

SPECIFICATION

**IAO LEVEL 2 CERTIFICATE IN THE PRINCIPLES OF DEMENTIA
CARE**

QUALIFICATION NUMBER: 666/7212/X

Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

Active Leisure

Health and Social Care

Business and Management

Hospitality and Catering

Childcare

IT

Employability

Logistics

Retail

Education and Training

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date www.innovateawarding.org.

This document will be updated if there are any changes, so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: contactus@innovateawarding.org

“We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications.”

Qualification summary

Qualification Accreditation Number (QAN) 600/7212/X

Qualification review date 31st October 2023

Guided Learning Hours (GLH) 123

Total Qualification Time (TQT) 150

RQF level 2

Qualification credit value 15 credits

Minimum credits at/above level 15 credits

Assessment requirements Portfolio of Evidence

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

Aims and objectives of the qualification

This qualification aims to help Learners develop their knowledge and understanding of caring for those with dementia. Learners will cover areas such as person centred approaches, issues relating to the use of medication for those with dementia and the importance of providing suitable activities.

This qualification does not infer competence in the work role but can be used to support the underpinning knowledge and understanding needed for those working in or towards a dementia care role.

Entry guidance

There are no formal entry requirements for this qualification. Learners must be aged 16 or above to undertake this qualification.

This qualification is suitable for those who work within the health and social care sectors.

Progression opportunities

Learners who achieve this qualification could progress to further learning or training in health and social care, progressing to qualifications such as:

- Level 2 Certificate in Preparing to Work in Adult Social Care
- Level 2 Diploma in Health and Social Care (Adults) for England
- Level 2 Certificate in Understanding Working in Mental Health

- Level 2 Certificate in Understanding the Safe Handling of Medicines
- Level 3 Certificate in the Principles of End of Life Care
- Level 3 Certificate in Preparing to Work in Adult Social Care
- Level 3 Diploma in Health and Social Care (Adults) for England

Funding

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org.

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Mandatory units

| Unit ref | Unit title | Level | Credit value | GLH |
|------------|--|-------|--------------|-----|
| J/601/2874 | Dementia Awareness | 2 | 2 | 17 |
| H/601/2879 | The person centred approach to the care and support of individuals with dementia | 2 | 2 | 17 |
| T/601/9416 | Understand the factors that can influence communication and interaction with individuals who have dementia | 2 | 2 | 18 |
| A/601/2886 | Understand equality, diversity and inclusion in dementia care | 2 | 2 | 20 |
| K/601/9199 | Understand the administration of medication to individuals with dementia using a person centred approach | 2 | 2 | 15 |
| J/504/2396 | Understand behaviour in the context of dementia | 2 | 3 | 20 |
| K/602/4645 | Understand the benefits of engaging in activities in social care | 2 | 2 | 16 |

Mandatory units:

| | |
|--|---|
| Title: | J/601/2874 Dementia Awareness |
| Level: | 2 |
| Credit Value: | 2 |
| GLH: | 17 |
| TQT: | 20 |
| Learning Outcomes The learner will: | Assessment Criteria The learner can: |
| 1. Understand what dementia is | 1.1 Explain what is meant by the term 'dementia' 1.2 Describe the key functions of the brain that are affected by dementia 1.3 Explain why depression, delirium and age related memory impairment may be mistaken for dementia |
| 2. Understand key features of the theoretical models of dementia | 2.1 Outline the medical model of dementia 2.2 Outline the social model of dementia 2.3 Explain why dementia should be viewed as a disability |
| 3. Know the most common types of dementia and their causes | 3.1 List the most common causes of dementia 3.2 Describe the likely signs and symptoms of the most common causes of dementia 3.3 Outline the risk factors for the most common causes of dementia 3.4 Identify prevalence rates for different types of dementia |
| 4. Understand factors relating to an individual's experience of dementia | 4.1 Describe how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability 4.2 Outline the impact that the attitudes and behaviours of others may have on an individual with dementia |
| Additional information about this unit Others may include: <ul style="list-style-type: none"> • Care workers • Colleagues • Managers • Social Workers | |

