

**Guidance for assessors, educators,
trainers and managers to accompany:
Dementia Skilled – Improving Practice
learning resource**



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Contents

1. Introduction

2. Guidance for managers

3. Guidance for SVQ assessors, educators and trainers

4. Appendices

Appendix 1 Alignment of the Standards of Care for Dementia in Scotland and the Quality of Life Outcome Indicators from Promoting Excellence

Appendix 2 Mapping of the current SVQ Unit HSC3112 and the evidence requirements of PDA Promoting Excellence in Dementia Skilled Practice

Appendix 3 Indicates links between Dementia Skilled – Improving Practice learning resource and SVQ Unit HSC3112

Appendix 4 Indicates how Dementia Skilled – Improving Practice learning resource can be used alongside the Continuous Learning Framework

1. Introduction

Welcome

Welcome to this guidance resource for assessors, educators, trainers and managers which accompanies the **Dementia Skilled – Improving Practice learning resource**.

This guidance forms part of a suite of resources to support learning which will contribute to significant changes in the way we work with people with dementia, their families and carers. Supporting the health and social service workforce to improve their dementia knowledge and skills will result in people with dementia experiencing a better quality of life throughout their dementia journey.

Who is this guidance for?

This guidance is for Scottish Vocational Qualification (SVQ) assessors, other educators and trainers and team and operational managers. It is designed to support you to use the **Dementia Skilled – Improving Practice learning resource** effectively in your work with frontline staff **who have direct and/or substantial contact with people with dementia, their families and carers**.

We anticipate that this guidance will be of most benefit to SVQ assessors, educators and managers who are working with staff towards a range of awards and qualifications. It will be particularly useful to staff working in the social service sector however it will also be of relevance to staff working in health and other settings, particularly when considering how the **Dementia Skilled – Improving Practice learning resource** can add broader value to workforce development.

The **Dementia Skilled – Improving Practice learning resource** is a free and flexible support to learning. It is both easy to use and versatile and this guidance will give you ideas about how to implement it depending on your role and the needs of your workforce and/or partners working with you.

This guidance will demonstrate how the **Dementia Skilled – Improving Practice learning resource** can be used by SVQ assessors, educators and trainers and managers engaged in recruiting and training new and existing members of staff.

Why is dementia so important?

Scotland's demography is changing and the prevalence of dementia in Scotland is currently estimated by Alzheimer Scotland to be growing rapidly. Current numbers are around 82,000 people (2011 figures) and these are expected to grow to 164,000 by 2036, predominately due to an ageing population. Dementia can also affect younger people and it is estimated that 3,500 people in Scotland under the age of 65 currently have a diagnosis of dementia.

What is the background to the Dementia Skilled – Improving Practice learning resources?

The Scottish Government recognised the need to make dementia a national priority for the then new administration. In June 2010, the Scottish Government launched **Scotland's National Dementia Strategy**.

Working in partnership with local government, NHS, voluntary and private providers and significantly Alzheimer Scotland and the Scottish Dementia Working Group, the Scottish Government pledged to transform dementia services by developing common standards of care for the first time; and by producing a training and learning framework to ensure that all staff who provide care and support are skilled and knowledgeable about dementia.

Promoting Excellence: A framework for all health and social services staff working with people with dementia, their families and carers (Promoting Excellence) was the result of partnership work between NHS Education for Scotland (NES) and the Scottish Social Services Council (SSSC) who were jointly charged with developing the framework.

Promoting Excellence is aspirational and future focussed, describing what we aspire to do in the years ahead to support delivery of the aspirations and change actions outlined in **Scotland's National Dementia Strategy**. It was launched in June 2011, alongside the **Standards of Care for Dementia in Scotland**. Our aim is to equip the whole of the health and social services workforce to support people with dementia more effectively.

The framework details the specific knowledge and skills, in relation to dementia, which all staff need to possess to ensure their individual work practices and services are:

- high quality
- safe
- effective
- person centred.

The **Dementia Skilled – Improving Practice learning resource** and this guidance were developed as one strand of an implementation plan for **Promoting Excellence**.

How is Promoting Excellence structured?

Promoting Excellence recognises that the knowledge and skills the workforce requires will be different at each of the levels identified in the framework and that staff need to access learning and training at the level that is **best suited to their role and function** and that best meets their career development needs. The framework identifies the following specific levels:

- **Dementia informed practice level** – provides the baseline knowledge and skills required by all staff working in health and social care settings including a person's own home.
- **Dementia skilled practice level** – describes the knowledge and skills required by all staff with direct and/or substantial contact with people with dementia and their families and carers. The **Dementia Skilled – Improving Practice learning resource focusses on this level.**
- **Enhanced dementia practice level** – outlines the knowledge and skills required by health and social service staff that have more regular and intense contact with people with dementia, provide specific interventions, and/or direct/ manage care and services.
- **Expertise in dementia practice level** – outlines the knowledge and skills required for health and social care staff who by virtue of their role and practice setting, play an expert specialist role in the care, treatment and support of people with dementia.

Promoting Excellence is based on the notion of the journey through dementia a person may experience and is underpinned by a set of quality of life outcome indicators. These indicators are aligned with the **Standards of Care for People with Dementia in Scotland** (see appendix 1).

Both **Promoting Excellence** and the **Standards of Care for People with Dementia in Scotland** support the aspirations of **Scotland's National Dementia Strategy** and aim to:

- develop and support services to deliver world class dementia care and treatment for everyone
- build on extensive involvement and consultation with partners in all sectors of care
- build on the lived experiences of people with dementia, their families and carers
- respond to the range of very real issues and challenges including increased demand on services and supports.

How do the Dementia Skilled – Improving Practice learning resources link to other frameworks and standards?

The **Dementia Skilled – Improving Practice learning resource** has been designed in a way that recognises and connects with sector specific standards and frameworks. This guidance contains examples of that mapping and alignment for example:

- **Scottish Social Services Council's Continuous Learning Framework (CLF)** www.continuouslearningframework.com There are examples of mapping at appendix 4 of this document.
- **National Occupational Standards in Health and Social Care** There are examples of mapping in the appendices to this guidance.
- **NHS Knowledge and Skills Framework** The mapping has already been done and is available at www.knowledge.scot.nhs.uk/dementia/promoting-excellence

It must be stressed that the mapping included in this resource is indicative and not prescriptive.

Who is the Dementia Skilled – Improving Practice learning resource for?

The **Dementia Skilled – Improving Practice learning resource** is for all staff with direct and/or substantial contact with people with dementia and their families and carers. Although designed particularly for the health and social service workforce it may be valuable to other groups working in related services or organisations for example housing, leisure services or volunteers.

It is most targeted at staff providing health and social care support for example those employed:

- in residential care
- in care at home
- in hospitals
- in community health settings
- in day care
- as personal assistants.

What's in the Dementia Skilled – Improving Practice learning resource?

The **Dementia Skilled – Improving Practice learning resource** contains five individual modules:

- understanding dementia
- promoting person and family centred care and community connections
- promoting health and well-being for people with dementia
- meeting the needs of the person with dementia who is distressed
- supporting and protecting people's rights.

Included in the resource pack is a DVD **Informed about Dementia: improving practice**. The DVD has been circulated widely and will be viewed by a wide range of health and social service staff. It will establish a base line of understanding for the whole of the health and social service workforce which can then be built on through additional learning and skills development at the appropriate levels.

We highly recommended that all staff in your organisation view this DVD. It is available on www.knowledge.scot.nhs.uk/dementia-promoting-excellence.aspx or order hard copies by emailing: enquiries@sssc.uk.com or telephone: 0845 60 30 891.

2. Guidance for managers

As the demand for support and services for people with dementia increases, it is crucial that we address the development of the workforce, paying particular attention to the knowledge and skills staff need to perform their duties well and in a way that meets the needs of people with dementia, their families and carers. The workforce already has skills and knowledge in relation to dementia, and/or has more generic transferable skills, for example in relation to assessing risk or in communication. These skills can be developed and knowledge increased.

As a manager, you will want to ensure that you can use the **Dementia Skilled – Improving Practice learning resource** in a way that adds value to workforce development through making connections between different strands of training and learning. By doing this you will improve practice in a holistic manner across people who use service groups and settings.

You will want to address the different learning pace, needs and styles of individual workers at different stages in their professional career and there are therefore innumerable ways you can use **Dementia Skilled – Improving Practice learning resource**.

