



Qualification Specification

TQUK Level 3 Certificate in Understanding the Principles of Dementia Care (RQF)

Qualification Number: 603/3218/9

Version 2



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Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
Version 2	Rebranded

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 Certificate in Understanding the Principles of Dementia Care (RQF) is regulated by Ofqual.

Qualification Purpose

The purpose of the qualification is to develop learners' knowledge and understanding of caring for individuals with dementia including: types of dementia and the importance of early diagnosis, person-centred approaches in dementia care, the roles of communication, interaction and inclusion in dementia care and support and the use of medication to support individuals with dementia.

Entry Requirements

There are no specific entry requirements but 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
- TQUK Level 3 Certificate in Preparing to Work in Adult Social Care
- TQUK Level 3 Diploma in Healthcare Support
- TQUK Level 3 Certificate in Working in the Health Sector
- TQUK Level 4 Diploma in Adult Care

Structure

Learners must achieve seven mandatory units.

Title	Unit ref.	Level	Guided Learning Hours	Credit value
Principles of understanding dementia	H/617/0171	3	25	3
Understand the use of person-centred approaches to underpin the care and support of individuals with dementia	K/617/0172	3	30	4
Principles of communication and interaction in dementia care and support	M/617/0173	3	26	4
Principles of supporting positive interaction, occupation and activity in dementia care	T/617/0174	3	25	3
Principles of understanding equality, diversity and inclusion in dementia care and support	A/617/0175	3	20	3
Understand how individuals with dementia can be supported to exercise rights and choices	F/617/0176	3	32	4
Principles of the administration of medication to individuals with dementia	J/617/0177	3	26	4

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 that takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 250 hours

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 184

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.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

All learning outcomes which require demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'be able to') should be assessed through observation of learner performance in real work situations. Details of specific requirements and where simulation is/ is not permitted are included in the unit specifications or can be found in the required assessment principles document.

Materials for internal assessment must be submitted to TQUK for approval before 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 assessor. 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

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

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

- [Education & Skills Funding Agency for public funding information for 14+ learners in England](#)
- [Learning Aim Reference Service \(LARS\)](#)

You may also find the following websites useful:

- [Skills for Care](#)
- [Skills for Health](#)
- [Care Quality Commission \(CQC\)](#)
- [NHS Choices](#)
- [National Institute for Health and Care Excellence](#)
- [Alzheimer's Society](#)

Mandatory units

Title:		Principles of understanding dementia	
		H/617/0171	
Level:		3	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand dementia including common types, causes and effects	1.1	Describe the main features of the most common types of dementia
		1.2	Explain the causes and risk factors which relate to common types of dementia
		1.3	Describe the signs and symptoms displayed in common types of dementia
		1.4	Describe other less common types of dementia
2.	Understand why early diagnosis of dementia is important	2.1	Explain the importance of early diagnosis of dementia
		2.2	Explain the importance of monitoring for possible signs or symptoms of dementia
		2.3	Describe common conditions that are sometimes attributed to dementia
		2.4	Describe reporting and recording procedures for possible signs of dementia
		2.5	Recognise the potential impact on an individual, their family and friends of a diagnosis of dementia
3.	Understand the impact of the effects and experience of dementia on individuals	3.1	Explain the potential effects on individuals with dementia of memory impairment
		3.2	Explain how dementia affects communication and interaction
		3.3	Describe the difficulties with interpreting their environment which an individual with dementia may experience
		3.4	Explain the reasons why there may be day to day variations in the abilities and needs of an individual with dementia
		3.5	Explain why behaviour is an expression of the individual's experience of dementia

