

## DEM 313: Equality, diversity and inclusion in dementia care practice

Unit reference F/601/4686 Level 3

Credit value 4 GLH 31

**Unit aim** This unit is aimed at those who provide care or support to individuals with dementia in a wide range of settings. The unit covers the concepts of equality, diversity and inclusion, which are fundamental to a person-centred approach.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>ULN:</b>

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in a real work environment			
1. Understand that each individual's experience of dementia is unique.	1.1. Explain why it is important to recognise and respect an <b>individual's heritage</b> .		
	1.2. Compare the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person.		
	1.3. Describe how the experience of dementia may be different for individuals: <ul style="list-style-type: none"> <li>• who have a learning disability</li> <li>• who are from different ethnic backgrounds</li> <li>• who are at the end of life.</li> </ul>		
	1.4. Describe how the experience of an individual's dementia may impact on carers.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand the importance of diversity, equality and inclusion in dementia care and support.	2.1. Describe how current legislation, government policy and agreed ways of working support inclusive practice for dementia care and support.		
	2.2. Describe the ways in which an individual with dementia may be subjected to discrimination and oppression.		
	2.3. Explain the potential impact of discrimination on an individual with dementia.		
	2.4. Analyse how diversity, equality and inclusion are addressed in dementia care and support.		
3. Be able to work in a person-centred manner to ensure inclusivity of the individual with dementia.	3.1. Demonstrate how to identify an individual's uniqueness.		
	3.2. Demonstrate how to use life experiences and circumstances of an individual who has dementia to ensure their inclusion.		
	3.3. Demonstrate practical ways of helping an individual with dementia to maintain their dignity.		
	3.4. Demonstrate how to engage and include an individual with dementia in daily life.		
4. Be able to work with others to encourage support for diversity and equality.	4.1. Work with <b>others</b> to promote diversity and equality for individuals with dementia.		
	4.2. Demonstrate how to share the individual's preferences and interests with others.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.3. Explain how to challenge discrimination and oppressive practice of others when working with an individual with dementia.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: DEM 313**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	HSC 21, 31, 41, 24, 35, 45
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	<p>An <b>individual</b> is someone requiring care or support.</p> <p><b>Heritage:</b> This refers to an individual's culture, history and personal experiences and is unique to them.</p> <p><b>Others e.g.:</b></p> <ul style="list-style-type: none"> <li>• care worker</li> <li>• colleague</li> <li>• manager</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>
Additional unit assessment requirements provided with the QCF unit	<p>Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p>Learning outcomes 3 and 4 must be assessed in a real work environment.</p>

## Assessment task – DEM 313 Equality, diversity and inclusion in dementia care practice

Basic concepts of equality, diversity and inclusion are fundamental to a person-centred approach when working with individuals who have dementia. To show your understanding of this, prepare an information document for partners which:

**Task** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

- explains why it is important to recognise and respect an individual's heritage
- compares the experience of dementia for an individual who has acquired it as an older person with the experience of an individual who has acquired it as a younger person
- describes how the experience of dementia may be different for individuals:
  - who have a learning disability
  - who are from different ethnic backgrounds
  - who are at the end of life
- describes how the experience of an individual's dementia may impact on carers.