

Unit Title:	Understand equality, diversity and inclusion in dementia care
Unit reference number:	DEM 207
Level:	2
Credit value:	2
Guided learning hours:	20
Unit expiry date:	31/03/2015
Unit accreditation number:	A/601/2886

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 introduces the concepts of equality, diversity and inclusion that are fundamental to person centred care practice.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The learner will:</p> <p>1. Understand and appreciate the importance of diversity of individuals with dementia</p>	<p>The learner can:</p> <p>1.1 Explain the importance of recognising that individuals with dementia have unique needs and preferences</p> <p>1.2 Describe ways of helping carers and others to understand that an individual with dementia has unique needs and preference</p> <p>1.3 Explain how values, beliefs and misunderstandings about dementia can affect attitudes towards individuals.</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 • 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

Learning Outcomes	Assessment Criteria	Exemplification
<p>2. Understand the importance of person centred approaches in the care and support of individuals with dementia</p>	<p>2.1 Describe how an individual may feel valued, included and able to engage in daily life</p> <p>2.2 Describe how individuals with dementia may feel excluded</p> <p>2.3 Explain the importance of including the individual in all aspects of their care</p>	<p>• Support groups</p>
<p>3. Understand ways of working with a range of individuals who have dementia to ensure diverse needs are met</p>	<p>3.1 Describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia</p> <p>3.2 Describe what steps might be taken to gain knowledge and understanding of the needs and preferences of individuals with dementia from different ethnic origins</p> <p>3.3 Describe what knowledge and understanding would be required to work in a person centred way with an individual with a learning disability and dementia</p>	<p>Person centred way This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences</p>

Assessment

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

If this unit is taken as part of the Awards in Awareness of Dementia candidates, which is a knowledge based qualification, candidates will have to produce a portfolio of evidence that meet 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 to be downloaded from the web pages for the Awards in Awareness of Dementia.

Candidates undertaking this unit as part of the competence based qualifications, the Level 2 Certificate in Dementia Care or the Level 2 Diploma in Health and Social Care may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

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 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 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.