The following list is provided as a guide. It offers examples and suggestions but is by no means exclusive. The resource can be used for:

- **Workforce planning** – using the **Dementia Skilled – Improving Practice learning resource** both to support you to identify the training and learning needs of your workforce in relation to Dementia/**Promoting Excellence** and to meet them through flexible use of the resource.
- **Recruitment** – using the knowledge and skills requirements identified in **Promoting Excellence** at dementia skilled level to contribute to job descriptions and person specifications for relevant posts.
- **Induction** – identifying initial learning needs of new workers from **Dementia Skilled – Improving Practice learning resource** and the **Informed about Dementia: improving practice** DVD.
- **Specific knowledge and skill development for newly appointed/newly qualified workers** – identifying appropriate learning for new workers from **Dementia Skilled – Improving Practice learning resource** and **Informed about Dementia: improving practice** DVD.
- **Review of best practice** – using **Promoting Excellence's** knowledge and skills statements, quality of life outcomes and the **Standards of Care for People with Dementia in Scotland** to guide your review of practice. Your review could encompass the views of people with dementia, their families and carers **and** the views of your workforce.
- **Ongoing learning and development** – identifying appropriate learning from the **Dementia Skilled – Improving Practice learning resource** and the **Informed about Dementia: improving practice** DVD **and/or** supporting staff to mentor, guide the learning of others through the resource.
- **Supervision** – discussing with staff the 'Action into Practice' commitments they have made at the end of each module in the **Dementia Skilled – Improving Practice learning resource**, to review progress and development and agree new learning and skill goals.
- **Team building** – using activities contained in **Dementia Skilled – Improving Practice learning resource** to contribute to team events, meetings and discussions.
- **Training sessions** – using **Dementia Skilled – Improving Practice learning resource** in facilitated sessions with groups of staff.
- **Mentoring** – using **Dementia Skilled – Improving Practice learning resource** as a tool for mentors to use with mentees.
- **Continuous professional development** – using elements the entirety of **Dementia Skilled – Improving Practice learning resource** to promote staff development.
- **Preparing staff for SVQ Health and Social Care at level 2, SVQ Health and Social Care Adults at level 3** – using **Dementia Skilled – Improving Practice learning resource** to support the learning and skill development of staff undertaking SVQs in view of transferability of knowledge and potential for accumulation of portfolio of evidence.
- **Preparing staff to undertake the SQA Professional Development Award: Promoting Excellence in Dementia Skilled Practice at SCQF level 7** – using **Dementia Skilled – Improving Practice learning resource** to support the learning and skill development of staff undertaking the PDA.
- **Preparing staff to undertake future dementia related post qualifying awards and/or enhanced learning** – using **Dementia Skilled – Improving Practice learning resource** to support the learning and skill development of staff.

- **Volunteer training** – using Dementia Skilled: Improving Practice as a resource to support the learning and skill development of volunteers working with people with dementia, their families and carers.

Undertaking all or part of the **Dementia Skilled – Improving Practice learning resource** will help staff to consolidate and develop their knowledge and skills in caring for people with dementia. Each module in the **Dementia Skilled – Improving Practice learning resource** is a rich source of learning. The resource focuses on individual journeys through dementia, asks key questions, encourages reflection, provides a

range of activities and highlights key learning points. Each module also has an introduction, a summary and a set of ‘action into practice points’.

Earlier we outlined the titles of the five modules in the **Dementia Skilled – Improving Practice learning resource**. The content of each module and the learning outcomes are provided below so that you can consider how the resource can be used to meet the needs of your workforce. We recommend that Module 1 is used by all staff, whether to refresh knowledge or as an appropriate starting point for learning at dementia skilled level.

Module 1: Understanding dementia

Content	Learning outcomes
<ul style="list-style-type: none"> • What is dementia? • The dementia journey. • Common difficulties people with dementia will experience. • Dementia, depression and delirium – you need to know the difference. • What are the protective and risk factors relating to dementia? • The impact of a diagnosis of dementia. • The impact of dementia on communication. • The impact of the environment on people with dementia. • Promoting equality and respecting diversity when working with people with dementia. 	<ul style="list-style-type: none"> • Identify and describe the different causes and types of dementia, and understand the symptoms and difficulties people will experience. • Understand the concept of the dementia journey and its different stages. • Understand the impact of a diagnosis of dementia on the person, and their family. • Distinguish between dementia, depression and delirium. • Explain the risk factors relating to dementia. • Reflect on the factors that can influence communication with people who have dementia. • Understand the impact of the environment on people with dementia. • Recognise the importance of equality, diversity and inclusion when working with people with dementia.

Module 2: Promoting person and family centred care and community connections

Content	Learning outcomes
<ul style="list-style-type: none"> • What is person centred care? • Valuing people with dementia. • Valuing the person with dementia as an individual. • Taking the perspective of the person with dementia. • Supporting the person’s social environment. • Personalised approaches to maintaining networks and community connections. 	<ul style="list-style-type: none"> • Describe what is meant by a person centred approach. • Identify the role of life story work in supporting the quality of life for people with dementia their families and carers. • Identify and explain the relationship between person centred care and support and personalised services. • Describe approaches to supporting people with dementia to maintain their social networks and community connections.

Module 3: Promoting health and well-being for people with dementia

Content	Learning outcomes
<ul style="list-style-type: none">• Self-management of health and well-being for people with dementia.• What are the factors that can impact on the health and well-being of people with dementia?• Physical health and well-being and dementia – exploring the issues.• Mental health and well-being and dementia.• Supporting people with dementia with memory problems.	<ul style="list-style-type: none">• Recognise the importance of self-management of health and well-being for people with dementia.• Understand the factors that can impact on the health and well-being of people with dementia.• Define and describe the common physical health and well-being issues that are experienced by people with dementia.• Define and describe the common mental health and well-being issues that are experienced by people with dementia.• Understand the importance of memory support methods and approaches for people with dementia.

Module 4: Meeting the needs of the person with dementia who is distressed

Content	Learning outcomes
<ul style="list-style-type: none">• What do we mean by stressed and distressed behaviour in a person with dementia?• What are the common types, causes and triggers for distressed behaviours?• Approaches to understanding distressed behaviour.• Using person centred approaches to support people with dementia who are communicating.• Pharmacological approaches to distressed behaviour.• Accessing professional support and interventions to alleviate stress and distress.	<ul style="list-style-type: none">• Understand that when a person is expressing stress and distress they can be communicating unmet needs.• Identify the common types, causes and triggers for distressed behaviour.• Contribute to recording and understanding distressed behaviours using an antecedent, behaviour and consequences approach.• Describe how to respond when a person with dementia is expressing stress and distress.• Recognise the importance of gaining access to professional support and interventions to alleviate stress and distress.

Module 5: Supporting and protecting people's rights

Content	Learning outcomes
<ul style="list-style-type: none"> • What are rights? • How the law in Scotland helps to protect people's rights. • The Human Rights Act 1998. • Adults with Incapacity Act (Scotland) Act 2000. • Mental Health (Care and Treatment) (Scotland) Act 2003. • Adult Support and Protection (Scotland) Act 2007. • Risk and Risk Enablement. • The Equality Act 2010. 	<ul style="list-style-type: none"> • Understand and apply the Charter of Rights for People with Dementia in Scotland to inform and develop your practice. • Understand the principles and provisions of legislation in place to protect people with dementia, and their families/carers' rights and choices and how this should inform their practice. • Understand the principles and provisions of policy and legislation that are in place to provide people with dementia and their families/carers with safeguards and protection, and how this should inform your practice. • Understand the principles of capacity and consent and how this applies to your role to inform and develop your practice. • Contribute to the assessment and support of people with dementia who may be experiencing neglect, harm or abuse. • Examine the concepts of risk and risk enablement in relation to your role in supporting people with dementia.

The resource supports you to address your employers' responsibilities. For social services employers this includes:

- Provide training and development opportunities to enable social service workers to strengthen and develop their skills and knowledge (SSSC Codes of Practice for Employers) in.

Additional sources of support

One highly effective way of making use of the learning and development staff gain from working with the resource is to assist them to reflect on their learning using the Continuous Learning Framework www.continuouslearningframework.com.

To help you and your staff to consider how using **Dementia Skilled – Improving Practice learning resource** can provide evidence of learning and development, the resource has been mapped to the Continuous Learning Framework in **appendix 4**. The mapping is indicative and not prescriptive.

A range of additional resources to support the workforce are available on the Dementia Managed Knowledge Network (DMKN) where there is a section dedicated to **Promoting Excellence** www.knowledge.scot.nhs.uk/dementia/promoting-excellence.aspx

The DMKN also contains a resource library, blogs and discussion groups dedicated to staff working with people with dementia, their families and carers.

Through the website you have access to:

- the full version of **Promoting Excellence: A framework for all health and social services staff working with people with dementia, their families and carers**
- the mapping of **Promoting Excellence** dementia skilled practice level to the NHS Knowledge and Skills Framework (KSF)
- communities of practice – staff can engage with others to discuss the challenges and issues they face working with people with dementia their families and carers
- quick links from this site to a variety of other organisations including Age Concern, Health Improvement Scotland, the Mental Welfare Commission for Scotland, Scottish Care, Scottish Government and Social Care Institute for Excellence.

There are a range of other communities of practice and shared spaces available including the Alzheimers Scotland's Reading Room which provides daily or weekly updates on current discussions. Alzheimer Scotland and the Scottish Dementia Working Group also produce excellent resources at www.alzscot.org and www.sdwg.org.uk

The Care for Older People portal is another information source www.sks.org.uk/topics-and-resources/care-for-older-people-portal.aspx

Attached to this guidance are additional mapping exercises which may be helpful to you. Again it must be stressed that the mapping is indicative and provided as a guide only:

- SQA Professional Development Award: Promoting Excellence in Dementia Skilled Practice at SCQF level 7 – appendix 2
- SVQ Unit HSC3112 Support individuals to identify and promote their own health and social well-being – appendix 3.

3. Guidance for SVQ assessors, educators and trainers

In this section we have not attempted to separate the guidance for SVQ assessors, educators and trainers. We know that elements of the guidance for managers will equally apply to you and we encourage you to read that section.

We hope that this section will build on the introduction and guidance for managers to provide a more detailed overview of how **Dementia Skilled – Improving Practice learning resource** aligns with specific awards.

