

Unit Title: Approaches to Enable Rights and Choices for Individuals with Dementia whilst Minimising Risks
Unit Level: Two
Unit Credit Value: 3
GLH: 25
AIM Awards Unit Code: PT1/2/EA/027
Unique Reference Number: H/601/9282

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand key legislation and agreed ways of working that ensure the fulfilment of rights and choices of individuals with dementia while minimising risk of harm	1.1 Outline key legislation that relates to the fulfilment of rights and choices and the minimising of risk of harm for an individual with dementia 1.2 Describe how agreed ways of working relate to the rights of an individual with dementia 1.3 Explain why it is important not to assume that an individual with dementia cannot make their own decisions 1.4 Explain how the best interests of an individual with dementia must be included when planning and delivering care and support 1.5 Explain what is meant by providing care and support to an individual with dementia in the least restrictive way

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
2. Understand how to maintain the right to privacy, dignity and respect when supporting individuals with dementia	2.1 Describe how to maintain privacy when providing personal support for intimate care to an individual with dementia 2.2 Give examples of how to show respect for the physical space of an individual with dementia 2.3 Give examples of how to show respect for the social or emotional space of an individual with dementia 2.4 Describe how to use an awareness of the life history and culture of an individual with dementia to maintain their dignity 2.5 Outline the benefits of knowing about the past and present interests and life skills of an individual with dementia

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
3. Support individuals with dementia to achieve their potential	3.1 Demonstrate how the physical environment may enable an individual with dementia to achieve their potential 3.2 Demonstrate how the social environment may enable an individual with dementia to achieve their potential 3.3 Support an individual with dementia to use their abilities during personal care activities 3.4 Explain how the attitudes of others may enable an individual with dementia to achieve their potential

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
4. Be able to work with carers who are caring for individuals with dementia	4.1 Identify some of the anxieties common to carers of an individual with dementia 4.2 Outline the legal rights of the carer in relation to an individual with dementia 4.3 Involve carers in planning support that enables the rights and choices and protects an individual with dementia from harm 4.4 Describe how the need of carers and others to protect an individual with dementia from harm may prevent the individual from exercising their rights and choices 4.5 Demonstrate how a carer can be supported to enable an individual with dementia to achieve their potential

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ASSESSMENT INFORMATION

Specific Requirements for Assessment and delivery of this unit.

ASSESSMENT AND DELIVERY INFORMATION

Centre devised assessment tasks should be approved by the internal verifier for the course before delivery takes place in order to ensure the assessment is fit for purpose and meets the standards required.

Unit Summary

This unit provides knowledge, understanding and skills required to promote individuals' rights and choices whilst minimising risk.

Assessment requirements/recommendations

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

Learning outcomes 3 and 4 must be assessed in the workplace environment.

Indicative Content

Learning Outcome 1

1.1 Key legislation: Human Rights Act 1998; Mental Capacity Act 2005; Mental Capacity and Deprivation of Liberty Safeguards 2005; Adults with Incapacity (Scotland) Act 2000; Mental Health Act 2007; The Disability Discrimination Act 1995; Safeguarding Vulnerable Groups Act 2006; Carers (Equal Opportunities) Act 2004.

An **individual** is someone requiring care or support.

1.2 Agreed ways of working: Include policies and procedures where these exist; they may be less formally documented with micro-employers.

1.4 Best interests: This is an essential aspect of the Mental Capacity Act (2005). To support the financial health, emotional and social well-being of an individual and to take into consideration their past and present wishes and feelings, advance directives, beliefs and values.

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Learning Outcome 2

2.2 Physical space may include: bedroom, handbag, personal belongings.

2.3 Social or emotional space may include: personal boundaries; subjective feelings.

Learning Outcome 3 and 4

Carers and others may be: care worker, colleagues, managers, social worker, occupational therapist, GP, speech and language therapist, physiotherapist, pharmacist, nurse, specialist nurse, psychologist.

Delivery Requirements/Recommendations

Assessment tasks will be devised to meet the needs of the learning group and to cover all the criteria.

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Owner:	NCFE
Unit Grading Structure	PASS
Sector Subject Areas (SSA)	1.3 Health and Social Care
Unit Review Date	31/12/2016
Availability for Use	Shared
Restricted organisations	N/A
Assessment Guidance	<p>This unit needs 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 the workplace environment.</p>
Equivalences	N/A