

SPECIFICATION
IAO LEVEL 2 AWARD IN AWARENESS OF
DEMENTIA
QUALIFICATION NUMBER: 600/8176/4



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
Business and Management
Childcare
Employability
Retail

Health and Social Care
Hospitality and Catering
IT
Logistics
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 recognised as an awarding organisation by the following qualifications regulators – Ofqual (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)	600/8176/4
Qualification review date	31 st October 2025
Guided Learning Hours (GLH)	Minimum 72 hours
Total Qualification Time (TQT)	80 hours
RQF level	2
Qualification credit value	8 credits
Minimum credits at/above level	8 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

The IAO Level 2 Award in Awareness of Dementia assesses Learners' knowledge and understanding of practices in the care of individuals with dementia. This qualification consists of four mandatory units which assess Learners' general awareness of dementia care issues; their knowledge of person-centred approaches, their understanding of factors that can influence communication and the impact that diversity, equality and inclusion can have on the individual's experience of dementia. The qualification does not infer competence in a work role but can be used to prepare for employment or as professional development for those who wish to gain knowledge in this specialist area of practice.

Entry guidance

There are no formal entry requirements for this qualification. This qualification is suitable for Learners aged 16+.

This qualification is suitable for those who work within the Health and Social Care Sector as carers, support workers as well family, friends, advocates, representatives and professionals.

Progression opportunities

This qualification can provide progression on to;

- IAO Level 2 Award in Employment Rights and Responsibilities in Health, Social Care or Children and Young People's Settings

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

Support materials

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/skills-funding-agency>

Occupational competence requirements

Tutors, Assessors and Quality Assurance Staff

Required Criteria

All Tutors, Assessors and Quality Assurance Staff must:

- Have a specific qualification equivalent to the qualification or units being taught / assessed or quality assured
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years (this may be discipline/ context specific or relevant to tutoring assessing or quality assurance)

Tutors

Tutors must hold or be working towards a teaching qualification. The following are acceptable:

- Level 3 Award, Level 4 Certificate or Level 5 in Education and Training
- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
 - Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS)
 - Relevant predecessor NQF tutor qualifications

Assessors

Assessors must hold or be working towards any of the following:

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 (previously D32, D33) or
- Relevant predecessor NQF assessor qualifications

Assessors holding historical qualifications such as unit A1, unit A2, and/or unit D32, and/or unit D33, are required to demonstrate that they meet the same standards of assessment practice as set out in the Learning and Development National Occupational Standard - Standard 9 Assess Learner Achievement. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

Internal Quality Assurers

Internal quality assurers must hold or be working towards any of the following:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 (previously D34)
- Relevant predecessor NQF internal quality assurance qualifications

Internal verifiers holding historical qualifications such as unit V1 – Conduct internal quality assurance of the assessment process and/or unit D34, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 11 Internally monitor and maintain the quality of assessment. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that internal quality assurance staff also hold a relevant assessing qualification as detailed above.

External Quality Assurers

External quality assurers must hold or be working towards any of the following:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice
- V2 (previously D35)

External verifiers holding historical qualifications such as unit V2 – Conduct external quality assurance of the assessment process and/or unit D35, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 12 Externally monitor and maintain the quality of assessment. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that external quality assurance staff also hold a relevant assessing and internal quality assurance qualifications as detailed above.

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

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 will 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 IAO 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.

Credit values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1** credit represents **10** notional learning hours

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

RQF terminology

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

Rules of Combination (RoC)

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding bodies.

ASSESSMENT STRATEGY

Skills for Care and Development Assessment Principles

1. Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.
- 1.2 This document sets out those principles and approaches to RQF unit/qualification assessment. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.
- 1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2. Assessment Principles

- 2.1 *Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to 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.*
- 2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence
- 2.4 Simulation may only be utilised as an assessment method for competence based LO where this is specified in the assessment requirements of the unit'.
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.
- 2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3. Internal Quality Assurance

- 4.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality

assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4. Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

4.4 Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the RQF units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff

Qualification structure

Learners must achieve 8 credits from all four of the mandatory units.

The total Guided Learning Hours (GLH) for this qualification is 72 hours.

The Total Qualification Time (TQT) for this qualification is 80 hours.

Unit structures

All units are listed below.

Mandatory units

Unit ref	Unit title	Level	Credits	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

Title:	J/601/2874 Dementia awareness
Level:	2
Credit value:	2
GLH:	17
Learning outcome 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 includes: <ul style="list-style-type: none"> • Care workers • Managers • Occupational therapist • Speech and language therapist • Pharmacist • Independent Mental Capacity Advocate • Dementia Care Advisors • Support groups • Colleagues • Social worker • GP • Physiotherapist • Admiral nurses • Community Psychiatric Nurse • Advocate 	

Unit aim(s)	The aim of the 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)	This unit must be assessed in accordance with Skills for Care and Development's assessment principles.
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
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 Describe the role that carers can have 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 role 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

<p>Additional information</p> <p>Well-being includes:</p> <ul style="list-style-type: none"> • Sense of hope • Confidence • Physical health • Sense of Agency • Self-esteem <p>Evidenced in well-being indicators:</p> <ul style="list-style-type: none"> • Can communicate wants, needs and choices • Shows warmth and affection • Alertness, responsiveness • Expresses self creatively • Responding appropriately to people • Relaxed posture or body language • Sense of purpose • Makes contact with other people • Showing pleasure or enjoyment • Uses remaining abilities • Is co-operative or helpful • Expresses appropriate emotions • Sense of humour • Signs of self-respect <p>Carers include:</p> <ul style="list-style-type: none"> • Family • Friends • Partner • neighbours <p>Others include:</p> <ul style="list-style-type: none"> • Care worker • Managers • Occupational therapist • Speech and language therapist • Nurse • Admiral nurses • Dementia care advisors • Support groups • Colleagues • Social worker • GP • Physiotherapist • Psychologist • Independent Mental Capacity nurse • Advocate 	
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)	This unit must be assessed in accordance with Skills for Care and Development's assessment principles
Details of the relationship of the unit and relevant national occupational standards	HSC21, 31, 41, 23, 33, 43, 24, 35, 45

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
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	
Interaction:	
The application of social skills and the awareness of the needs of others	
An individual is someone requiring care or support	

Person centred approach:

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

Others may include:

- Care worker
- Managers
- Occupational therapist
- Speech and language therapist
- Pharmacist
- Specialist Nurse
- Psychiatrist
- Independent Mental Health Advocate
- Colleagues
- Social worker
- GP
- Physiotherapist
- Nurse
- Psychologist
- Independent Mental Capacity Advocate
- Support Groups

Unit aim(s)	This unit provides the underpinning knowledge required to develop awareness of differing communication needs and abilities of individuals with dementia in order to enhance positive interaction. This unit does not assess competence.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	HSC 21, 31, 41, 24, 35, 45

Title:	A/601/2886 Understand equality, diversity and inclusion in dementia care
Level:	2
Credit Value:	2
GLH:	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

An **individual** is someone requiring care or support

Carers and Others may be:

- Care worker
- Managers
- Occupational therapist
- Speech and language therapist
- Pharmacist
- Specialist Nurse
- Psychiatrist
- Independent Mental Health Advocate
- Colleagues
- Social worker
- GP
- Physiotherapist
- Nurse
- Psychologist
- Independent Mental Capacity Advocate
- Support Groups

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.

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's assessment principles
Details of the relationship of the unit and relevant national occupational standards	HSC 21, 31, 41, 24, 35, 45