As an SVQ assessor, educator or trainer you can use the **Dementia Skilled – Improving Practice learning resource** to:

- prepare candidates for SVQ Health and Social Care at level 2
- prepare candidates for SVQ Health and Social Care Adults at level 3
- prepare candidates for HNC Social Care
- support the delivery of the HNC option unit Understanding Dementia (DH41 34)
- provide underpinning knowledge for the SQA Professional Development Award: Promoting Excellence in Dementia Skilled Practice at SCQF level 7
- generate evidence for additional SVQ units with new staff
- generate evidence for additional SVQ units for Continued Professional Development with existing qualified staff or unqualified staff
- run learning events or facilitated learning sessions.

How can the Dementia Skilled – Improving Practice learning resource support specific awards?

The **Dementia Skilled – Improving Practice learning resource** supports you and SVQ candidates to look in more depth at specific aspects of working with people with dementia, their families and carers.

Modules in the resource pack have been produced with short pieces of reading followed by pauses for reflection which are linked to specific tasks for readers to complete. It is designed to help candidates to consolidate their learning as they progress through the pack.

The resource pack is divided into five modules each addressing a different aspect of the dementia journey. You can find details of the contents and the learning outcomes in the section – guidance for managers.

The format used to design **Dementia Skilled – Improving Practice learning resource** will support candidates as the completion of activities and reflections will generate material which can be used towards evidence for SVQ Health and Social Care at level 2 and/or SVQ Health and Social Care Adults level 3.

While there is no requirement for formal direct observation of practice within the resource itself candidates are encouraged to share their learning with their assessor, in supervision with their line manager/supervisor, and to undertake a more formalised reflection at the end of work on the resource.

The outputs from these parts of the process could then contribute to reflective accounts of practice and perhaps to expert witness testimony in support of the option units contained in the National Occupational Standards.

In order to support these objectives, the appendices to the guidance help you to identify how the resource aligns with some existing qualifications and frameworks. **Appendix 3** can be used as a guide to where the learning outcomes may provide evidence for SVQ unit HSC3112 Support individuals to identify and promote their own health and social well-being. **Please note, this standard is subject to revision in the National Occupational Standards review of 2011/12.**

Before working on the **Dementia Skilled – Improving Practice learning resource**, candidates are encouraged to watch the DVD **Informed about Dementia: improving practice**. The DVD, as already mentioned, forms part of **Dementia Skilled – Improving Practice learning resource**. This will help candidates to recognise their current level of knowledge and skills. It will also help them to become familiar with the terminology used in the resource and the ethos, philosophy and value base of **Promoting Excellence**.

It is important that candidates are familiar with the individuals portrayed in the DVD as they will appear in the **Dementia Skilled – Improving Practice learning resource** as their stories progress and as issues arise for them in their journey through dementia.

A clip from the DVD can be viewed at this web link:

www.knowledge.scot.nhs.uk/home/portals-and-topics/dementia-promoting-excellence.aspx

After watching the DVD candidates can undertake self-assessment to determine their current level of knowledge and skills and plan a further self-assessment at a later date. These self-assessment recordings would be useful for candidates to retain to identify changes in their thinking and in their practice over time. This review of learning may be used as evidence of continuous professional development. It may also be useful in the process of reflection should they progress to assessment for an SVQ in Health and Social Care.

Links to the current National Occupational Standards in Health and Social Care at levels 2 and 3

Some candidates working with people with dementia will already have an SVQ in Health and Social Care at level 2 or SVQ Health and Social Care Adults at level 3, however they may also benefit from completing additional SVQ units from the current National Occupational Standards. This includes (DK80 04) HSC3112 Support individuals to manage their own health and social well-being is one with particular relevance.

Candidates can use it to consolidate their learning and recording their developing knowledge and practice may provide written evidence of Continued Professional Development.

The mapping exercise in **appendix 3** which we have already referred to could be given to your candidates along with the **Dementia Skilled – Improving Practice learning resource**. Reading and working through the resource should highlight the importance of providing full answers to questions that are posed and of continuously reflecting on practice.

For candidates who are yet to complete the current SVQ Health and Social Care level 2 or SVQ Health and Social Care Adults level 3 the following potential links with the current National Occupational Standards have been identified.

Please note, the standards listed are subject to revision in the National Occupational Standards review of 2011/12.

Links with current SVQ Health and Social Care level 2 units

- HSC22 Support the health and safety of yourself and individuals
- HSC24 Ensure your own actions support the care, protection and well-being of individuals
- HSC27 Support individuals in their daily living
- HSC210 Support individuals to access and participate in recreational activities
- HSC226 Support individuals who are distressed
- HSC211 Support individuals to take part in development activities
- HSC213 Provide healthier food and drink for individuals
- HSC214 Help individuals to eat and drink.

Links with current SVQ Health and Social Care level 3 Adults units

- HSC35 Promote choice, wellbeing and the protection of all individuals
- HSC331 Support individuals to develop and maintain social networks and relationships
- HSC332 Support the social, emotional and identity needs of individuals
- HSC343 Support individuals to live at home
- HSC350 Recognise, respect and support the spiritual wellbeing of individuals
- HSC351 Plan, agree and implement development activities to meet individual needs
- HSC353 Interact with individuals using telecommunications
- HSC385 Support individuals through the process of dying
- Links with the current Dementia Skill Set, available on the National Occupational Standards (NOS) Navigator at <http://workforcesolutions.sssc.uk.com> **Owing to the possible extent of revisions following the 2011/12 National Occupational Standards Review, the individual units from the Skill Set are not listed separately.**

Following the completion of the National Occupational Standards review in 2012 and the development of the revised SVQs, further guidance on the links with the new awards will be provided.

PDA at SCQF level 7 Promoting Excellence in Dementia Skilled Practice

In 2011 the SQA developed a PDA at SCQF level 7 Promoting Excellence in Dementia Skilled Practice. This award comprises two taught units and one SVQ unit from the current National Occupational Standards and has been designed for delivery as a taught course.

Specifically the award structure is:

PDA Unit 1: Promoting quality of life through dementia skilled practice (FY1D 34).

PDA Unit 2: Promoting relationships and networks through dementia skilled practice (FY1E 34).

SVQ unit (DH80 04) HSC3112: Support individuals to manage their own health and social wellbeing. **Please note, this standard is subject to revision in the National Occupational Standards review of 2011/12.**

The focus of the PDA is on the demonstration of knowledge and skills in practice, and the award supports staff working with people with dementia to design personalised options to assist individuals to manage their own health and social well-being.

The award is designed to improve professional practice and support the continuous professional development of the workforce.

The outcomes for PDA Unit 1: Promoting quality of life through dementia skilled practice are:

1. Demonstrate an understanding of the stages of the person's dementia journey.
2. Define and explain how to promote person centred outcomes for people with dementia.
3. Demonstrate an understanding of the importance of physical, mental, and emotional well-being of people with dementia.

The outcomes for PDA Unit 2: Promoting relationships and networks through dementia skilled practice are:

1. Demonstrate an understanding of policy and legislation relating to rights, safeguarding and protection.
2. Explain the importance of maintaining and building relationships and community networks.
3. Explain how a variety of support and services can assist the individual and others to manage change.

The aims of the SVQ unit HSC3112 (DK8A 04) include:

- supporting individuals to identify changes to their lives and environment that can promote their health and social well-being
- supporting them to select their own options to implement changes
- working together to review how well selected options have achieved desired outcomes.

These objectives are in line with **Promoting Excellence** and its focus on the person, their wishes, feelings and quality of life. Staff who wish to progress to the SQA awards are therefore likely to be well prepared for the learning and assessment it contains.

Dementia Skilled – Improving Practice learning resource and the PDA Promoting Excellence in Dementia Skilled Practice

The connections between the modules in the **Dementia Skilled – Improving Practice learning resource** and the PDA Promoting Excellence in Dementia Skilled Practice have been mapped at **appendix 2**. This mapping identifies where the outcomes from the resource's modules are likely to fit with the PDA SVQ Unit: Support individuals to identify and promote their own health and social well-being. Recording candidates' responses from the modules in the **Dementia Skilled – Improving Practice learning resource** is also likely to assist candidates in preparing for the assessments in the PDA taught units.

Candidates undertaking HNC Social Care

The learning from the **Dementia Skilled – Improving Practice learning resource** also complements the HNC mandatory units in psychology, sociology and social policy as well as the SVQ units in this section of the HNC award. It provides content which is relevant to the unit DH41 34 Understanding dementia which currently sits in the HN option unit list and provides 1 HN credit at SCQF (Scottish Credit and Qualifications Framework) level 7 (8 SCQF credit points at SCQF level 7).

This unit identifies that on completion candidates should be able to:

- explain what dementia means
- demonstrate knowledge and understanding of the communication needs, and issues for individuals with dementia and their carers
- be aware of interventions that can be used in the support of individuals with dementia
- show an awareness of the importance of the living environment and how this can affect an individual with dementia.

In order to achieve this, candidates complete three outcomes which are:

1. Explain the meaning of dementia and the different forms it can take.
2. Promote an awareness of interventions/activities which may assist communication with individuals with dementia.
3. Promote an awareness of the effect of the living environment on an individual with dementia.

Recording candidates' responses from the modules in the **Dementia Skilled – Improving Practice learning resource** are again likely to assist candidates in preparing for the assessments in the PDA taught units.