Title:		Understand the use of person-centred approaches to underpin the care and support of individuals with dementia	
		K/617/0172	
Level:		3	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand person-centred approaches in dementia care and support	1.1	Describe the legislation, policy and guidance that underpins person-centred working
		1.2	Explain how person-centred approaches are used to meet the needs and preferences of individuals with dementia
		1.3	Analyse the influence of person-centred approaches have influenced dementia care and support
		1.4	Explain the use of different strategies to meet an individual's fluctuating needs and abilities
		1.5	Describe how to support others to understand person-centred approaches
2.	Understand the uniqueness each individual's experience of dementia	2.1	Explain the importance of identifying the unique characteristics and specific needs of each individual
		2.2	Describe how an individual's unique characteristics and specific needs are identified
		2.3	Explain why it is important to recognise and respect the heritage of each individual
		2.4	Describe how the experience of dementia may vary for individuals with specific needs to include: • learning disability • different ethnic backgrounds • at the end of life • diagnosed at different ages
		2.5	Describe the impact on carers of an individual's experience of dementia
		2.6	Explain how to support individuals and carers to express their hopes and concerns
3.	Understand the promotion of person-centred values for individuals with dementia	3.1	Describe the person-centred values underpinning dementia care and support
		3.2	Explain how to support individuals with dementia in a way that maintains their dignity
		3.3	Describe how privacy and dignity can be maintained when supporting individuals with personal care
		3.4	Explain how person-centred values can be established by changes to the physical environment
		3.5	Describe how person-centred values can be supported by the social environment
4.	Understand how to meet the nutritional needs of individuals with dementia	4.1	Describe the effects on eating, drinking and nutrition of changes associated with dementia
		4.2	Explain the effects of poor nutrition on an individual's experience of dementia
		4.3	Describe how the life history of an individual with dementia can be used to determine their preferences when providing a nutritious diet
		4.4	Explain why it is important to incorporate individual and cultural preferences for food and drink into meal plans

		4.5	Explain the importance of offering a varied diet to an individual with dementia
		4.6	Describe how an individual with dementia can be supported to eat and drink during mealtimes by a person-centred approach
		4.7	Evaluate adaptations to mealtime environments and food presentation which support individual needs and preferences

Title:		Principles of communication and interaction in dementia care and support	
		M/617/0173	
Level:		3	
Credit value:		4	
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	Describe how different forms of dementia may affect the way an individual communicates
		1.2	Explain how the way an individual communicates is affected by life history and heritage
		1.3	Explain how individuals with dementia may communicate through their behaviour
		1.4	Explain why it is important to interpret communication and behaviour within the context of the individual and their dementia
		1.5	Explain how the communication style, abilities and needs of an individual with dementia can be used to develop their care plan
2.	Understand the factors which can affect interactions and communication of individuals with dementia	2.1	List the physical and mental health needs that may need to be considered when communicating with an individual with dementia
		2.2	Describe how the sensory impairment of an individual with dementia may affect their communication skills
		2.3	Describe how to support different communication abilities and needs of an individual with dementia who has a sensory impairment
		2.4	Describe how the environment might affect an individual with dementia
		2.5	Describe the impact the behaviours of carers and others may have on an individual with dementia
3.	Understand the factors that can affect interactions and communication of individuals with dementia	3.1	Explain why positive interactions are important in dementia care and support
		3.2	Evaluate communication strategies used to support positive interactions for an individual who has dementia
		3.3	Explain how positive interactions and communication are promoted by sensitive use of language
		3.4	Describe how needs are expressed through behaviour
		3.5	Analyse how different responses to behaviour achieve positive outcomes

Title:		Principles of supporting positive interaction, occupation and activity in dementia care	
		T/617/0174	
Level:		3	
Credit value:		3	
Guided learning hours:		25	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the range and benefits of positive interactions and different approaches for individuals with dementia	1.1	Describe positive interactions with individuals who have dementia
		1.2	Describe approaches to interactions to include: • reality orientation • validation • reminiscence techniques
		1.3	Explain when to use: • reality orientation • validation • reminiscence techniques
		1.4	Explain how positive interactions with an individual who has dementia can be supported
2.	Understand how individuals with dementia can be engaged in positive interaction, activity and occupation	2.1	Describe social and physical aspects of the environment support positive interactions with individuals with dementia
		2.2	Explain the meaning of activity and occupation in the context of dementia care and support
		2.3	Explain why it is important to engage individuals with dementia in activity and occupation
		2.4	Describe how individuals can engage in activity and occupation in daily life
		2.5	Explain the contribution of positive interaction, activity and occupation to the well-being of individuals with dementia
3.	Understand how identity and inclusion can be promoted in individuals with dementia	3.1	Describe how to support identity and inclusion through the use of an individual's life history and background
		3.2	Explain how engaging with individual preferences for communicating and interacting supports identity and inclusion
		3.3	Describe ways of working that support individuals to maintain their identity
		3.4	Describe how the individual's preferences and interests can be shared with others
		3.5	Describe why it is important to work with an individual's strengths and abilities

