

<b>Unit Title:</b>	<b>Understand the diversity of individuals with dementia and the importance of inclusion</b>
Unit sector reference:	DEM 310
Level:	3
Credit value:	3
Guided learning hours:	23
Unit expiry date:	31/03/2015
Unit accreditation number:	Y/601/3544

## Unit purpose and aim

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>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
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>	<p><b>Diversity means:</b></p> <ul style="list-style-type: none"> <li>• understanding and not showing prejudice</li> <li>• valuing the benefits of someone being different from ourselves</li> <li>• understanding one's own beliefs and their effects on others</li> <li>• not making assumptions</li> <li>• understanding the basis of discrimination, eg gender, race, age, sexuality, disability, social class</li> </ul> <p><b>Anti-discriminatory practice means:</b></p> <ul style="list-style-type: none"> <li>• making sure individuals are treated equally</li> <li>• promoting procedures and systems to make sure that discrimination does not happen</li> <li>• helping individuals to feel valued regardless of colour, creed, sexual orientation or disability</li> <li>• inclusion/making sure</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	1.2 Explain why it is important to recognise and respect an <b>individual's heritage</b>	<p>individuals are not excluded</p> <p><b>Anti-oppressive practice means:</b></p> <ul style="list-style-type: none"> <li>• challenging all forms of discrimination eg racism, ageism</li> <li>• challenging inequality</li> <li>• speaking out when behaviour is unacceptable</li> <li>• encouraging service users to report incidents</li> <li>• being assertive</li> <li>• using a person centred approach</li> <li>• valuing individuals</li> <li>• applying the principles of care</li> <li>• making sure no individual/group dominates</li> </ul> <p><b>Heritage</b> refers to an individual's culture, history and personal experiences and is unique to them</p> <p><b>Importance:</b></p> <ul style="list-style-type: none"> <li>• to show respect for an individual's culture, dress, language, religion, rituals</li> <li>• to promote dignity</li> <li>• to enable an individual to be themselves</li> <li>• to help an individual feel valued</li> <li>• to prevent isolation/ withdrawal</li> <li>• to enable individuals to contribute positively</li> <li>• to enable an individual to form/maintain relationships with others/to form attachments</li> <li>• to promote spiritual wellbeing</li> <li>• to help an individual feel accepted</li> </ul> <p>An <b>individual</b> is someone</p>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	<p>1.3 Describe why an individual with dementia may be subjected to discrimination and oppression</p> <p>1.4 Describe how discrimination and oppressive practice can be challenged</p>	<p>requiring care or support</p> <p><b>Why individuals with dementia may be subjected to discrimination and oppression:</b></p> <ul style="list-style-type: none"> <li>• inability to respond eg loss of communication or memory</li> <li>• no fears of retribution from others eg care workers, line mangers</li> <li>• because they have displayed challenging behaviour</li> <li>• because they will not conform to requirements</li> <li>• through a lack of understanding of the condition</li> <li>• as a result of discriminatory behaviour</li> <li>• because they do not conform to the norms of behaviour</li> <li>• because they consider they are weak/vulnerable</li> </ul> <p><b>Challenging discriminatory practice through:</b></p> <ul style="list-style-type: none"> <li>• assertiveness</li> <li>• reporting to supervisors</li> <li>• helping individuals to follow the complaints procedure</li> <li>• having policies and procedures in place</li> <li>• staff training</li> <li>• legislation eg Disability Discrimination Act/Equality Act</li> <li>• implementing codes of practice</li> </ul>
<p>2 Understand that each individual's experience of dementia is unique</p>	<p>2.1 Explain why it is important to identify an individual's specific and unique needs</p>	<p><b>Importance:</b></p> <ul style="list-style-type: none"> <li>• to respond appropriately</li> <li>• to ensure the correct medication is given</li> <li>• to provide an appropriate care plan</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	<p>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</p> <p>2.3 Describe how the experience of an individual's dementia may impact on <b>carers</b></p>	<ul style="list-style-type: none"> <li>• to provide suitable support</li> <li>• to provide appropriate activities</li> <li>• to make sure the correct specialist equipment is provided</li> <li>• to make sure needs and preferences are met</li> <li>• to ensure individual's rights are met</li> </ul> <p><b>Compare in terms of Differences: Younger person:</b></p> <ul style="list-style-type: none"> <li>• being at work at the time of diagnosis</li> <li>• having dependent children</li> <li>• having financial commitments</li> <li>• being physically fit</li> <li>• being more aware of their disease in the early stages</li> <li>• finding it hard to accept</li> <li>• finding it difficult to access information</li> <li>• individual is still in their own