In summary

The information contained in this guidance is designed to support key people with a role in developing, devising or implementing workforce development, training and learning for the workforce. We hope that you have found it useful and that you share in our vision of a highly skilled workforce supporting a dementia friendly Scotland focusing on the quality of life we all expect.

4. Appendices

Appendix 1 Alignment of the **Standards of Care for Dementia in Scotland** and the **Quality of Life Outcome Indicators from Promoting Excellence**.

Appendix 2 Mapping of the current SVQ Unit HSC3112 and the evidence requirements of PDA Promoting Excellence in Dementia Skilled Practice.

Appendix 3 Indicates links between Dementia Skilled – Improving Practice learning resource and SVQ Unit HSC3112.

Appendix 4 Indicates how the Dementia Skilled – Improving Practice learning resource can be used alongside the Continuous Learning Framework.

Appendix 1

Standards of Care for Dementia in Scotland	Quality of Life Outcome Indicators from Promoting Excellence Outcome Indicators
<p>Each standard is measurable. Because the standards are based on outcomes for people with dementia there is no one measurement that can be used across all the standards.</p> <p>Each standard has been given at least one way it can be measured but in many cases there will be more than one.</p> <p>As a person with dementia...</p> <p>I have the right to a diagnosis</p> <p>I have the right to be regarded as a unique individual and to be treated with dignity and respect.</p> <p>I have the right to access a range of treatment and supports.</p> <p>I have the right to end-of-life care that respects my wishes.</p> <p>I have the right to be as independent as possible and to be included in my community.</p> <p>I have the right to have carers who are well supported and educated about dementia.</p>	<p>People with dementia have access to a timely and accurate diagnosis of dementia.</p> <p>People with dementia feel empowered and enabled to exercise rights and choice, maintain their identity and to be treated with dignity and equity.</p> <p>People with dementia maintain their best level of physical, mental, social and emotional well-being.</p> <p>People with dementia have access to individuals, groups and organisations that can support their spiritual or personal beliefs and reflect their cultural wishes.</p> <p>People with dementia have access to quality services and can continue to participate in community life and valued activities.</p> <p>People with dementia feel safe and secure and are able to be as independent as possible.</p> <p>People with dementia are able to maintain valued relationships and networks and have the opportunity to develop new ones, both personal and professional.</p> <p>People with dementia and their family, friends and carers have access to information, education and support that enhances the well-being of the person with dementia and those that support them.</p>

Appendix 2

Current SVQ Unit HSC3112 (DK8A 04) Support Individuals to identify and promote their own health and social well-being – mapped to the PDA Promoting Excellence in dementia skilled practice taught units.

SVQ Unit (DK80 04) HSC3112	Knowledge and Understanding	PDA Unit 1: Promoting quality of life through dementia skilled practice PDA Unit 2: Promoting relationships and networks through dementia skilled practice
1	Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when supporting individuals to identify and promote their own health and social well-being.	Unit 2 <ul style="list-style-type: none"> identify and describe two pieces of legislation which safeguard people with dementia identify and explain two policies designed to promote people rights.
2	How to provide active support and place the preferences and best interest of individuals at the centre of everything you do, whilst enabling them to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions about their own health and social well-being.	Unit 1 <ul style="list-style-type: none"> define and describe a person centred approach which recognises and utilises the individual's strengths and abilities to enhance quality of life demonstrate through practice how to interact with people with dementia, families and carers in ways that recognise and promote rights, wishes and priorities.
3	Conflicts and dilemmas that arise when working with individuals to identify and promote their own health and social well-being.	Unit 1 <ul style="list-style-type: none"> explain the importance of developing person centred practice which recognises pain and responds appropriately to behavioural distress describe and explain the potential causes of slips trips and falls and the falls prevention procedures in place in your work environment.
4	How to challenge discrimination when supporting individuals to identify and promote their own health and social well-being.	Unit 1 <ul style="list-style-type: none"> Demonstrate through practice how to interact with people with dementia, families and carers in ways that recognise and promote rights, wishes and priorities. Unit 2 <ul style="list-style-type: none"> Identify and describe two pieces of legislation which safeguard people with dementia.
5	Codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to identify and promote their own health and social well-being.	Unit 2 <ul style="list-style-type: none"> identify and describe two pieces of legislation which safeguard people with dementia identify and explain two policies designed to promote people rights.

SVQ Unit (DK80 04) HSC3112	Knowledge and Understanding	PDA Unit 1: Promoting quality of life through dementia skilled practice PDA Unit 2: Promoting relationships and networks through dementia skilled practice
6	<p>Current local and national legislation and organisational requirements, procedures and practices for:</p> <ul style="list-style-type: none"> (a) data protection, including recording, reporting, storage, security and sharing of information (b) health and safety (c) risk assessment and management (d) protecting individuals from danger, harm and abuse (e) supporting individuals to identify and promote their own health and social well-being (f) working with others to provide integrated services. 	<p>Unit 2</p> <ul style="list-style-type: none"> • identify and describe two pieces of legislation which safeguard people with dementia • identify and explain two policies designed to promote people rights • identify and describe the categories of abuse and the responsibilities of the worker and the organisation • provide an example from practice of supporting people to maintain independence through a risk enablement technique • describe support services and networks and explain their importance in promoting the person with dementia's physical psychological social emotional and environmental health and well-being.
7	<p>Practice and service standards relevant to your work setting and for supporting individuals to identify and promote their own health and social well-being.</p>	<p>Unit 2</p> <ul style="list-style-type: none"> • identify and explain two policies designed to promote people rights • evaluate the effectiveness of information services and facilities available to people with dementia in your area • define and Define and explain the role of staff supervision and support in working with people with dementia their families and carers.
8	<p>How to access records and information on the needs, views and preferences of individuals and key people about their health and social well-being.</p>	<p>Unit 1</p> <ul style="list-style-type: none"> • Explain and describe the concept of the anticipatory care planning approach to palliative care.
9	<p>How and where to access information and support that can inform your practice when supporting individuals to identify and promote their own health and social well-being.</p>	<p>Unit 2</p> <ul style="list-style-type: none"> • evaluate the effectiveness of information services and facilities available to people with dementia in your area • define and explain the role of staff supervision and support in working with people with dementia their families and carers.
10	<p>How you can access, review and evaluate information about supporting individuals to identify and promote their own health and social well-being.</p>	<p>Unit 2</p> <ul style="list-style-type: none"> • evaluate the effectiveness of information services and facilities available to people with dementia in your area • define and explain the role of staff supervision and support in working with people with dementia their families and carers.

SVQ Unit (DK80 04) HSC3112	Knowledge and Understanding	PDA Unit 1: Promoting quality of life through dementia skilled practice PDA Unit 2: Promoting relationships and networks through dementia skilled practice
11	Government reports, inquiries and research relevant to individuals promoting their own health and social well-being.	Unit 2 <ul style="list-style-type: none"> • identify and describe two pieces of legislation which safeguard people with dementia • identify and explain two policies designed to promote people rights.
12	Theories relevant to the individuals with whom you work, about: <ol style="list-style-type: none"> human growth and development identity and self-esteem loss and change conditions that might enhance and inhibit the individuals motivation to change and promote their own health and social well-being management of change in relation to individuals' conditions, needs and circumstances the inter-relationship between socio-economic factors and personal factors and health and social well-being. 	Unit 1 <ul style="list-style-type: none"> • describe the signs and symptoms commonly associated with different types of dementia and the stages of the persons dementia journey • analyse the influence of the physical cultural and social and environmental factors on the life and death of people with dementia their families and carers • recognise and describe using an example from practice the impact a diagnosis of dementia can have on the health and wellbeing of the person with dementia their families and carers.
13	Social and psychological factors that can affect people's ability to promote their own health and social well-being.	Unit 1 <ul style="list-style-type: none"> • analyse the influence of the physical cultural and social and environmental factors on the life and death of people with dementia their families and carers.
14	How power and influence can be used and abused when supporting individuals' to identify and promote their own health and social well-being.	Unit 1 <ul style="list-style-type: none"> • analyse the potential health and well-being opportunities and risks for people with dementia • explain the importance of developing person centred practice which recognises pain and responds appropriately to behavioural distress.
15	Actions and conditions that might enhance and inhibit the individual's ability to promote their own health and social well-being.	Unit 1 <ul style="list-style-type: none"> • describe the signs and symptoms commonly associated with different types of dementia and the stages of the persons dementia journey • recognise and describe using an example from practice the impact a diagnosis of dementia can have on the health and wellbeing of the person with dementia their families and carers.