| | |
|---|--|
| <ul style="list-style-type: none"> • Occupational therapist • Pharmacist • Nurse • Psychologist • Admiral Nurses • Independent Mental Capacity • Advocate • Occupational Therapist • GP • Speech and Language Therapist • Advocate • Physiotherapist • Support Groups • Community Psychiatric Nurse • Dementia Care Advisors | |
| Unit aim(s) | The aim of this unit is to enable Learners to gain knowledge of what dementia is, the different forms of dementia and how others can have an impact on the individual with dementia. |
| Assessment requirements specified by a sector or regulatory body (if appropriate) | N/A |
| Details of the relationship of the unit and relevant national occupational standards | N/A |

| | |
|---|---|
| Title: | H/601/2879 The person centred approach to the care and support of individuals with dementia |
| Level: | 2 |
| Credit Value: | 2 |
| GLH: | 17 |
| TQT: | 20 |
| Learning Outcomes The learner will: | Assessment Criteria The learner can: |
| 1. Understand approaches that enable individuals with dementia to experience well-being | 1.1 Describe what is meant by a person centred approach 1.2 Outline the benefits of working with an individual with dementia in a person centred manner |
| 2. Understand the role of carers in the care and support of individuals with dementia | 2.1 Understand the role of carers in the care and support of individuals with dementia 2.2 Explain the value of developing a professional working relationship with carers |
| 3. Understand the roles of others in the support of individuals with dementia | 3.1 Describe the roles of others in the care and support of individuals with dementia 3.2 Explain when it may be necessary to refer to others when supporting individuals with dementia 3.3 Explain how to access the additional support of others when supporting individuals with dementia |
| Additional information about this unit | |
| <p>Carers may include:</p> <ul style="list-style-type: none"> • Family • Friends • Partner • Neighbours <p>Others may include:</p> <ul style="list-style-type: none"> • Care worker • Colleagues • Managers • Social worker • Occupational Therapist • GP | |

| | |
|--|--|
| <ul style="list-style-type: none"> • Speech and language therapist • Physiotherapist • Pharmacist • Nurse • Psychologist • Admiral Nurses • Independent Mental Capacity Advocate • Community Psychiatric Nurse • Dementia Care Advisors • Advocate • Support groups | |
| Unit aim(s) | This unit provides the knowledge and understanding required to enable the individual with dementia to experience well-being. Learners will be able to develop their knowledge of the person centred approach to dementia care and support. |
| Assessment requirements specified by a sector or regulatory body (if appropriate) | N/A |
| Details of the relationship of the unit and relevant national occupational standards | N/A |

| | |
|--|--|
| Title: | T/601/9416 Understand the factors that can influence communication and interaction with individuals who have dementia |
| Level: | 2 |
| Credit Value: | 2 |
| GLH: | 18 |
| TQT: | 20 |
| Learning Outcomes The learner will: | Assessment Criteria The learner can: |
| 1. Understand the factors that can influence communication and interaction with individuals who have dementia | 1.1 Explain how dementia may influence an individual's ability to communicate and interact 1.2 Identify other factors that may influence an individual's ability to communicate and interact 1.3 Outline how memory impairment may affect the ability of an individual with dementia to use verbal language |
| 2. Understand how a person centred approach may be used to encourage positive communication with individuals with dementia | 2.1 Explain how to identify the communication strengths and abilities of an individual with dementia 2.2 Describe how to adapt the style of communication to meet the needs, strengths and abilities of an individual with dementia 2.3 Describe how information about an individual's preferred methods of communication can be used to reinforce their identity and uniqueness |
| 3. Understand the factors which can affect interactions with individuals with dementia | 3.1 Explain how understanding an individual's biography / history can facilitate positive interactions 3.2 List different techniques that can be used to facilitate positive interactions with an individual with dementia 3.3 Explain how involving others may enhance interaction with an individual with dementia |
| Additional information about this unit | |