home</li> <li>• less likely to be appropriate residential care</li> <li>• more likely to get an earlier diagnosis</li> <li>• greater social impact eg family, friends, social networks</li> </ul> <p><b>Differences: Older person:</b></p> <ul style="list-style-type: none"> <li>• less aware of the effects of the disease</li> <li>• often too frail to care for themselves</li> <li>• may not be physically fit</li> <li>• may not have any finances to support themselves</li> <li>• may not want to move away from their own home/family</li> <li>• may have sensory impairments</li> <li>• insufficiently occupied</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	<p>2.4 Describe how the experience of dementia may be different for individuals</p> <ul style="list-style-type: none"> <li>• who have a learning disability</li>   <li>• who are from different ethnic backgrounds</li> </ul>	<p><b>Impact of dementia on carers:</b></p> <ul style="list-style-type: none"> <li>• emotional distress</li> <li>• uncontrolled response eg anger</li> <li>• lack of a person centred approach</li> <li>• lack of sensitivity towards an individual eg not observing culture</li> <li>• exclusion of an individual</li> <li>• stereotyping/labelling individuals</li> <li>• causing stress</li> <li>• financially demanding (carers in their own homes)</li> <li>• carers may lose their own identity</li> <li>• lack of social life</li> </ul> <p><b>Dementia experience for individuals with learning difficulties:</b></p> <ul style="list-style-type: none"> <li>• limited capacity for 'doing'</li> <li>• limited cognitive ability</li> <li>• difficulties in engaging with others</li> <li>• need to be assisted at a slower pace/alternative pace</li> <li>• carers need to use appropriate communication methods</li> <li>• may need an advocate</li> <li>• may find it difficult to make choices</li> <li>• routines need to be in place</li> <li>• the 'location' of the individual' needs to be identified</li> </ul> <p><b>Different ethnic backgrounds:</b></p> <ul style="list-style-type: none"> <li>• history of the individual may be different</li> <li>• individual may have different language preferences</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	<ul style="list-style-type: none"> <li>• at the end of life</li> </ul>	<ul style="list-style-type: none"> <li>• interpreter may need to be provided</li> <li>• diet, clothing, hobbies etc may be different</li> <li>• cultural needs could be different</li> <li>• religious beliefs could be different</li> <li>• information may be needed in the individual's own language</li> <li>• diversity needs should be met eg sexual orientation</li> <li>• may have experienced a lack of equality/rights need to be maintained</li> <li>• the 'location of the person' needs to be identified</li> <li>• the individual may revert to using their own native tongue</li> </ul> <p><b>End of life differences:</b></p> <ul style="list-style-type: none"> <li>• may not understand what is happening to them</li> <li>• spiritual needs</li> <li>• need for empathy</li> <li>• making decisions may be difficult</li> <li>• other health issues eg poor sight, hearing impairment, depression</li> <li>• heavily dependent on others</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	<p><b>Main pieces of legislation:</b></p> <ul style="list-style-type: none"> <li>• The Mental Capacity Act 2005</li> <li>• Disability Discrimination Acts 1995 and 2005</li> <li>• 1990 NHS and Community Care Act</li> <li>• Equality Act 2010</li> </ul> <p><b>How current legislation supports person centred working:</b></p> <ul style="list-style-type: none"> <li>• providing an enriched opportunities programme</li> <li>• NICE Dementia Equality</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	<p>3.2 Explain how person centred working can ensure that an individual's specific and unique needs are met</p> <p>3.3 Describe ways of helping an individual's <b>carers</b> or <b>others</b> understand the principles of person centred care</p>	<p>Standards to promote quality care</p> <ul style="list-style-type: none"> <li>• Safe to Wander: Principles and guidance on good practice relating to individuals who have a tendency to wander</li> <li>• Who Cares: information and support for the Carers of people with Dementia</li> <li>• provision of websites</li> <li>• communication frameworks</li> <li>• provides for inclusion rather than exclusion</li> <li>• provision for individuals to have care within their own home</li> <li>• staff training compulsory not optional</li> <li>• Use of 'Dementia Strategies'</li> </ul> <p><b>Person Centred working:</b></p> <ul style="list-style-type: none"> <li>• recognising individuality</li> <li>• enabling choice</li> <li>• enabling social relationships</li> <li>• valuing the individual</li> <li>• providing the opportunity for stimulation</li> <li>• empowerment</li> <li>• inclusion</li> <li>• looking at the person as a unified whole</li> </ul> <p><b>Others may be:</b></p> <ul style="list-style-type: none"> <li>• Care worker</li> <li>• Colleagues</li> <li>• Managers</li> <li>• Social worker</li> <li>• Occupational Therapist</li> <li>• GP</li> <li>• Speech and Language Therapist</li> <li>• Physiotherapist</li> <li>• Pharmacist</li> <li>• Nurse</li> <li>• Specialist nurse</li> </ul>