SVQ Unit (DK80 04) HSC3112	Knowledge and Understanding	PDA Unit 1: Promoting quality of life through dementia skilled practice PDA Unit 2: Promoting relationships and networks through dementia skilled practice
16	Role of relationships and social networks in supporting individuals to promote their own health and social well-being.	Unit 2 <ul style="list-style-type: none"> • describe support services and networks and explain their importance in promoting the person with dementia’s physical psychological social emotional and environmental health and well-being • describe and explain the importance of supporting people with dementia to maintain and develop new roles skills and relationships.
17	Methods of: (a) working with individuals to understand and promote their own health and social well-being (b) promoting the individual’s strengths and those in their networks as key resources for promoting their own health and social well-being (c) planning and implementing incremental and radical change in the individual’s lives and its impact on key people and others (d) working with families and networks to maintain support and cope with any changes brought about by individuals promoting their own health and social well-being.	Unit 2 <ul style="list-style-type: none"> • provide an example from practice of supporting people to maintain independence through a risk enablement technique • describe support services and networks and explain their importance in promoting the person with dementia’s physical psychological social emotional and environmental health and well-being • demonstrate through practice methods of providing support to people with dementia to maintain an active social life taking account of environmental impacts and the role of life story work in this process.
18	How to work in partnership with individuals, key people and those within and outside your organisation to enable individuals to promote their own health and social well-being.	Unit 2 <ul style="list-style-type: none"> • describe and explain the importance of supporting people with dementia to maintain and develop new roles skills and relationships • demonstrate through practice methods of providing support to people with dementia to maintain an active social life taking account of environmental impacts and the role of life story work in this process.
19	The extra support you may need and how to access it for individuals and key people who are having difficulties adjusting to the change(s).	Unit 2 <ul style="list-style-type: none"> • evaluate the effectiveness of information services and facilities available to people with dementia in your area • define and explain the role of staff supervision and support in working with people with dementia their families and carers.

SVQ Unit (DK80 04) HSC3112	Knowledge and Understanding	PDA Unit 1: Promoting quality of life through dementia skilled practice PDA Unit 2: Promoting relationships and networks through dementia skilled practice
20	The range of support groups and services that are available and how to access these.	Unit 2 <ul style="list-style-type: none"> • define and describe three types of support services that can aid people with memory issues • evaluate the effectiveness of information services and facilities available to people with dementia in your area.
21	Types of health issues and conditions and the effects these may have on the individual's health and social well-being.	Unit 1 <ul style="list-style-type: none"> • describe the signs and symptoms commonly associated with different types of dementia and the stages of the person's dementia journey.
22	How to support individuals to change their life styles and practice to enable them to promote their own health and social well-being.	Unit 1 <ul style="list-style-type: none"> • define and describe a person centred approach which recognises and utilises the individual's strengths and abilities to enhance quality of life • demonstrate through practice how to interact with people with dementia, families and carers in ways that recognise and promote rights, wishes and priorities.

SVQ Unit (DK80 04) HSC3112	Performance criteria	
HSC 3112.1	Support individuals to identify aspects of their lives and environment that can affect their health and well-being	
1	You encourage and support individuals to examine aspects of their lives and environment that affect their health and social well-being.	Unit 1 <ul style="list-style-type: none"> • analyse the influence of the physical cultural and social and environmental factors on the life and death of people with dementia their families and carers. Unit 2 <ul style="list-style-type: none"> • provide an example from practice of supporting people to maintain independence through a risk enablement technique.
2	You provide active support to enable individuals to identify and communicate: <ol style="list-style-type: none"> (a) the ways in which they could positively change their lives and environment to promote their health and social well-being (b) aspects of their lives and environment that they do not want to change that could promote their health and social well-being (c) aspects of their lives and environment that they cannot change and ways to deal with these to minimise any detrimental effects on their health and social well-being (d) risks associated with aspects of their lives and environment that affect their health and social well-being. 	Unit 1 <ul style="list-style-type: none"> • define and describe a person centred approach which recognises and utilises the individual's strengths and abilities to enhance quality of life • demonstrate through practice how to interact with people with dementia, families and carers in ways that recognise and promote rights, wishes and priorities • describe how telehealthcare assistive and innovative technology and self-directed support can promote independence and a positive quality of life for people with dementia • explain the importance of developing person centred practice which recognises pain and responds appropriately to behavioural distress • describe and explain the potential causes of slips trips and falls and the falls prevention procedures in place in your work environment.
3	You identify information, advice and support about their health and social well-being that is relevant to the needs of the individuals.	Unit 1 <ul style="list-style-type: none"> • analyse the influence of the physical cultural and social and environmental factors on the life and death of people with dementia their families and carers • recognise and describe using an example from practice the impact a diagnosis of dementia can have on the health and wellbeing of the person with dementia their families and carers.

SVQ Unit (DK80 04) HSC3112	Performance criteria	
4	Where you do not have the expertise to help the individuals yourself you: (a) seek additional advice and information to support individuals (b) you agree and arrange further specialist support for individuals.	Unit 2 <ul style="list-style-type: none"> define and describe three types of support services that can aid people with memory issues evaluate the effectiveness of information services and facilities available to people with dementia in your area define and explain the role of staff supervision and support in working with people with dementia their families and carers.
HSC3112.2	Support individuals to select positive options to promote their own health and social well-being	
1	You actively support individuals to identify and communicate options and priorities, and any associated risks, for changing their lives and environment.	Unit 1 <ul style="list-style-type: none"> describe and explain the range of appropriate communication methods and skills required to work with people with dementia, families and carers analyse the influence of the physical cultural and social and environmental factors on the life and death of people with dementia their families and carers.
2	You actively support and encourage individuals to prioritise and make decisions about how they will deal with issues affecting their health and social well-being that they cannot change.	Unit 1 <ul style="list-style-type: none"> define and describe a person centred approach which recognises and utilises the individual's strengths and abilities to enhance quality of life demonstrate through practice how to interact with people with dementia, families and carers in ways that recognise and promote rights, wishes and priorities explain and describe the concept of the anticipatory care planning approach to palliative care.
3	You support individuals to select and agree the most beneficial options for their health and well-being.	Unit 1 <ul style="list-style-type: none"> analyse the potential health and well-being opportunities and risks for people with dementia. Unit 2 <ul style="list-style-type: none"> demonstrate through practice methods of providing support to people with dementia to maintain an active social life taking account of environmental impacts and the role of life story work in this process.

SVQ Unit (DK80 04) HSC3112	Performance criteria	
4	You examine with the individual, the implications of their preferences and the impact they may have on their daily lives, and on the lives of key people and others.	Unit 1 <ul style="list-style-type: none"> • recognise and describe using an example from practice the impact a diagnosis of dementia can have on the health and wellbeing of the person with dementia their families and carers • explain and describe the concept of the anticipatory care planning approach to palliative care.
5	You follow organisational procedures and seek additional support and expertise where the individuals' choices and options. <ul style="list-style-type: none"> (a) are likely to be detrimental to their health and well-being (b) are such that you and your organisation would not be able to support individuals to put the selected options into practice (c) would contravene legal and organisational requirements. 	Unit 2 <ul style="list-style-type: none"> • identify and describe two pieces of legislation which safeguard people with dementia • identify and explain two policies designed to promote people rights • identify and describe the categories of abuse and the responsibilities of the worker and the organisation • define and explain the role of staff supervision and support in working with people with dementia their families and carers.
6	You support individuals, key people and others to: <ul style="list-style-type: none"> (a) access the support, information, help and resources necessary to put the selected options into practice (b) put the selected options into practice. 	Unit 2 <ul style="list-style-type: none"> • define and describe three types of support services that can aid people with memory issues • evaluate the effectiveness of information services and facilities available to people with dementia in your area.
HSC3112.3	Support individuals to review their selected options	
1	You encourage individuals and key people to take an active part in reviewing how well the selected options are working in practice.	Unit 1 <ul style="list-style-type: none"> • define and describe a person centred approach which recognises and utilises the individual's strengths and abilities to enhance quality of life • demonstrate through practice how to interact with people with dementia, families and carers in ways that recognise and promote rights, wishes and priorities.

SVQ Unit (DK80 04) HSC3112	Performance criteria	
HSC3112.3	Support individuals to review their selected options	
2	You review with individuals, key people and others how well the selected options are working in practice.	Unit 1 <ul style="list-style-type: none"> • describe and explain the range of appropriate communication methods and skills required to work with people with dementia, families and carers • define and describe a person centred approach which recognises and utilises the individual's strengths and abilities to enhance quality of life • demonstrate through practice how to interact with people with dementia, families and carers in ways that recognise and promote rights, wishes and priorities.
3	You support individuals, key people and others to identify and agree: <ol style="list-style-type: none"> (a) any changes that need to be made to the selected options (b) the impact that the changes may have on themselves, key people and other (c) the support they would require to put the changes into place. 	Unit 1 <ul style="list-style-type: none"> • describe and explain the range of appropriate communication methods and skills required to work with people with dementia, families and carers • define and describe a person centred approach which recognises and utilises the individual's strengths and abilities to enhance quality of life • demonstrate through practice how to interact with people with dementia, families and carers in ways that recognise and promote rights, wishes and priorities.
4	You take appropriate action to put into place and, where appropriate, seek and acquire resources to implement changes.	Unit 1 <ul style="list-style-type: none"> • demonstrate through practice how to interact with people with dementia, families and carers in ways that recognise and promote rights, wishes and priorities • describe how telehealthcare assistive and innovative technology and self-directed support can promote independence and a positive quality of life for people with dementia.

SVQ Unit (DK80 04) HSC3112	Performance criteria	
HSC3112.3	Support individuals to review their selected options	
5	You record and report on the processes and outcomes of the review within confidentiality agreements and according to legal and organisational requirements.	Unit 2 <ul style="list-style-type: none"> • provide an example from practice of supporting people to maintain independence through a risk enablement technique • describe support services and networks and explain their importance in promoting the person with dementia's physical psychological social emotional and environmental health and well-being • describe and explain the importance of supporting people with dementia to maintain and develop new roles skills and relationships • demonstrate through practice methods of providing support to people with dementia to maintain an active social life taking account of environmental impacts and the role of life story work in this process.