| | |
|--|--|
| Others may include: <ul style="list-style-type: none"> • Care worker • Colleagues • Managers • Psychologist • Admiral Nurses • Nurse • Independent Mental Capacity Advocate • Community Psychiatric Nurse • Dementia Care Advisors • Advocate • Support groups | |
| Unit aim(s) | This unit provides the underpinning knowledge required to develop awareness of differing communication needs and abilities of individuals of dementia in order to enhance positive interaction. This unit does not assess competence |
| Assessment requirements specified by a sector or regulatory body (if appropriate) | N/A |
| Details of the relationship of the unit and relevant national occupational standards | N/A |

| | |
|--|---|
| Title: | A/601/2886 Understand equality, diversity and inclusion in dementia care |
| Level: | 2 |
| Credit Value: | 2 |
| GLH: | 20 |
| TQT: | 20 |
| Learning Outcomes The learner will: | Assessment Criteria The learner can: |
| 1. Understand and appreciate the importance of diversity of individuals with dementia | 1.1 Explain the importance of recognising that individuals with dementia have unique needs and preferences 1.2 Describe ways of helping carers and others to understand that an individual with dementia has unique needs and preferences 1.3 Explain how values, beliefs and misunderstandings about dementia can affect attitudes towards individuals |
| 2. Understand the importance of person centred approaches in the care and support of individuals with dementia | 2.1 Describe how an individual may feel valued, included and able to engage in daily life 2.2 Describe how individuals with dementia may feel excluded 2.3 Explain the importance of including the individual in all aspects of their care |
| 3. Understand ways of working with a range of individuals who have dementia to ensure diverse needs are met | 3.1 Describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia 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 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 |
| Additional information about this unit | |

Individual is someone requiring care or support.

Carers and Others may include:

- Care worker
- Nurse
- Colleagues
- Managers
- Social worker
- Occupational Therapist
- GP
- Speech and language therapist
- Physiotherapist
- Pharmacist
- Psychologist
- Admiral Nurses
- Independent Mental Capacity Advocate
- Community Psychiatric Nurse
- Dementia Care Advisors
- Advocate
- Support groups

| | |
|---|---|
| Unit aim(s) | This unit introduces the concept of equality, diversity and inclusion that are fundamental to person centred care practice. |
| Assessment requirements specified by a sector or regulatory body (if appropriate) | N/A |
| Details of the relationship of the unit and relevant national occupational standards | N/A |

| | |
|---|---|
| Title: | K/601/9199 Understand the administration of medication to individuals with dementia using a person centred approach |
| Level: | 3 |
| Credit Value: | 2 |
| GLH: | 15 |
| TQT: | 20 |
| Learning Outcomes The learner will: | Assessment Criteria The learner can: |
| 1. Understand the common medications available to, and appropriate for, individuals with dementia | 1.1 Outline the most common medications used to treat symptoms of dementia 1.2 Describe how commonly used medications affect individuals with dementia 1.3 Explain the risks and benefits of anti-psychotic medication for individuals with dementia 1.4 Explain the importance of recording and reporting side effects/adverse reactions to medication 1.5 Describe how 'as required' (PRN) medication can be used to support individuals with dementia who may be in pain |
| 2. Understand how to provide person centred care to individuals with dementia through the appropriate and effective use of medication | 2.1 Describe person-centred ways of administering medicines whilst adhering to administration instructions 2.2 Explain the importance of advocating for an individual with dementia who may be prescribed medication |
| Additional information about this unit | |
| Administering: | |
| <ul style="list-style-type: none"> • Fitting with the routines of the individual • Meeting the preferences of the individual(tablets/solutions) • Enabling Techniques • Self-administration | |

