

# Qualification Handbook

## BIIAB Level 2 Award in Awareness of Dementia

601/6122/X

## BIIAB Level 2 Certificate in the Principles of Dementia Care

601/6123/1

Version 2

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## **1. About the BIIAB Level 2 Award in Awareness of Dementia and the BIIAB Level 2 Certificate in the Principles of Dementia Care**

BIIAB is regulated to deliver these qualifications by Ofqual in England, Wales and Northern Ireland. The qualifications have a unique Qualification Number (QN) which is shown below. Each unit within the qualifications will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualifications.

<b>Qualification Title</b>	<b>Qualification Number (QN)</b>
BIIAB Level 2 Award in Awareness of Dementia	601/6122/X
BIIAB Level 2 Certificate in the Principles of Dementia Care	601/6123/1

## **2. Objective and Purpose of these Qualifications**

The Level 2 Award in Awareness of Dementia is suitable for learners who wish to develop their knowledge of this subject area with a view to it supporting them to enter the workforce or aiding their development as a social care qualified practitioner.

The primary purpose of the Level 2 Award is to update the learner and to enable continuing professional development through development of specialised knowledge.

The Level 2 Certificate in the Principles of Dementia Care is for learners with an interest in, or who are already working within a role in which they are required to know about the principles of dementia care, and need a qualification to show their knowledge.

The Level 2 Certificate will provide learners with the knowledge to work in a variety of job roles within the Health and Social Care sectors where they will be working with people who have dementia, or are at risk of developing dementia.

The primary purpose of the Level 2 Certificate is to enable the learner to develop knowledge in the subject of dementia and to prepare for further learning or training.

Neither the Level 2 Award nor the Level 2 Certificate is in an apprenticeship framework.

### **3. About this Pack**

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

### **4. BIIAB Customer Service**

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via [www.biiab.org](http://www.biiab.org).

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: [customersupport@bii.org](mailto:customersupport@bii.org)

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

## **5. What are Rules of Combination (ROC)?**

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## **6a. BIIAB Level 2 Award in Awareness of Dementia Rules of Combination (ROC) and structure**

To achieve the BIIAB Level 2 Award in Awareness of Dementia learners **must** gain a **total of 8** credits. This **must** consist of:

- **Minimum total credit: 8**
- Mandatory Group A **minimum** credit: **8**
- GLH: **70**
- TQT: **75**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

### **Mandatory Group A**

<b>Unit No.</b>	<b>URN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>	<b>Assessment Method</b>
CA13	J/601/2874	Dementia Awareness	2	2	17	Assessment Knowledge Module
CA14	H/601/2879	The person centred approach to the care and support of individuals with dementia	2	2	17	Assessment Knowledge Module
CA15	T/601/9416	Understand the factors that can influence communication and interaction with individuals who have dementia	2	2	18	Assessment Knowledge Module
CA16	A/601/2886	Understand equality, diversity and inclusion in dementia care	2	2	20	Assessment Knowledge Module

## 6b. BIIAB Level 2 Certificate in the Principles of Dementia Care Rules of Combination (ROC) and structure

To achieve the BIIAB Level 2 Certificate in the Principles of Dementia Care learners **must** gain a **total of 15** credits. This **must** consist of:

- **Minimum total credit: 15**
- Mandatory Group A **minimum** credit: **15**
- GLH: **141**
- TQT: **148**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

### Mandatory Group A

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment method
CA13	J/601/2874	Dementia Awareness	2	2	17	Assessment Knowledge Module
CA14	H/601/2879	The person centred approach to the care and support of individuals with dementia	2	2	17	Assessment Knowledge Module
CA15	T/601/9416	Understand the factors that can influence communication and interaction with individuals who have dementia	2	2	18	Assessment Knowledge Module
CA16	A/601/2886	Understand equality, diversity and inclusion in dementia care	2	2	20	Assessment Knowledge Module
CA17	K/601/9199	Understand the administration of medication to individuals with dementia using a person centred approach	2	3	15	Assessment Knowledge Module
CA18	J/504/2396	Understand behaviour in the context of dementia	3	2	20	Assessment Knowledge Module
CA19	K/602/4645	Understand the Benefits of Engaging in Activities in Social Care	2	2	16	Assessment Knowledge Module

## **7. Age Restriction**

Both qualifications in this handbook are appropriate for use in the following age ranges:

- 16-18
- 19+.

## **8. Entry Requirements and Progression**

There are no entry requirements for these qualifications. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The Level 2 Certificate in the Principles of Dementia Care shows the learner has level 2 knowledge about the principles of dementia in health care settings which is important for a wide range of health/social care job roles. It may help the learner to get a job, to improve performance at work or get promoted.