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	3.4 Identify practical ways of helping the individual with dementia maintain their identity	<ul style="list-style-type: none"> <li>• Psychologist</li> <li>• Psychiatrist</li> <li>• Independent Mental Capacity Advocate</li> <li>• Independent Mental Health Advocate</li> <li>• Advocate</li> <li>• Dementia care advisor</li> <li>• Support groups</li> </ul> <p><b>Ways of helping carers or others understand the principles of person centred care:</b></p> <ul style="list-style-type: none"> <li>• staff training</li> <li>• observation</li> <li>• mentoring</li> <li>• being part of an enrichment programme</li> <li>• support networks</li> <li>• computer networking/support</li> <li>• tutoring systems</li> <li>• staff meetings</li> <li>• supporting one another</li> </ul> <p><b>Practical activities to maintain the identity of the individual:</b></p> <ul style="list-style-type: none"> <li>• life story profiling</li> <li>• personality profiling</li> <li>• health profiling</li> <li>• one-to-one case meetings</li> <li>• enriched care planning</li> <li>• adapting communication</li> <li>• listening to the individual to show they are valued</li> <li>• through the provision of creative activities</li> <li>• giving accurate information</li> <li>• using complementary therapy</li> <li>• enabling relationships with others</li> <li>• reminiscence therapy</li> </ul>

## Assessment

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

Candidates will have to produce a portfolio of evidence that meets the requirements of the learning outcomes and assessment criteria in full, taking account of the additional knowledge understanding and skills specified in the unit content.

The evidence can either be drawn from naturally occurring work based activities or alternatively centres can devise tasks/assignments or projects for candidates to complete to generate appropriate evidence. Any centre devised tasks/assignments or projects need to be cross-referenced to the appropriate learning outcomes and assessment criteria to ensure that full coverage can be achieved.

Further guidance on the assessment and evidence requirements and the delivery of the teaching of the content of this unit will be available as part of this unit specification.

## Evidence requirements

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### **Evidence could be presented using the following methods:**

- through employment, for example, through witness statements
- by means of case studies, based on workplace experience or fictitious
- as a written 'Guide' to help care workers, both professional and informal, who care for individuals who have dementia
- by giving a powerpoint presentation with speaker's notes to formal and informal care workers
- through producing leaflets or handouts to provide information to care workers
- through oral discussion in the workplace or in a learning environment with supporting evidence, for example the questions asked and an outline of the answer or taped evidence
- as posters, where appropriate, providing the depth of the command word in the Assessment Criterion has been met.
- role plays in the learning environment or the workplace which are supported by witness statements
- essay writing with evidence being based on theoretical knowledge and practical experience

This list is not exhaustive but the depth of the command words within the Assessment Criteria must be met.

### **For their evidence candidates must:**

- explain what is meant by the terms:
  - diversity
  - anti-discriminatory practice
  - anti-oppressive practice

Use a range of examples of how these are relevant to working with individuals who have dementia

- explain why it is important to recognise and respect an individual's heritage.
- describe why an individual with dementia may be subjected to discrimination and oppression
- describe, giving **three** ways, how discrimination and oppressive practice can be challenged

- explain why it is important to identify an individual's specific and unique needs
- 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
- describe how the experience of an individual's dementia may impact on carers
- describe how the experience of dementia may be different for individuals:
  - who have a learning disability
  - who are from different ethnic backgrounds
  - who are at the end of their life

Use a range of examples or case studies to illustrate the points made

- explain how current legislation and government policy supports person centred working by choosing **two** pieces of legislation and **two** policies and showing the impact on care settings for person centred working
- explain how person centred working can ensure that an individual's specific unique needs are met
- describe **three** ways of helping an individual's carers or others understand the principles of person centred care
- identify a range of practical ways of helping the individual with dementia maintain their identity, explaining how each would help

## Guidance on assessment and evidence requirements

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This section provides guidance for tutors on the types of assessment activities that can be used and evidence to be produced that will ensure coverage of the learning outcomes and related assessment criteria.

