

Unit 38: Equality, Diversity and Inclusion in Dementia Care Practice

Unit code:	DEM 209
Unit reference number:	Y/601/9277
QCF level:	2
Credit value:	3
Guided learning hours:	24

Unit summary

This unit provides knowledge, understanding and skills for 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.

This unit forms part of the dementia pathway within the Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF).

Forbidden combinations

Learners taking the Edexcel Level 2 Diploma in Health and Social Care (Adults) for England (QCF) must **not** take this unit with:

Unit 16: Understand Equality, Diversity and Inclusion in Dementia Care (DEM 207, A/601/2886)

Unit 19: Understand the Diversity of Individuals with Dementia and the Importance of Inclusion (DEM 310, Y/601/3544)

Unit 38: Equality, Diversity and Inclusion in Dementia Care Practice (DEM 313, F/601/4686).

Assessment requirements

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Learning outcomes 2 and 3 must be assessed in the workplace environment.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 **Understand the importance of equality, diversity and inclusion when working with individuals with dementia**

Definition of terms: diversity, equality, inclusion; relating the terms to individuals who have dementia; recognising individuality; application to practice, anti-discriminatory/anti-bias approach to support and care; concept of personhood; rights of the individual; needs and preferences of the individual; importance of faith, culture

Causes of exclusion: use of generalised activities; lack of one-to-one activities; not using the individual's preferred method of communication; lack of advocacy; information presented inappropriately eg small print, complex terminology, not using the individual's first language; not catching and holding the individual's attention; use of neutral speech tones and body language from staff; lack of respect; not considering an individual's preferences; not considering faith, culture; fear; other illness; poor maintenance of assistive technologies eg hearing aids, spectacles; not using the individual's preferred name and title

Benefits of inclusion: increased quality of life; recognition of personhood; maintenance of self-identity, self-respect and self-esteem; promotion of independence; use of remaining skills; supporting communication; promotion of wellbeing; rights of the individual; promotion of personal control; sense of agency; legal requirements eg Human Rights Act 1998, Disability Discrimination Act 2005

Factors affecting attitudes towards individuals: assumptions about reasons for non-involvement of individuals; lack of understanding of characteristics of dementia; stereotyping based on limited experience; not recognising the value of the individual; assumptions about patterns of dementia

2 **Be able to apply a person-centred approach in the care and support of individuals with dementia**

Involvement of individuals: implementation of the person-centred approach eg matching staff to individuals to promote rapport, use of personal information to develop individualised activities, consideration of personal preferences; consideration of life history, eg provision of familiar artefacts from home or former employment, use of reminiscence (memory boxes, photographs), maintenance of links with the community

Effects of dementia patterns: knowledge of characteristics of dementia; understanding of different types; effects of progression on cognitive abilities; adapting approach to meet current needs; flexible approach to care and support; monitoring of progression of condition and adapting plans; maintenance of a person-centred approach; importance of safeguarding; identifying changing patterns of risk and managing them

Involvement of carers and others: sharing information regarding needs and preferences of the individuals; importance of team meetings; family as partners in care and support; presentation of the individual as unique in reports, observations and records; use of the individual's preferred name and title in discussions and planning sessions; matching care and support with the individual's needs and preferences; involvement of others in individualised activities eg carers, occupational therapists, physiotherapists, social workers, counsellors

3 Be able to work with a range of individuals who have dementia to ensure diverse needs are met

Diversity: consideration of factors which affect provision of care and support, faith, culture, ethnicity; values and moral choices eg vegetarianism/veganism; non-religious beliefs eg humanism; provision for religious practice; freedom to opt out eg non-attendance at celebrations in the setting; unconditional positive regard; non-judgemental approach; empathy; provision of opportunities which meet the current abilities of individuals; use of preferred names and titles; promoting choices; promoting independence; staff training; monitoring of policies and procedures; use of preferred language; use of interpreters and translators; involvement of cultural and faith representatives where appropriate; examination of personal stereotypes and assumptions; effects of age on the experience of an individual with dementia

Learning disability: implementation of a person-centred approach; use of person-centred thinking tools, eg one-page profiles, the for/to sort, good day/bad day; supported self-advocacy; importance of listening to the individual; importance of differentiating between level of learning disability and dementia; involvement of individual in all stages of planning; recognition of personhood; promotion of independence; promotion of choices; legislative requirements eg Valuing People, Valuing People Now, Mental Capacity Act 2005, Disability Discrimination Act 2005; consideration of culture, faith, values and moral beliefs; provision of opportunities and activities which meet the needs and preferences of the individual

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of equality, diversity and inclusion when working with individuals with dementia	<p>1.1 explain what is meant by:</p> <ul style="list-style-type: none"> - diversity - equality - inclusion <p>1.2 explain why an individual with dementia has unique needs and preferences</p> <p>1.3 describe how an individual with dementia may feel excluded</p> <p>1.4 describe why it is important to include an individual with dementia in all aspects of care practice</p> <p>1.5 explain how values, beliefs and misunderstandings about dementia can affect attitudes towards an individual</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to apply a person-centred approach in the care and support of individuals with dementia	<p>2.1 demonstrate how an individual with dementia has been valued, included and able to engage in daily life</p> <p>2.2 show how an individual's life history and culture has been taken into consideration to meet their needs</p> <p>2.3 demonstrate how the stage of dementia of an individual has been taken into account when meeting their needs and preferences</p> <p>2.4 demonstrate ways of helping carers and others to understand that an individual with dementia has unique needs and preferences</p>			
3 Be able to work with a range of individuals who have dementia to ensure diverse needs are met	<p>3.1 demonstrate how to work in ways that ensure that the needs and preferences of individuals with dementia from a diverse range of backgrounds are met</p> <p>3.2 describe how the experience of an older individual with dementia may be different from the experience of a younger individual with dementia</p> <p>3.3 describe how to use a person-centred approach with an individual with a learning disability and dementia.</p>			

Learner name:	_____	Date:	_____
Learner signature:	_____	Date:	_____
Assessor signature:	_____	Date:	_____
Internal verifier signature:	_____	Date:	_____
(if sampled)			