If, upon completion of either qualification, the learner wishes to proceed to a higher level of learning then the following qualifications may be suitable:

- BIIAB Level 2 Diploma in Health and Social Care (Adults) for England
- BIIAB Level 3 Award in Awareness of Dementia
- BIIAB Level 3 Award in Awareness of the Mental Capacity Act 2005
- BIIAB Level 3 Diploma in Management
- BIIAB Level 3 Diploma in Health and Social Care (Adults) for England



## **9. Assessment**

### **Overview of assessment strategy**

These qualifications comprise knowledge units. These units are assessed by Assessment Knowledge Modules (AKMs) externally set by the BIIAB or Centre Devised Assessments. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA). Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Centres **must** obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB for details of the Centre Devised Assessment process and procedure.

### **Assessment process**

Assessment is the process used to judge the competence of a learner against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

## **Assessment Strategy**

The Assessment Strategy has been designed by Skills for Care. While BIIAB has not itself designed the strategy it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for these qualifications and it has agreed that it will monitor the compliance of BIIAB centres offering these qualifications against the criteria. As such all centres and their assessment must adhere to the current Skills for Care designed assessment strategy for these qualifications.

The assessment strategy for these qualifications can be seen in the section which follows and it provides details of the key requirements for the qualifications and the assessor, verifiers delivering, quality assuring and certifying the qualifications.

## **Skills for Care 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 QCF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. 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**

- 3.1 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 QCF 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.

### **Appeals**

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from learners to be resolved within the centre. BIIAB will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to [www.biiab.org](http://www.biiab.org)

## **10. Initial Assessment and Induction**

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## **11. Delivery**

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

## 12. Resources

BIIAB provides the following additional resources for these qualifications:

- Assessment Knowledge Modules (AKMs) for assessing specific units
- Assessor Guidance for assessing specific units
- a Learner Summative Reflection template
- Access to the units.

All of these resources are available for download via The Hub on [centrezon.bii.org](http://centrezon.bii.org).

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

### Access to the units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via [centrezon.bii.org](http://centrezon.bii.org)

### Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a summative reflective account, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

## 13. Design and delivery

Each unit within these qualifications has been allocated a number of guided learning hours (GLH). GLH are defined as the times when a tutor, trainer, mentor or line manager is giving specific advice relating to a learning outcome of the unit. This can include activities such as training sessions, tutorials, supervised study or 'on-the-job' learning. It could also include time spent by managers or mentors assessing the learner's achievements. When planning how to deliver the qualification it is important to refer to this definition.

BIIAB will not prescribe how the qualifications are delivered, but centres must ensure the delivery chosen meets their learner's needs.

## **14. Format of Units**

All units within these qualifications will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

### **Unit Title**

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

### **Unit Number / Unique Reference Number (URN)**

The Unique Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies within whichever qualification the unit is included. BIIAB also assign their own unique unit numbers which will in most instances be the same number when the unit is used in multiple BIIAB qualifications.

### **Level**

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

### **Credit**

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

### **Guided Learning Hours (GLH)**

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

### **Learning Outcomes and Assessment Criteria**

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

## **15. Initial Registration**

### **Registration and certification**

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) [www.orcs.biiab.org](http://www.orcs.biiab.org). Please refer to BIIAB's Centre Guidance for using ORCS.

### **Equal Opportunities and Diversity Policy**

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

### **Reasonable Adjustment Policy**

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.



## **16. Mandatory Units**

The following units are mandatory for these qualifications. For access to all optional units please visit [centrezone.bii.org](http://centrezone.bii.org).

<b>Unit Title</b>	<b>Dementia Awareness</b>	
<b>BIIAB Reference</b>	<b>CA13</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>2</b>	
<b>GLH</b>	<b>17</b>	
<b>Unit Reference No.</b>	<b>J/601/2874</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
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

<b>Assessment Requirements and Evidence Requirements</b>
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

<b>Additional information</b>	
Assessment Criterion 4.2	<b>Others e.g.:</b> <ul style="list-style-type: none"><li>• Care workers</li><li>• Colleagues</li><li>• Managers</li><li>• Social worker</li><li>• Occupational therapist</li><li>• GP</li><li>• Speech and language therapist</li><li>• Physiotherapist</li><li>• Pharmacist</li><li>• Nurse</li><li>• Psychologist</li><li>• Admiral nurses</li><li>• Independent mental capacity advocate</li><li>• Community psychiatric nurse</li><li>• Dementia care advisors</li><li>• Advocate</li><li>• Support groups</li></ul>

<b>Unit Title</b>	<b>The person centred approach to the care and support of individuals with dementia</b>	
<b>BIIAB Reference</b>	<b>CA14</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>2</b>	
<b>GLH</b>	<b>17</b>	
<b>Unit Reference No.</b>	<b>H/601/2879</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
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 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