Agreed ways of working include policies and procedures where these exist; they may be less formally documented with micro employers

| | |
|---|--|
| Unit aim(s) | This unit is about knowledge and understanding of individuals who may have specific needs for receiving medication because of their experience of dementia. Learners will develop their knowledge of their medication requirements. This unit does not confirm competence. |
| Assessment requirements specified by a sector or regulatory body (if appropriate) | N/A |
| Details of the relationship of the unit and relevant national occupational standards | N/A |

| | |
|--|--|
| Title: | J/504/2396 Understand behaviour in the context of dementia |
| Level: | 2 |
| Credit Value: | 3 |
| GLH: | 20 |
| TQT: | 30 |
| Learning Outcomes The learner will: | Assessment Criteria The learner can: |
| 1. Understand that behaviour is often used as a means of communication | 1.1 Identify some of the factors that can influence and shape a person's behaviour 1.2 Explain why it's important to look for the meaning behind words and behaviour 1.3 Define the meaning of the term 'insight impairment' 1.4 Describe how insight impairment can affect a person's behaviour |
| 2. Understand how to respond to behaviours associated with dementia | 2.1 Describe the conditions 'apraxia' and 'visual agnosia' 2.2 Define the terms 'delusion' and 'hallucination' 2.3 Outline how staff can support a person with dementia who has difficulty sleeping 2.4 Identify possible reasons for repetitious questions and behaviour 2.5 Explain how staff can support a person with dementia should they display a range of behaviours 2.6 Explain how staff should respond to behaviour considered 'inappropriate' |
| 3. Understand why some people with dementia will need additional emotional support | 3.1 Identify reasons why a person with dementia may become depressed 3.2 Explain why it's important to treat depression and tackle its causes 3.3 Describe how staff can support a person with depression |

| | |
|---|--|
| | <p>3.4 Identify reasons why a person with dementia may become angry</p> <p>3.5 Describe how staff should respond to a person who becomes angry</p> |
| Additional information about this unit N/A | |
| Unit aim(s) | <p>In this unit Learners will explore the different forms of behaviour and the factors that affect behaviour in someone with a dementia.</p> <p>Learners will also learn how to respond to behaviour some people may find 'challenging' in an appropriate and supportive manner.</p> |
| Assessment requirements specified by a sector or regulatory body (if appropriate) | N/A |
| Details of the relationship of the unit and relevant national occupational standards | N/A |

| | |
|---|--|
| Title: | K/602/4645 Understand the benefits of engaging in activities in social care |
| Level: | 2 |
| Credit Value: | 2 |
| GLH: | 16 |
| TQT: | 20 |
| Learning Outcomes The learner will: | Assessment Criteria The learner can: |
| 1. Understand the impact of activity on physical and mental well-being | 1.1 Outline the consequences of prolonged inactivity on an individual's physical and mental state 1.2 Describe the ways in which the experience of an activity can be positive 1.3 Explain the relationship between a positive experience of an activity and physical and mental well-being 1.4 Describe the ways in which the experience of an activity can be negative 1.5 Explain the relationship between a negative experience of an activity and physical and mental ill-being |
| 2. Understand the social benefits of activities | 2.1 Describe the social benefits of engaging in person-to-person activity 2.2 Describe the social benefits of engaging in group activity 2.3 Identify activity approaches that focus on social interaction 2.4 Explain how activity provision can be used to encourage social interaction |
| 3. Understand how activity can be the basis for a model of care and support | 3.1 Describe how care workers can embed activity provision into their existing role 3.2 Outline ways in which an activity provider can contribute to an activity-based model of care 3.3 Explain how carers can be supported to participate in an activity-based model of care 3.4 Outline ways in which activities can be used to create a team culture in a care setting |

| | |
|---|---|
| Additional information about this unit Activity approaches: <ul style="list-style-type: none"> • Reminiscence • Group work Carers: <ul style="list-style-type: none"> • Partner • Family • Friend • Neighbours Team Culture: <ul style="list-style-type: none"> • Individuals • Care workers • Carers | |
| Unit aim(s) | This unit will help Learners to understand the benefits of engaging in activities to enhance physical, mental and social well-being in adverse range of settings. |
| Assessment requirements specified by a sector or regulatory body (if appropriate) | N/A |
| Details of the relationship of the unit and relevant national occupational standards | N/A |