Portfolios of work must be produced independently and centres must confirm to OCR that the evidence is the original work of the candidate. Recording documents are provided on the website for this purpose.

Wherever possible, candidates should be encouraged to put the theoretical knowledge into practice through real work or role play. Where role play is used this should reflect working practices in the health and social care sector.

**Examples of possible sources of evidence/activities/tasks/assignments are shown below but these are not exhaustive nor are the examples shown mandatory. These could include:**

### **A The interview for promotion in a care setting where individuals with dementia receive care:**

You are applying to be a Deputy Manager at a residential home, day care centre or nursing home or any setting where individuals who have dementia receive care.

The Deputy Manager's role is to:

- decide how the team will work within the centre
- to provide training for the team
- to provide care as the key care worker for three individuals who have dementia, one of who has a learning disability, one of whom is 35 years old and attends the setting for three days each week and one who is nearing the end of her life

You have been asked to prepare and take with you responses to the questions given below:

- Explain how you would make sure care workers and others comply with diversity, anti-discriminatory practice and avoid oppressive practice.
- Explain why it is important to recognise and respect an individual's heritage
- Describe why an individual with dementia may be subjected to discrimination and oppression.
- Describe how discrimination and oppressive practice can be challenged.

You are required to take three copies of your responses with you to the interview. These may take the form of handouts or other forms of written responses. Remember to give examples in your answers.

For the second part of the interview you have been asked to prepare a presentation. The presentation should last between 10-15 minutes and should include:

- an explanation of why it is important to identify an individual's specific and unique needs
- a comparison of the experience for an individual who has acquired dementia as an older person with the experiences of an individual who has acquired dementia as a younger person.
- a description of how the experience of an individual's dementia may impact on carers
- an explanation of how **two** pieces of legislation and **two** policies support person centred learning and the impact on care settings

You have also been asked to prepare materials that could be used in a training session. This would be used to lead an in-house discussion to include:

- a description of how the dementia experience may be different for individuals who:
  - have a learning disability
  - who are from different ethnic backgrounds
  - who are at the end of their life
- an explanation of how person centred working can ensure that an individual's specific and unique needs can be met
- a description of how to help an individual's carers or others understand the principles of person centred care
- identification of a range of practical ways of helping the individual with dementia maintain their identity.

**Make sure your materials for the interview covers all the requirements set out in the 'Evidence Requirements' section of these specifications.**

**OR**

### **B Provide a Guide to Practical Caring**

You are working in a setting where individuals with dementia are receiving care. Some individuals are from different cultural backgrounds, some have learning difficulties, a few are younger people who have recently been diagnosed as having dementia and others are older adults.

You have been asked to provide a Guide for new members of staff.

**Day 1: Induction:** Explain what is meant by the terms:

- diversity
- anti-discriminatory practice
- anti-oppressive practice
- a person centred approach

Provide information within the Guide for individuals who have dementia who are from a different culture, for those who have learning difficulties and individuals who are near to the end of life. You could do this by:

- describing how to help individuals with cultural needs with menu choices and feeding
- describing how to engage and maintain relationships with an individual who has learning disability
- describing how to involve individuals who have dementia, who are near to the end of their life, in reminiscence therapy

**Day 2: Extending Knowledge:** Explain in the Guide:

- why it is important to recognise and respect an individual's heritage
- why an individual with dementia may be subjected to discrimination and oppression
- how discriminatory practice should be challenged
- why it is important to identify an individual's specific and unique needs.

You could show how to apply the points above by:

- showing how to complete a profile to find out the history of an individual from a different culture and about their likes and preferences
- describing how to communicate appropriately with individuals who have learning difficulties
- describing how to carry out a short complementary therapy with individuals who are near the end of their life.