<b>Assessment Requirements and Evidence Requirements</b>
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

<b>Additional information</b>	
Learning Outcome 1	<p><b>Well-being</b> e.g.:</p> <ul style="list-style-type: none"> <li>• sense of hope</li> <li>• sense of agency</li> <li>• confidence</li> <li>• self-esteem</li> <li>• physical health</li> </ul> <p>Evidenced in well-being indicators:</p> <ul style="list-style-type: none"> <li>• can communicate wants, needs and choices</li> <li>• makes contact with other people</li> <li>• shows warmth and affection</li> <li>• showing pleasure or enjoyment</li> <li>• alertness, responsiveness</li> <li>• uses remaining abilities</li> <li>• expresses self creatively</li> <li>• is co-operative or helpful</li> <li>• responding appropriately to people</li> <li>• expresses appropriate emotions</li> <li>• relaxed posture or body language</li> <li>• sense of humour</li> <li>• sense of purpose</li> <li>• signs of self-respect</li> </ul>
Learning Outcome 2	<p><b>Carers</b> e.g.:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• partner</li> <li>• friends</li> <li>• neighbours</li> </ul>
Learning Outcome 3	<p><b>Others</b> e.g.:</p> <ul style="list-style-type: none"> <li>• Care workers</li> <li>• Colleagues</li> <li>• Managers</li> <li>• Social worker</li> <li>• Occupational therapist</li> <li>• GP</li> <li>• Speech and language therapist</li> <li>• Physiotherapist</li> <li>• Pharmacist</li> <li>• Nurse</li> <li>• Psychologist</li> <li>• Admiral nurses</li> <li>• Independent mental capacity advocate</li> <li>• Community psychiatric nurse</li> <li>• Dementia care advisors</li> <li>• Advocate</li> <li>• Support groups</li> </ul>

<b>Unit Title</b>	<b>Understand the factors that can influence communication and interaction with individuals who have dementia</b>	
<b>BIIAB Reference</b>	<b>CA15</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>2</b>	
<b>GLH</b>	<b>18</b>	
<b>Unit Reference No.</b>	<b>T/601/9416</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
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

<b>Assessment Requirements and Evidence Requirements</b>
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

<b>Additional information</b>	
Learning Outcomes 1 and 3	<b>Interaction:</b> The application of social skills and the awareness of the needs of others.
All Learning Outcomes	An <b>individual</b> is someone requiring care or support.
Learning Outcome 2	<b>Person-centred approach:</b> 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.

<b>Additional information</b>	
Learning Outcome 3	<b>Others e.g.:</b> <ul style="list-style-type: none"><li>• Care workers</li><li>• Colleagues</li><li>• Managers</li><li>• Social worker</li><li>• Occupational therapist</li><li>• GP</li><li>• Speech and language therapist</li><li>• Physiotherapist</li><li>• Pharmacist</li><li>• Nurse</li><li>• Psychologist</li><li>• Admiral nurses</li><li>• Independent mental capacity advocate</li><li>• Community psychiatric nurse</li><li>• Dementia care advisors</li><li>• Advocate</li><li>• Support groups</li></ul>

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Understand equality, diversity and inclusion in dementia care</b> <b>CA16</b> <b>2</b> <b>2</b> <b>20</b> <b>A/601/2886</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
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

<b>Assessment Requirements and Evidence Requirements</b>
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

<b>Additional information</b>	
All Learning Outcomes	An <b>individual</b> is someone requiring care or support.
Learning Outcome 2 Assessment Criterion 3.3	<b>Person-centred way:</b> 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.



<b>Additional information</b>	
Assessment Criterion 1.2	<b>Carers and others</b> may be: <ul style="list-style-type: none"><li>• Care worker</li><li>• Colleagues</li><li>• Managers</li><li>• Social worker</li><li>• Occupational therapist</li><li>• GP</li><li>• Speech and language therapist</li><li>• Physiotherapist</li><li>• Pharmacist</li><li>• Nurse</li><li>• Specialist nurse</li><li>• Psychologist</li><li>• Psychiatrist</li><li>• Independent mental capacity advocate</li><li>• Independent mental health advocate</li><li>• Dementia care advisors</li><li>• Advocate</li><li>• Support groups</li></ul>

<b>Unit Title</b>	<b>Understand the administration of medication to individuals with dementia using a person centred approach</b>	
<b>BIIAB Reference</b>	<b>CA17</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>2</b>	
<b>GLH</b>	<b>15</b>	
<b>Unit Reference No.</b>	<b>K/601/9199</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
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

<b>Assessment Requirements and Evidence Requirements</b>
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

<b>Additional information</b>	
Assessment Criterion 2.1	<b>Administering</b> , for example <ul style="list-style-type: none"> <li>• Fitting with the routines of the individual</li> <li>• Meeting the preferences of the individual (tablets/solutions)</li> <li>• Enabling techniques</li> <li>• Self-administration</li> </ul>

