

Unit Title:	Equality, diversity and inclusion in dementia care practice
Unit sector reference:	DEM 313
Level:	3
Credit value:	4
Guided learning hours:	31
Unit expiry date:	31/03/2015
Unit accreditation number:	F/601/4686

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, which are fundamental to person centred approach.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The learner will:</p> <p>1. Understand that each individual's experience of dementia is unique</p>	<p>The learner can:</p> <p>1.1 Explain why it is important to recognise and respect an individual's heritage</p> <p>1.2 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>1.3 Describe how the experience of dementia may be different for individuals</p> <ul style="list-style-type: none"> • who have a learning disability • who are from different ethnic backgrounds • who are at the end of life <p>1.4 Describe how the experience of an individual's dementia may impact on carers</p>	<p>An individual is someone requiring care or support</p> <p>Heritage This refers to an individual's culture, history and personal experiences and is unique to them</p>

Learning Outcomes	Assessment Criteria	Exemplification
2. Understand the importance of diversity, equality and inclusion in dementia care and support	<p>2.1 Describe how current legislation, government policy and agreed ways of working support inclusive practice for dementia care and support</p> <p>2.2 Describe the ways in which an individual with dementia may be subjected to discrimination and oppression</p> <p>2.3 Explain the potential impact of discrimination on an individual with dementia</p> <p>2.4 Analyse how diversity, equality and inclusion are addressed in dementia care and support</p>	
3. Be able to work in a person centred manner to ensure inclusivity of the individual with dementia	<p>3.1 Demonstrate how to identify an individual's uniqueness</p> <p>3.2 Demonstrate how to use life experiences and circumstances of an individual who has dementia to ensure their inclusion</p> <p>3.3 Demonstrate practical ways of helping an individual with dementia to maintain their dignity</p> <p>3.4 Demonstrate how to engage and include an individual with dementia in daily life</p>	
4. Be able to work with others to encourage support for diversity and equality	<p>4.1 Work with others to promote diversity and equality for individuals with dementia</p> <p>4.2 Demonstrate how to share the individual's preferences and interests with others</p>	<p>Others may include</p> <ul style="list-style-type: none"> • Care workers • Colleague • Manager • Social Worker • Occupational Therapist • GP • Speech & Language Therapist

Learning Outcomes	Assessment Criteria	Exemplification
	4.3 Explain how to challenge discrimination and oppressive practice of others when working with an individual with dementia	<ul style="list-style-type: none"> • Physiotherapist • Pharmacist • Nurse • Psychologist • Admiral Nurses • Independent Mental Capacity Advocate • Community Psychiatric Nurse • Dementia Care Advisors • Advocate • Support groups

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 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.