**Day 3: Continuing to understand the caring process for individuals with dementia:** Explain in the Guide:

- the differences in the experiences of an individual who has acquired dementia when they are an older person with that of an individual who is diagnosed with dementia when at a younger age
- how **two** pieces of current legislation and **two** policies support person centred learning describing their impact on care settings

You could do this by:

- describing how to care for an individual who has dementia who is older by validating and engaging them
- describing how to care for an individual who has dementia but is younger by providing the opportunity for stimulation and empowering them.

**Day 4: Winding up the induction period:** Explain in the Guide:

- how the experience of an individual's dementia may impact on carers
- ways of helping an individual's carers and others understand the principles of person centred care
- describing practical ways of helping the individual with dementia maintain their identity

You could do this in the Guide by:

- describing a practical method to maintain the identity of an individual who has dementia who is from a different culture and an individual who has a learning disability and an individual who is near the end of their life.

**Make sure your training materials covers all the requirements set out in the ‘Evidence Requirements’ section of these specifications.**

## Guidance on delivery

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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.

It is anticipated that there will be some formal teaching and input to develop fully the knowledge and understanding identified in the specification.

For AC1.1 candidates could be asked to work in pairs to carry out research to find out the meaning of:

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

The evidence could be presented in the form of handouts which not only explains what is meant by the terms but also gives at least three ways that they could be applied in a care setting that provides care for individuals with dementia. They could apply the terms to:

- an older adult, who has dementia and who is coming to the end of their life
- to a younger adult who has recently been diagnosed with dementia
- to an individual who has a learning disability.

The information could be shared with the whole group and followed by discussion.

For AC1.2 candidates could be asked to work in pairs. Each pair could be given a case study. These could be found on the internet site ‘healthtalkonline’ or from the ‘Alzheimer’s Society’s, ‘Living with Dementia’ on-line magazine located at:

[www.alzheimers.org.uk/site/scripts/documents.php?categoryID-200241](http://www.alzheimers.org.uk/site/scripts/documents.php?categoryID-200241)

For each case study the candidates need to suggest:

- what is meant by the term, ‘heritage’?
- what are the factors that contribute to uniqueness?
- why is it important to recognise and respect an individual’s heritage?
- what needs and preferences might the individuals in the case study have?

Candidates could then be asked to apply their findings to:

- an older adult, who has dementia and who is coming to the end of their life
- to a younger adult who has recently been diagnosed with dementia
- an individual who has a learning disability

The information could be shared with the whole group and followed by discussion. Those in the group who are employed could share with the whole group 'why' they find it is important to recognise and respect an individual's heritage and uniqueness.

The discussion could lead further to consider why an individual with dementia may be subjected to discrimination. It may be helpful to first brainstorm the different types of discrimination and oppression that could be relevant in care settings eg shouting, verbal abuse etc; and then to move on to the 'why it happens', (AC1.3).

Challenging discrimination is an important aspect of all care workers. It would be helpful if a guest speaker could be invited to the centre to discuss with the candidates:

- how discrimination could be challenged (AC1.4)
- why it is important to identify an individual's specific and unique needs( AC2.1)
- to compare the experience of dementia for an individual who has acquired dementia as an older person with the experience of a person of an individual who has dementia at a younger age eg 35 years old, (AC2.2).
- how the experience of dementia may impact on carers ( AC2.3)

The speakers will need to be directed to the topics that need to be covered within the assessment criteria. Candidates need to be prepared prior to the visit by drawing up possible questions to ask, making sure that these are relevant and sensitive.

A Dementia Advisor could be asked to cover the issues from AC2.4 when considering the steps that could be taken to gain knowledge and understanding of individuals with dementia who come from different ethnic origins or who have learning difficulties or may be in a younger age group .

A cognitive ability profile would be helpful in establishing sound facts about the starting point when planning how to work in a person centred way. A cognitive profile provides knowledge about cognitive issues in dementia that can be transferred into the set of knowledge held by the dementia workforce. The cognitive profile template has five sections:

- visual
- body management
- memory
- communication
- planning judging and controlling

Alternatively, candidates in employment could draw on knowledge of individuals with dementia, providing names are changed to protect confidentiality.

When considering AC2.4 candidates could benefit from tutor input to raise their awareness of the different needs of individuals eg those from different ethnic backgrounds, those with dementia at an early age and those who have dementia who are near the end of their lives.