Appendix 3

Dementia Skilled: Improving Practice module outcomes mapped to SVQ unit (DK80 04) HSC3112 Support individuals to identify and promote their own health and well-being

SVQ Unit (DK80 04) HSC3112	SVQ Knowledge and understanding	Dementia Skilled: Improving Practice module outcomes
1	Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when supporting individuals to identify and promote their own health and social well-being.	Module 5 1 Understand and apply the Charter of Rights for People with Dementia in Scotland to inform and develop your practice. 2 Understand the principles and provisions of legislation in place to protect people with dementia, and their families/carers' rights and choices and how this should inform their practice.
2	How to provide active support and place the preferences and best interest of individuals at the centre of everything you do, whilst enabling them to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions about their own health and social well-being.	Module 2 1 Describe what is meant by a person centred approach. 3 Identify and explain the relationship between person centred care and support and personalised services. Module 3 2 Understand the factors that can impact on the health and well-being of people with dementia.
3	Conflicts and dilemmas that arise when working with individuals to identify and promote their own health and social well-being.	Module 4 1 Understand that when a person is expressing stress and distress they can be communicating unmet needs.
4	How to challenge discrimination when supporting individuals to identify and promote their own health and social well-being.	Module 1 9 Recognise the importance of equality diversity and inclusion when working with people with dementia.
5	Codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to identify and promote their own health and social well-being.	Module 5 1 Understand and apply the Charter of Rights for People with Dementia in Scotland to inform and develop your practice. 2 Understand the principles and provisions of legislation in place to protect people with dementia, and their families/carers' rights and choices and how this should inform their practice.

SVQ Unit (DK80 04) HSC3112	SVQ Knowledge and understanding	Dementia Skilled: Improving Practice module outcomes
6	<p>Current local and national legislation and organisational requirements, procedures and practices for:</p> <ul style="list-style-type: none"> (a) data protection, including recording, reporting, storage, security and sharing of information (b) health and safety (c) risk assessment and management (d) protecting individuals from danger, harm and abuse (e) supporting individuals to identify and promote their own health and social well-being (f) working with others to provide integrated services. 	<p>Module 5</p> <ol style="list-style-type: none"> 1 Understand and apply the Charter of Rights for People with Dementia in Scotland to inform and develop your practice. 2. Understand the principles and provisions of legislation in place to protect people with dementia, and their families/carers' rights and choices and how this should inform their practice. 3 Understand the principles and provisions of policy and legislation that are in place to provide people with dementia and their families/carers with safeguards and protection, and how this should inform your practice. 4 Understand the principles of capacity and consent and how this applies to your role to inform and develop your practice.
7	<p>Practice and service standards relevant to your work setting and for supporting individuals to identify and promote their own health and social well-being.</p>	<p>Module 1</p> <ol style="list-style-type: none"> 8 Recognise the importance of equality, diversity and inclusion when working with people with dementia. <p>Module 5</p> <ol style="list-style-type: none"> 1 Understand and apply the Charter of Rights for People with Dementia in Scotland to inform and develop your practice.
8	<p>How to access records and information on the needs, views and preferences of individuals and key people about their health and social well-being.</p>	<p>Module 5</p> <ol style="list-style-type: none"> 2 Understand the principles and provisions of legislation in place to protect people with dementia, and their families/carers' rights and choices and how this should inform their practice. 4 Understand the principles of capacity and consent and how this applies to your role to inform and develop your practice.
9	<p>How and where to access information and support that can inform your practice when supporting individuals to identify and promote their own health and social well-being.</p>	<p>Module 3</p> <ol style="list-style-type: none"> 5 Understand the importance of memory support methods and approaches for people with dementia. <p>Module 4</p> <ol style="list-style-type: none"> 5 Recognise the importance of gaining access to professional support and interventions to alleviate stress and distress.

SVQ Unit (DK80 04) HSC3112	SVQ Knowledge and understanding	Dementia Skilled: Improving Practice module outcomes
10	How you can access, review and evaluate information about supporting individuals to identify and promote their own health and social well-being.	Module 4 5 Recognise the importance of gaining access to professional support and interventions to alleviate stress and distress. Module 5 5 Contribute to the assessment and support of people with dementia who may be experiencing neglect, harm or abuse.
11	Government reports, inquiries and research relevant to individuals promoting their own health and social well-being.	Module 5 1 Understand and apply the Charter of Rights for People with Dementia in Scotland to inform and develop your practice. 2 Understand the principles and provisions of legislation in place to protect people with dementia, and their families/carers' rights and choices and how this should inform their practice. 3 Understand the principles and provisions of policy and legislation that are in place to provide people with dementia and their families/carers with safeguards and protection, and how this should inform your practice. 4 Understand the principles of capacity and consent and how this applies to your role to inform and develop your practice.

SVQ Unit (DK80 04) HSC3112	SVQ Knowledge and understanding	Dementia Skilled: Improving Practice module outcomes
12	<p>Theories relevant to the individuals with whom you work, about:</p> <ul style="list-style-type: none"> (a) human growth and development (b) identify and self-esteem (c) loss and change (d) conditions that might enhance and inhibit the individuals motivation to change and promote their own health and social well-being (e) management of change in relation to individuals' conditions, needs and circumstances (f) the inter-relationship between socio-economic factors and personal factors and health and social well-being. 	<p>Module 1</p> <ul style="list-style-type: none"> 1 Identify and describe the different causes and types of dementia, and understand the symptoms and difficulties people will experience. 2 Understand the concept of the dementia journey and its different stages. 3 Understand the impact of a diagnosis of dementia on the person, and their family. <p>Module 3</p> <ul style="list-style-type: none"> 2 Understand the factors that can impact on the health and well-being of people with dementia. 3 Define and describe the common physical health and well-being issues that are experienced by people with dementia. 4 Define and describe the common mental health and well-being issues that are experienced by people with dementia. <p>Module 4</p> <ul style="list-style-type: none"> 1 Understand that when a person is expressing stress and distress they can be communicating unmet needs. 2 Identify the common types, causes and triggers for distressed behaviour.
13	<p>Social and psychological factors that can affect people's ability to promote their own health and social well-being.</p>	<p>Module 3</p> <ul style="list-style-type: none"> 3 Define and describe the common physical health and well-being issues that are experienced by people with dementia. 4 Define and describe the common mental health and well-being issues that are experienced by people with dementia. <p>Module 4</p> <ul style="list-style-type: none"> 1 Understand that when a person is expressing stress and distress they can be communicating unmet needs. 2 Identify the common types, causes and triggers for distressed behaviour.

SVQ Unit (DK80 04) HSC3112	SVQ Knowledge and understanding	Dementia Skilled: Improving Practice module outcomes
14	How power and influence can be used and abused when supporting individuals' to identify and promote their own health and social well-being.	<p>Module 4</p> <p>3 Contribute to recording and understanding distressed behaviours using an antecedent, behaviour and consequences approach.</p> <p>Module 5</p> <p>2 Understand the principles and provisions of legislation in place to protect people with dementia, and their families/carers' rights and choices and how this should inform their practice.</p> <p>3 Understand the principles and provisions of policy and legislation that are in place to provide people with dementia and their families/carers with safeguards and protection, and how this should inform your practice.</p> <p>4 Understand the principles of capacity and consent and how this applies to your role to inform and develop your practice.</p>
15	Actions and conditions that might enhance and inhibit the individual's ability to promote their own health and social well-being.	<p>Module 1</p> <p>1 Identify and describe the different causes and types of dementia, and understand the symptoms and difficulties people will experience.</p> <p>2 Understand the concept of the dementia journey and its different stages.</p> <p>3 Understand the impact of a diagnosis of dementia on the person, and their family.</p> <p>4 Distinguish between dementia, depression and delirium.</p>
16	Role of relationships and social networks in supporting individuals to promote their own health and social well-being.	<p>Module 2</p> <p>2 Identify the role of Life Story Work in supporting the quality of life for people with dementia their families and carers.</p> <p>3 Identify and explain the relationship between person centred care and support and personalised services.</p> <p>4 Describe approaches to supporting people with dementia to maintain their social networks and community connections.</p>

SVQ Unit (DK80 04) HSC3112	SVQ Knowledge and understanding	Dementia Skilled: Improving Practice module outcomes
17	<p>Methods of:</p> <ul style="list-style-type: none"> (a) working with individuals to understand and promote their own health and social well-being (b) promoting the individual's strengths and those in their networks as key resources for promoting their own health and social well-being (c) planning and implementing incremental and radical change in the individual's lives and its impact on key people and others (d) working with families and networks to maintain support and cope with any changes brought about by individuals promoting their own health and social well-being. 	<p>Module 2</p> <ul style="list-style-type: none"> 2 Identify the role of life story work in supporting the quality of life for people with dementia their families and carers. 4 Describe approaches to supporting people with dementia to maintain their social networks and community connections. <p>Module 5</p> <ul style="list-style-type: none"> 5 Contribute to the assessment and support of people with dementia who may be experiencing neglect, harm or abuse. 6 Examine the concepts of risk and risk enablement in relation to your role in supporting people with dementia.
18	<p>How to work in partnership with individuals, key people and those within and outside your organisation to enable individuals to promote their own health and social well-being.</p>	<p>Module 1</p> <ul style="list-style-type: none"> 8 Recognise the importance of equality, diversity and inclusion when working with people with dementia. <p>Module 2</p> <ul style="list-style-type: none"> 1 Describe what is meant by a person centred approach. 2 Identify the role of Life Story Work in supporting the quality of life for people with dementia their families and carers. 3 Identify and explain the relationship between person centred care and support and personalised services. 4 Describe approaches to supporting people with dementia to maintain their social networks and community connections.
19	<p>The extra support you may need and how to access it for individuals and key people who are having difficulties adjusting to the change(s).</p>	<p>Module 4</p> <ul style="list-style-type: none"> 5 Recognise the importance of gaining access to professional support and interventions to alleviate stress and distress.
20	<p>The range of support groups and services that are available and how to access these.</p>	<p>Module 3</p> <ul style="list-style-type: none"> 5 Understand the importance of memory support methods and approaches for people with dementia.
21	<p>Types of health issues and conditions and the effects these may have on the individual's health and social well-being.</p>	<p>Module 1</p> <ul style="list-style-type: none"> 1 Identify and describe the different causes and types of dementia, and understand the symptoms and difficulties people will experience. 4 Distinguish between dementia, depression and delirium.