<b>Unit Title</b>	<b>Understand behaviour in the context of dementia</b>	
<b>BIIAB Reference</b>	<b>CA18</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>20</b>	
<b>Unit Reference No.</b>	<b>J/504/2396</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
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
	3.4	Identify reasons why a person with dementia may become angry
	3.5	Describe how staff should respond to a person who becomes angry

<b>Assessment Requirements and Evidence Requirements</b>
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Understand the Benefits of Engaging in Activities in Social Care</b> <b>CA19</b> <b>2</b> <b>2</b> <b>16</b> <b>K/602/4645</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
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

<b>Assessment Requirements and Evidence Requirements</b>
This unit must be assessed in accordance with the Skills for Care QCF Assessment Principles.

<b>Additional information</b>	
Assessment Criterion 2.3	<b>Activity approaches:</b> <ul style="list-style-type: none"> <li>• Reminiscence</li> <li>• Group work</li> </ul>

<b>Additional information</b>	
<p>Assessment Criterion 3.3</p>	<p><b>Carers:</b></p> <ul style="list-style-type: none"> <li>• Partner</li> <li>• Family</li> <li>• Friends</li> <li>• Neighbours</li> </ul>
<p>Assessment Criterion 3.4</p>	<p><b>Team Culture:</b></p> <p><b>Team</b></p> <ul style="list-style-type: none"> <li>• Individuals</li> <li>• Carers</li> <li>• Care workers</li> <li>• Managers / Supervisors</li> <li>• Activity Co-ordinators / Providers</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Belonging</li> <li>• Acceptance</li> <li>• Valuing</li> <li>• Comfort</li> </ul>

## **17a. BIIAB Level 2 Award in Awareness of Dementia sign-off sheet**

To achieve the BIIAB Level 2 Award in Awareness of Dementia learners **must** gain a **total of 8** credits. This **must** consist of:

- **Minimum total credit: 8**
- Mandatory Group A **minimum** credit: **8**
- GLH: **70**
- TQT: **75**

Learners and centres should complete the table overleaf to confirm when a unit is considered as complete. Only units that are a requirement of the RoC and Optional units that are selected to meet the RoC requirements need to be completed.

**BIIAB Level 2 Award in Awareness of Dementia and  
BIIAB Level 2 Certificate in the Principles of Dementia Care**



**Mandatory Group A**

<b>Unit No.</b>	<b>URN</b>	<b>Unit Title</b>	<b>Learner Signature</b>	<b>Date</b>	<b>Assessor Signature</b>	<b>Date</b>	<b>Internal Quality Assurer signature (if sampled)</b>	<b>Date</b>
CA13	J/601/2874	Dementia Awareness						
CA14	H/601/2879	The person centred approach to the care and support of individuals with dementia						
CA15	T/601/9416	Understand the factors that can influence communication and interaction with individuals who have dementia						
CA16	A/601/2886	Understand equality, diversity and inclusion in dementia care						

## **17b. BIIAB Level 2 Certificate in the Principles of Dementia Care sign-off sheet**

To achieve the BIIAB Level 2 Certificate in the Principles of Dementia Care learners **must** gain a **total of 15** credits. This **must** consist of:

- **Minimum total credit: 15**
- Mandatory Group A **minimum** credit: **15**
- GLH: **141**
- TQT: **148**

Learners and centres should complete the table overleaf to confirm when a unit is considered as complete. Only units that are a requirement of the RoC and Optional units that are selected to meet the RoC requirements need to be completed.



**Mandatory Group A**

<b>Unit No.</b>	<b>URN</b>	<b>Unit Title</b>	<b>Learner Signature</b>	<b>Date</b>	<b>Assessor Signature</b>	<b>Date</b>	<b>Internal Quality Assurer signature (if sampled)</b>	<b>Date</b>
CA13	J/601/2874	Dementia Awareness						
CA14	H/601/2879	The person centred approach to the care and support of individuals with dementia						
CA15	T/601/9416	Understand the factors that can influence communication and interaction with individuals who have dementia						
CA16	A/601/2886	Understand equality, diversity and inclusion in dementia care						
CA17	K/601/9199	Understand the administration of medication to individuals with dementia using a person centred approach						
CA18	J/504/2396	Understand behaviour in the context of dementia						
CA19	K/602/4645	Understand the Benefits of Engaging in Activities in Social Care						

## Learner Summative Reflection



The purpose of this summative reflection is to enable you, the learner to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provide below and sign & date the document, or you and your assessor may wish to record your reflection on a voice recorder.

Learner Name: \_\_\_\_\_

### Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

### Learner Reflection

Learner Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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