This could be followed by asking the candidates to work in pairs and to give each a case study based on one of the individuals who have dementia given below:

- older adult, who has dementia and who is coming to the end of their life
- to a younger adult who has recently been diagnosed with dementia
- an individual who has a learning disability.

The same case study could be given to more than one pair as the results could be slightly different. Candidates should be asked, for the case study they are considering, to:

- to research how a person centred approach could help the individual (AC3.2)
- to plan an activity for the individual in the case study who has dementia (AC3.4)

After studying the case study and preparing their answers, candidates could be asked to share their responses through a whole group discussion.

Alternatively, candidates could be asked to think about individuals that they are caring for or have cared for who have dementia. How did they help the individuals to feel valued, included and able to engage in daily life? A short part of a film or DVD could be shown e.g. *Iris or Away From Her*. The candidates could be asked to consider how different individuals could feel valued, included and able to engage in daily life.

When considering how current legislation and government policy supports person centred working candidates will need some tutor input. They need to be aware of the current legislation that is in place to prevent discrimination, to promote equality, diversity and inclusiveness. A powerpoint presentation may be helpful to give an overview of the legislation but candidates will need to understand:

- how the legislation impacts on a care setting
- what are policies and how do these impact on a care setting
- how do these principles affect the care that is being provided to individuals with dementia?

A whole group discussion could focus on different ways of including the individual in all aspects of their care. This could be followed by presenting the whole group with a case study of an individual with dementia. From the case study the group work together to create a care plan for the individual to show:

- how they could be included
- how their specific and unique needs can be met.

## National occupational standards (NOS) mapping/signposting

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This unit has been developed by Skills for Care and Development 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 and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development:

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

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).

## Functional skills signposting

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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	✓

## Resources

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### Books

Dementia Care Training Manual for Staff Working in Nursing and Residential Settings; Danny Walsh; Jessica Kingsley Publishers (2006)

Dementia Reconsidered; T Kitwood: Open University (1997)

Enriched Care: Planning for people with Dementia; Hazel May, Paul Edwards and Dawn Brooker; Jessica Kingsley Publishers (2009)

Ethical Issues in Dementia Care: Making Difficult Decisions; Julian C Hughes and Clive Baldwin; Jessica Kingsley Publishers (2009)

Experiential Learning Experience as the Source of learning and Development; D Kolb; Prentice Hall (1984)

Living in the Laybyrith; Diana Friel McGowin; New York: Delacourt Press (1993)

Person-person: A Guide to the Care of those with Failing Mental Powers; T Kitwood and K Bredin; Loughton (1992)

The dementia care workbook; Gary Morris and Jack Morris; Open University Press (2010)

Dementia Reconsidered: The Person Comes First; T Kitwood; Open University Press;(1997)

NVQs in Nursing and Residential Homes; Linda Nazarko; Blackwell Publishing; (1996)

Care and the Registered Managers Award: NVQ Level 4;Christina Toft; Hodder and Stoughton; (2003)

### Websites

[www.ageuk.org.uk](http://www.ageuk.org.uk)

[www.alzheimers.org.uk/index.php](http://www.alzheimers.org.uk/index.php)

[www.age-exchange.org.uk](http://www.age-exchange.org.uk)

[www.bradford.ac.uk](http://www.bradford.ac.uk)

[www.alz.co.uk/carers/yourself.html](http://www.alz.co.uk/carers/yourself.html)

[www.bbc.co.uk](http://www.bbc.co.uk)

[www.bbc.co.uk/health/physical\\_health/conditions/dementia1.shtml](http://www.bbc.co.uk/health/physical_health/conditions/dementia1.shtml)

[www.dementiacafe.com/news.php](http://www.dementiacafe.com/news.php)

[www.atdementia.org.uk/](http://www.atdementia.org.uk/)

[www.dasinternational.org](http://www.dasinternational.org)

## **Organisations**

### **Alzheimer's Society**

Devon House

58 St Katharine's Way

London E1W 1LB

E mail: [enquiries@alzheimers.org.uk](mailto:enquiries@alzheimers.org.uk)

### **Carers UK**

20 Great Dover Street

London

SE1 4LX

Email: [info@carers.org.uk](mailto:info@carers.org.uk)

### **Mind (National Association for Mental Health)**

PO Box 277

Manchester

M60 3XN

## **Additional information**

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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.