SVQ Unit (DK80 04) HSC3112	SVQ Knowledge and understanding	Dementia Skilled: Improving Practice module outcomes
22	How to support individuals to change their life styles and practice to enable them to promote their own health and social well-being.	Module 3 1 Recognise the importance of self-management of health and well-being for people with dementia. 5 Understand the importance of memory support methods and approaches for people with dementia.

SVQ Unit (DK80 04) HSC3112	SVQ Performance criteria	Module outcomes
HSC 3112.1	Support individuals to identify aspects of their lives and environment that can affect their health and well-being	Dementia Skilled: Improving Practice
1	You encourage and support individuals to examine aspects of their lives and environment that affect their health and social well-being.	Module 2 1 Describe what is meant by a person centred approach. Module 3 1 Recognise the importance of self-management of health and well-being for people with dementia.
2	You provide active support to enable individuals to identify and communicate: (a) the ways in which they could positively change their lives and environment to promote their health and social well-being (b) aspects of their lives and environment that they do not want to change that could promote their health and social well-being (c) aspects of their lives and environment that they cannot change and ways to deal with these to minimise any detrimental effects on their health and social well-being (d) risks associated with aspects of their lives and environment that affect their health and social well-being.	Module 1 5 Explain the risk factors relating to dementia. 7 Understand the impact of the environment on people with dementia. Module 2 2 Identify the role of Life Story Work in supporting the quality of life for people with dementia their families and carers. 4 Describe approaches to supporting people with dementia to maintain their social networks and community connections. Module 3 1 Recognise the importance of self-management of health and well-being for people with dementia.

SVQ Unit (DK80 04) HSC3112	SVQ Performance criteria	Module outcomes
3	You identify information, advice and support about their health and social well-being that is relevant to the needs of the individuals.	<p>Module 2</p> <p>4 Describe approaches to supporting people with dementia to maintain their social networks and community connections.</p> <p>Module 3</p> <p>1 Recognise the importance of self-management of health and well-being for people with dementia.</p> <p>2 Understand the factors that can impact on the health and well-being of people with dementia.</p> <p>5 Understand the importance of memory support methods and approaches for people with dementia.</p>
4	Where you do not have the expertise to help the individuals yourself you: (a) seek additional advice and information to support individuals (b) you agree and arrange further specialist support for individuals.	<p>Module 4</p> <p>5 Recognise the importance of gaining access to professional support and interventions to alleviate stress and distress.</p>
HSC3112.2	Support individuals to select positive options to promote their own health and social well-being	Module outcomes
1	You actively support individuals to identify and communicate options and priorities, and any associated risks, for changing their lives and environment.	<p>Module 1</p> <p>6 Reflect on the factors that can influence communication with people who have dementia.</p> <p>Module 2</p> <p>1 Describe what is meant by a person centred approach.</p> <p>Module 5</p> <p>6 Examine the concepts of risk and risk enablement in relation to your role in supporting people with dementia.</p>
2	You actively support and encourage individuals to prioritise and make decisions about how they will deal with issues affecting their health and social well-being that they cannot change.	<p>Module 2</p> <p>1 Identify and explain the relationship between person centred care and support and personalised services.</p> <p>4 Describe approaches to supporting people with dementia to maintain their social networks and community connections.</p> <p>Module 3</p> <p>1 Recognise the importance of self-management of health and well-being for people with dementia.</p>

SVQ Unit (DK80 04) HSC3112	SVQ Performance criteria	Module outcomes
HSC3112.2	Support individuals to select positive options to promote their own health and social well-being	Module outcomes
3	You support individuals to select and agree the most beneficial options for their health and well-being.	Module 2 1 Identify and explain the relationship between person centred care and support and personalised services. Module 3 1 Recognise the importance of self-management of health and well-being for people with dementia.
4	You examine with the individual, the implications of their preferences and the impact they may have on their daily lives, and on the lives of key people and others.	Module 2 1 Identify and explain the relationship between person centred care and support and personalised services. Module 3 1 Recognise the importance of self-management of health and well-being for people with dementia.
5	You follow organisational procedures and seek additional support and expertise where the individuals' choices and options. <ul style="list-style-type: none"> (a) are likely to be detrimental to their health and well-being (b) are such that you and your organisation would not be able to support individuals to put the selected options into practice (c) would contravene legal and organisational requirements. 	Module 4 3 Contribute to recording and understanding distressed behaviours using an antecedent, behaviour and consequences approach. 4 Describe how to respond when a person with dementia is expressing stress and distress. 5 Recognise the importance of gaining access to professional support and interventions to alleviate stress and distress. Module 5 3 Understand the principles and provisions of policy and legislation that are in place to provide people with dementia and their families/carers with safeguards and protection, and how this should inform your practice. 4 Understand the principles of capacity and consent and how this applies to your role to inform and develop your practice. 6 Examine the concepts of risk and risk enablement in relation to your role in supporting people with dementia.

SVQ Unit (DK80 04) HSC3112	SVQ Performance criteria	Module outcomes
HSC3112.2	Support individuals to select positive options to promote their own health and social well-being	Module outcomes
6	You support individuals, key people and others to: (a) access the support, information, help and resources necessary to put the selected options into practice (b) put the selected options into practice.	Module 2 3 Identify and explain the relationship between person centred care and support and personalised services. 4 Describe approaches to supporting people with dementia to maintain their social networks and community connections.
HSC3112.3	Support individuals to review their selected options	Module Outcomes
1	You encourage individuals and key people to take an active part in reviewing how well the selected options are working in practice.	Module 2 3 Identify and explain the relationship between person centred care and support and personalised services. 4 Describe approaches to supporting people with dementia to maintain their social networks and community connections.
2	You review with individuals, key people and others how well the selected options are working in practice.	Module 2 3 Identify and explain the relationship between person centred care and support and personalised services. 4 Describe approaches to supporting people with dementia to maintain their social networks and community connections.
3	You support individuals, key people and others to identify and agree: (a) any changes that need to be made to the selected options (b) the impact that the changes may have on themselves, key people and other (c) the support they would require to put the changes into place.	Module 1 2 Understand the concept of the dementia journey and its different stages. 3 Understand the impact of a diagnosis of dementia on the person, and their family. 7 Understand the impact of the environment on people with dementia. Module 3 2 Understand the factors that can impact on the health and well-being of people with dementia.
4	You take appropriate action to put into place and, where appropriate, seek and acquire resources to implement changes.	Module 2 4 Describe approaches to supporting people with dementia to maintain their social networks and community connections.
5	You record and report on the processes and outcomes of the review within confidentiality agreements and according to legal and organisational requirements.	Module 4 3 Contribute to recording and understanding distressed behaviours using an antecedent, behaviour and consequences approach. Module 5 5 Contribute to the assessment and support of people with dementia who may be experiencing neglect, harm or abuse.

Mapping of Dementia Skilled: Improving Practice and the SSSC Continuous Learning Framework

Managing relationships – a focus on people who use services and their carers

Engaged	Established	Accomplished	Exemplary	Dementia skilled: Improving practice Modules and outcomes
<ul style="list-style-type: none"> demonstrates a clear commitment to people who use services and their carers in delivering a high quality service which meets their needs acknowledges the importance of sharing responsibility with people who use services and their carers for the planning and delivery of the service seeks to continuously improve their work with people who use services and their carers. 	<ul style="list-style-type: none"> actively promotes the empowerment of people who use services and their carers and works in partnership with them and others to achieve this remains focused on the needs of people who use services when faced with conflicting priorities strives to meet and, where appropriate, surpass the expectations of people who use services. 	<ul style="list-style-type: none"> supports others to involve people who use services and their carers in more meaningful ways uses research, evidence and the views of people who use services and their carers to continually improve their own practice and that of the organisation works collectively with others to meet and, where appropriate, surpass the expectations of people who use services and their carers. 	<ul style="list-style-type: none"> is recognised for their significant contribution to authentic partnerships with people who use services and their carers. 	<p>Promoting person and family centred care and community connections</p> <ol style="list-style-type: none"> Describe what is meant by a person centred approach. Identify the role of life story work in supporting the quality of life for people with dementia their families and carers. Identify and explain how partnership approaches the relationship between person centred care and support and personalised services. Describe approaches to supporting people with dementia to maintain their social networks and community connections. <p>Supporting and protecting people's rights</p> <ol style="list-style-type: none"> Understand and apply the Charter of Rights for People with Dementia in Scotland to inform and develop your practice.

