privacy, dignity and respect of individuals with dementia whilst promoting rights and choices</p>	<p>4.1 Describe how to maintain privacy and dignity when providing personal support for intimate care to an individual with dementia</p> <p>4.2 Demonstrate that key physical aspects of the environment are enabling care workers to show respect and dignity for an individual with dementia</p> <p>4.3 Demonstrate that key social aspects of the environment are enabling care workers to show respect and dignity for an individual with dementia</p>	<p>Key physical and social aspects</p> <p>Physical:</p> <ul style="list-style-type: none"> • Signage • Colour • Furniture • Flooring • Technology • Room layout • Storage • Space for personal belongings <p>Social:</p> <ul style="list-style-type: none"> • Communication skills • Positive approach • Relationship centred approach • Professional boundaries • Abilities focus • Whole team approach

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, 3 and 4 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.