Title:		Principles of understanding equality, diversity and inclusion in dementia care and support	
		A/617/0175	
Level:		3	
Credit value:		3	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the concepts of equality and diversity and its relevance to working with individuals who have dementia	1.1	Explain what is meant by the terms • equality • diversity • inclusivity • anti-discriminatory practice • anti-oppressive practice
		1.2	Describe how current legislation, government policy and agreed ways of working support inclusive practice for dementia care and support
		1.3	Explain how to work in ways that embed diversity, equality and inclusion in dementia care and support
2.	Understand how to recognise and challenge discriminatory and oppressive practices	2.1	Describe ways in which oppression may be experienced by individuals with dementia
		2.2	Describe how individuals with dementia and their carers may be discriminated against
		2.3	Describe why an individual with dementia may be subjected to discrimination and oppression
		2.4	Analyse the potential impact on individuals with dementia and their carers and families of discrimination
		2.5	Describe how discrimination and oppressive practice can be challenged

Title:		Understand how individuals with dementia can be supported to exercise rights and choices	
		F/617/0176	
Level:		3	
Credit value:		4	
Guided learning hours:		32	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how the rights of individuals are protected	1.1	Describe the legislation that protects individuals with dementia in relation to: • rights • safeguarding • choice and decision making • confidentiality and sharing information
		1.2	Explain how safeguarding and supporting the rights and choices of individuals with dementia are supported by agreed ways of working
		1.3	Outline the principles of confidentiality and sharing information
		1.4	Describe situations when: • information should be shared • confidentiality should be maintained
		1.5	Explain why it is important that individuals with dementia, their carers and others have access to a robust complaints procedure
2.	Understand how individuals with dementia can be supported to exercise choice and make decisions	2.1	Analyse factors affecting an individual's decision- making ability
		2.2	Explain how an individual with dementia can be supported to exercise choice and make decisions
		2.3	Explain how and when to obtain consent
		2.4	Describe how to promote the best interests of an individual with dementia during the planning and delivery of care and support
3.	Understand how carers and others can be involved in supporting individuals with dementia	3.1	Describe ways to involve carers and others in planning support for an individual with dementia
		3.2	Describe situations where different priorities and perspectives may conflict
		3.3	Explain how conflicting views between an individual with dementia, carers and others can be addressed
4.	Understand how individuals with dementia can be enabled to exercise their rights and choices	4.1	Describe how an individual's ability to exercise rights and choices is supported by risk assessment
		4.2	Explain why it is important to balance the benefits and risks of exercising rights and choices
		4.3	Describe how individuals can be supported to exercise their rights and choices in ways that reduce the risk of harm

Title:		Principles of the administration of medication to individuals with dementia	
		J/617/0177	
Level:		3	
Credit value:		4	
Guided learning hours:		26	
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	Describe how medication can be used to support individuals with dementia who may be in pain
		1.5	Explain the importance of recording and reporting side effects/adverse reactions to medication
		1.6	Describe the actions to be taken if side effects or adverse reactions occur
		1.7	Identify sources of information, guidance and support in relation to medication
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 how to respond consent for medication is withheld or cannot be confirmed
		2.3	Explain the importance of advocating for an individual with dementia who may be prescribed medication
		2.4	Explain the requirements for medication reviews for individuals with dementia
		2.5	Explain the meaning of the term 'medicines-related problem'
		2.6	Describe the procedure for reporting and reviewing medicines-related problems