



Training
QualificationsUK

Qualification Specification

TQUK Level 3 Award in Awareness of Dementia (RQF)

Qualification Number: 601/7430/4

Version 9

Contents

Introduction	3
Welcome to TQUK.....	3
Centre Recognition.....	3
Qualification Specifications.....	4
Use of TQUK Logo, Name and Qualifications	4
 Introduction to the Qualification	 5
Qualification Purpose	5
Entry Requirements	5
Progression.....	5
Structure	6
Guided Learning Hours	6
Directed Study Requirements	6
Total Qualification Time	6
Assessment	7
Centre Devised Assessment (CDA) Guidance.....	7
Course Delivery	8
Learner Registration	8
Tutor, Assessor and Internal Quality Assurer Requirements	8
External Quality Assurance.....	10
Useful Websites	10
 Units of assessment	 11
Understand the process and experience of dementia	11
Understand the administration of medication to individuals with dementia using a person centred approach	13
Understand the role of communication and interactions with individuals who have dementia	14
Understand the diversity of individuals with dementia and the importance of inclusion	16

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

Introduction to the Qualification

The TQUK Level 3 Award in Awareness of Dementia (RQF) is regulated by Ofqual.

Qualification Purpose

The TQUK Level 3 Award in Awareness of Dementia develops learners' knowledge and understanding of process and experience of dementia, the administration of medication to individuals with dementia, the role of communication and interactions with individuals who have dementia and the diversity of individuals with dementia and the importance of inclusion. This qualification is intended to update and continue the professional development of learners and to develop knowledge/skills relevant to occupational specialisation.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

- TQUK Level 3 Diploma in Adult Care
- Level 3 Certificate in Dementia Care

Structure

Learners must achieve 11 credits from four mandatory units.

Mandatory Units

Unit Ref Num	Title	Level	Credits	Guided Learning Hours
J/601/3538	Understand the process and experience of dementia	3	3	22
K/601/9199	Understand the administration of medication to individuals with dementia using a person centred approach	3	2	15
L/601/3539	Understand the role of communication and interactions with individuals who have dementia	3	3	26
Y/601/3544	Understand the diversity of individuals with dementia and the importance of inclusion	3	3	23

Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 86.

Directed Study Requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 24 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 110 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to

ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- 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 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

Health and Safety Executive

www.hse.gov.uk

Office of Qualifications and Examinations Regulation www.ofqual.gov.uk

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

Skills for Care and Development www.skillsforcareanddevelopment.org.uk

Skills for Care resources <http://www.skillsforcare.org.uk/Skills/Dementia/Dementia.aspx>

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learnerrecord-ilr-sources-of-data>

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education www.deni.gov.uk for public funding in Northern Ireland.

Units of assessment

Title:	Understand the process and experience of dementia J/601/3538	
Level:	3	
Credit value:	3	
Guided learning hours:	22	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the neurology of dementia	1.1	Describe a range of causes of dementia syndrome
	1.2	Describe the types of memory impairment commonly experienced by individuals with dementia
	1.3	Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia
	1.4	Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia
	1.5	Explain why the abilities and needs of an individual with dementia may fluctuate
2 Understand the impact of recognition and diagnosis of dementia	2.1	Describe the impact of early diagnosis and follow up to diagnosis
	2.2	Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working

	2.3	Explain the process of reporting possible signs of dementia within agreed ways of working
	2.4	Describe the possible impact of receiving a diagnosis of dementia on the individual their family and friends
3 Understand how dementia care must be underpinned by a person centred approach	3.1	Compare a person centred and a non-person centred approach to dementia care
	3.2	Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia
	3.3	Describe how myths and stereotypes related to dementia may affect the individual and their carers
	3.4	Describe ways in which individuals and carers can be supported to overcome their fears
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's assessment principles.		

Title:	Understand the administration of medication to individuals with dementia using a person centred approach K/601/9199	
Level:	3	
Credit value:	2	
Guided learning hours:	15	
Learning outcomes	Assessment criteria	
The learner will:	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
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's assessment principles.		

Title:	Understand the role of communication and interactions with individuals who have dementia L/601/3539	
Level:	3	
Credit value:	3	
Guided learning hours:	26	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand that individuals with dementia may communicate in different ways	1.1	Explain how individuals with dementia may communicate through their behaviour
	1.2	Give examples of how carers and others may misinterpret communication
	1.3	Explain the importance of effective communication to an individual with dementia
	1.4	Describe how different forms of dementia may affect the way an individual communicates
2 Understand the importance of positive interactions with individuals with dementia	2.1	Give examples of positive interactions with individuals who have dementia
	2.2	Explain how positive interactions with individuals who have dementia can contribute to their wellbeing
	2.3	Explain the importance of involving individuals with dementia in a range of activities
	2.4	Compare a reality orientation approach to interactions with a validation approach

3 Understand the factors which can affect interactions and communication of individuals with dementia	3.1	List the physical and mental health needs that may need to be considered when communicating with an individual with dementia
	3.2	Describe how the sensory impairment of an individual with dementia may affect their communication skills
	3.3	Describe how the environment might affect an individual with dementia
	3.4	Describe how the behaviour of carers or others might affect an individual with dementia
	3.5	Explain how the use of language can hinder positive interactions and communication
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's assessment principles.		

Title:	Understand the diversity of individuals with dementia and the importance of inclusion Y/601/3544	
Level:	3	
Credit value:	3	
Guided learning hours:	23	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the concept of diversity and its relevance to working with individuals who have dementia	1.1	Explain what is meant by the terms diversity anti-discriminatory practice anti-oppressive practice
	1.2	Explain why it is important to recognise and respect an individual's heritage
	1.3	Describe why an individual with dementia may be subjected to discrimination and oppression
	1.4	Describe how discrimination and oppressive practice can be challenged
2 Understand that each individual's experience of dementia is unique	2.1	Explain why it is important to identify an individual's specific and unique needs
	2.2	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
	2.3	Describe how the experience of an individual's dementia may impact on carers

	2.4	Describe how the experience of dementia may be different for individuals who have a learning disability who are from different ethnic backgrounds at the end of life
3 Understand the importance of working in a person centred way and how this links to inclusion	3.1	Explain how current legislation and Government policy supports person centred working
	3.2	Explain how person centred working can ensure that an individual's specific and unique needs are met
	3.3	Describe ways of helping an individual's carers or others understand the principles of person centred care
	3.4	Identify practical ways of helping the individual with dementia maintain their identity
Assessment requirements: This unit must be assessed in accordance with Skills for Care and Development's assessment principles.		