

Unit Title:	Approaches to enable rights and choices for individuals with dementia whilst minimising risks
Unit sector reference:	DEM 211
Level:	2
Credit value:	3
Guided learning hours:	25
Unit expiry date:	31/05/2015
Unit accreditation number:	H/601/9282

Unit purpose and aim

This unit provides knowledge, understanding and skills required to promote individuals' rights and choices whilst minimising risks.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The learner will:</p> <p>1. Understand key legislation and agreed ways of working that ensure the fulfilment of rights and choices of individuals with dementia while minimising risk of harm</p>	<p>The learner can:</p> <p>1.1 Outline key legislation that relates to the fulfilment of rights and choices and the minimising of risk of harm for an individual with dementia</p> <p>1.2 Describe how agreed ways of working relate to the rights of an individual with dementia</p> <p>1.3 Explain why it is important not to assume that an individual with dementia cannot make their own decisions</p> <p>1.4 Explain how the best interests of an individual with dementia must be included when planning and delivering care and support</p> <p>1.5 Explain what is meant by providing care and support to an individual with dementia in the</p>	<p>Key legislation:</p> <ul style="list-style-type: none"> • Human Rights Act 1998 • Mental Capacity Act 2005 • Mental Capacity and Deprivation of Liberty Safeguards 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>Best interests: This is an essential aspect of the Mental Capacity Act (2005).</p>

Learning Outcomes	Assessment Criteria	Exemplification
	least restrictive way	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.
2. Understand how to maintain the right to privacy, dignity and respect when supporting individuals with dementia	<p>2.1 Describe how to maintain privacy when providing personal support for intimate care to an individual with dementia</p> <p>2.2 Give examples of how to show respect for the physical space of an individual with dementia</p> <p>2.3 Give examples of how to show respect for the social or emotional space of an individual with dementia</p> <p>2.4 Describe how to use an awareness of the life history and culture of an individual with dementia to maintain their dignity</p> <p>2.5 Outline the benefits of knowing about the past and present interests and life skills of an individual with dementia</p>	<p>Physical space:</p> <ul style="list-style-type: none"> • Bedroom • Handbag • Personal belongings <p>Social or emotional space:</p> <ul style="list-style-type: none"> • Personal boundaries • Subjective feelings
3. Support individuals with dementia to achieve their potential	<p>3.1 Demonstrate how the physical environment may enable an individual with dementia to achieve their potential</p> <p>3.2 Demonstrate how the social environment may enable an individual with dementia to achieve their potential</p> <p>3.3 Support an individual with dementia to use their abilities during personal care activities</p> <p>3.4 Explain how the attitudes</p>	<p>Carers and others may be:</p> <ul style="list-style-type: none"> • Care worker

Learning Outcomes	Assessment Criteria	Exemplification
	<p>of others may enable an individual with dementia to achieve their potential</p>	<ul style="list-style-type: none"> • 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
<p>4. Be able to work with carers who are caring for individuals with dementia</p>	<p>4.1 Identify some of the anxieties common to carers of an individual with dementia</p> <p>4.2 Outline the legal rights of the carer in relation to an individual with dementia</p> <p>4.3 Involve carers in planning support that enables the rights and choices and protects an individual with dementia from harm</p> <p>4.4 Describe how the need of carers and others to protect an individual with dementia from harm may prevent the individual from exercising their rights and choices</p> <p>4.5 Demonstrate how a carer can be supported to enable an individual with dementia to achieve their potential</p>	

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.