Managing relationships – working in partnership – being able to work with others within the organisation and beyond

Engaged	Established	Accomplished	Exemplary	Dementia skilled: Improving practice Modules and outcomes
<ul style="list-style-type: none"> understands the importance of relationships and values the diverse perspectives of others respects and relates well to people with varied roles and from diverse backgrounds acknowledges the complexity involved in working with other groups and organisations but still chooses to work collaboratively. 	<ul style="list-style-type: none"> recognises the value of diversity and uses it to strengthen the quality of initiatives takes active steps to build relationships, develop networks and promote partnership working uses work across groups and organisations as an opportunity for learning and development. 	<ul style="list-style-type: none"> actively seeks opportunities to work in partnership with others within and beyond the organisation works in partnership with others on shared initiatives uses research and evidence to inform and strengthen collaborative approaches which will benefit the service supports others to work across boundaries within the organisation and beyond. 	<ul style="list-style-type: none"> provides an ongoing and dynamic link between the workplace, the organisation, other agencies and wider networks is acknowledged for their significant contributions through their collaborative work across groups and organisations demonstrates how collaborative work across boundaries is leading to improved outcomes for people who use services and their carers. 	<p>Understanding dementia</p> <p>8 Recognise the importance of equality, diversity and inclusion when working with people with dementia.</p> <p>Promoting person and family centred care and community connections</p> <p>3 Identify and explain the relationship between person centred care and support and personalised services.</p> <p>5 Describe approaches to supporting people with dementia to maintain their social networks and community connections.</p>

Managing relationships - motivating and leading others – inspiring and guiding individuals and groups

Engaged	Established	Accomplished	Exemplary	Dementia skilled: Improving practice Modules and outcomes
<ul style="list-style-type: none"> understands that leadership occurs at all levels of the organisation acknowledges the capacity for leadership in colleagues, people who use services and their carers will take roles that involve motivating and leading others. 	<ul style="list-style-type: none"> is able to identify opportunities, set goals with others and demonstrates positive expectations of success is able to effectively lead initiates while bringing others with them reflects on their leadership approach and seeks advice and support to improve encourages and motivates others to make best use of their individual and collective abilities. 	<ul style="list-style-type: none"> is able to motivate and lead others to achieve identified goals uses research and evidence to inform and continually improve their approach to leadership actively seeks feedback from others, including people who use services and their carers, to improve their ability to lead and motivate others supports others to feel valued for their contributions. 	<ul style="list-style-type: none"> is recognised for their skilled leadership and the way they inspire others to continually improve is recognised for their significant contributions to the organisation and the social service sector. 	<p>Understanding dementia</p> <p>6 Reflect on the factors that can influence communication with people who have dementia.</p> <p>Promoting person and family centred care and community connections</p> <p>4 Describe approaches to supporting people with dementia to maintain their social networks and community connections.</p> <p>Promoting health and well-being for people with dementia</p> <p>3 Define and describe the common physical health and well-being issues that are experienced by people with dementia.</p> <p>Supporting and protecting people's rights</p> <p>1 Understand and apply the Charter of Rights for People with Dementia in Scotland to inform and develop your practice.</p>

Managing relationships – empathy – sensing others’ feelings and perspectives

Engaged	Established	Accomplished	Exemplary	Dementia skilled: Improving practice Modules and outcomes
<ul style="list-style-type: none"> gives others time and space to express what they think, feel and want, listens attentively without interrupting, making assumptions or stereotyping shows sensitivity and seeks to understand the perspective of others is aware of issues of discrimination and oppression when interacting with others. 	<ul style="list-style-type: none"> accurately interprets and responds to concerns, motives and feelings of others especially those who may be viewed negatively by other people recognises the importance of and difficulty in expressing views that may not be shared by the majority is aware of and understands unspoken thoughts, concerns or feelings and is skilled in helping individuals to voice these safely acknowledges and challenges forms of discrimination and oppression. 	<ul style="list-style-type: none"> is active in embedding a culture of empathy in the workplace makes sure that other workers have time and are supported to express and deal with their own feelings which arise from working in challenging situations with conflicting values and needs is recognised for their empathic approaches to people in a range of situations uses research and evidence to identify discrimination and oppression and works with others to deal with it effectively. 	<ul style="list-style-type: none"> is skilled in understanding the often conflicting feelings and concerns of those involved in complex situations uses research and evidence to gain greater insight into people and their circumstances and uses this to improve their own empathic approaches and influence others. 	<p>Understanding dementia</p> <p>8 Recognise the importance of equality, diversity and inclusion when working with people with dementia.</p> <p>Promoting person and family centred care and community connections</p> <p>3 Identify and explain the relationship between person centred care and support and personalised services.</p> <p>Promoting health and well-being for people with dementia</p> <p>1 Recognises the importance of self-management of health and well-being of people with dementia.</p> <p>Meeting the needs of the person with dementia who is distressed</p> <p>1 Understand that when a person is expressing stress and distress they can be communicating unmet needs.</p> <p>Supporting and protecting people’s rights</p> <p>2 Understand the principles and provisions of legislation in place to protect people with dementia and their families/carers rights and choices, and how this should inform your practice.</p>

Engaged	Established	Accomplished	Exemplary	Dementia skilled: Improving practice Modules and outcomes
<ul style="list-style-type: none"> recognises and raises issues of concern and participates in finding solutions within the limits of their own authority is able to identify areas of conflict between their own values, their role and the demands of the organisation and gains required support to manage this treats others with dignity and respect in dealing with conflict. 	<ul style="list-style-type: none"> proactively identifies potential problems and works toward finding and implementing creative solutions reflects on their own practice and seeks feedback appropriately to gain a more comprehensive understanding of the situation causing conflict recognises the potential for discrimination and oppression whilst dealing with conflict and works actively toward positive resolution. 	<ul style="list-style-type: none"> uses conflict situations as an opportunity to learn and continually improve seeks to understand and empathise with the diverse views of others and can often find creative solutions that are acceptable to all concerned is able to manage unpopular decisions that may arise as a result of conflict is able to critically analyse conflict situations and use research and evidence to find solutions is able to work effectively with others to deal with issues of discrimination and oppression. 	<ul style="list-style-type: none"> can deal with complex ethical and work related issues and can identify and effectively implement solutions having considered a range of potential consequences is able to recognise conflicts arising across the social service sector and is able to work with others to address them. 	<p>Promoting person and family centred care and community connections</p> <p>3 Identify and explain the relationship between person centred care and support and personalised services.</p> <p>Promoting health and well-being for people with dementia</p> <p>2 Understand the factors that can impact on the health and well-being of people with dementia.</p> <p>Meeting the needs of the person with dementia who is distressed</p> <p>2 Identify common types, causes and triggers for distressed behaviour.</p> <p>4 Describe how to respond when a person with dementia is expressing stress and distress.</p>

Managing self – professional autonomy – exercising judgement and initiative and being accountable

Engaged	Established	Accomplished	Exemplary	Dementia skilled: Improving practice Modules and outcomes
<ul style="list-style-type: none"> is aware of decision making processes and the level of decision making appropriate for their own role is aware of the need to balance the safety of themselves and others when making informed decisions about risks is able to reflect on judgements and decisions made and their consequences is able to use their initiative and act on opportunities to improve outcomes for people who use services and their carers is able to critically reflect on how their own background, assumptions and values impact on their judgements. 	<ul style="list-style-type: none"> makes informed judgements based on an evaluation of the evidence and the careful balancing of risks, rights and needs within the organisation's framework of accountability is prepared to take calculated risks, within own area of authority, and can see the possible consequences of these is able to bring fresh perspectives and think creatively about the options available in any situation is able to explain and account for their practice and expects to have their thinking challenged appropriately. 	<ul style="list-style-type: none"> contributes to ongoing evaluation of decisions made at team level to make sure these are evidence based is able to make unpopular decisions based on complex needs and manage the acceptance or non-acceptance of those decisions by others uses research and evidence to find innovative approaches which lead to improved outcomes for people who use services and their carers encourages others to demonstrate initiative through collaborative working and the sharing of good practice. 	<ul style="list-style-type: none"> is recognised for their outstanding ability to make evidence-based judgements and supports the development of this in others sees the potential for improvement in a range of situations, is ready to act on opportunities which present themselves and to create solutions analyses local, organisational, national and international trends both within and outwith the social service sector to create innovative approaches is recognised as an innovator within their own organisation and beyond. 	<p>Understanding dementia</p> <ol style="list-style-type: none"> Identify and describe the different causes and types of dementia, and understand the symptoms and difficulties people will experience. Understand the concept of the dementia journey and its different stages. Understand the impact of a diagnosis of dementia on the person, and their family. Distinguish between dementia, depression and delirium. Explain the risk factors relating to dementia. <p>Promoting person and family centred care and community connections</p> <ol style="list-style-type: none"> Describe approaches to supporting people with dementia to maintain their social networks and community connections. <p>Supporting and protecting people's rights</p> <ol style="list-style-type: none"> Understand and apply the Charter of Rights for People with Dementia in Scotland to inform and develop your practice. Understand the principles and provisions of policy of legislation in place to protect people with dementia and their families/carers rights and choices and how this should inform your practice. Understand the principles of capacity and consent and how this applies to your role, to inform and develop your practice. Contribute to the assessment and support of people with dementia who may be experiencing neglect, harm or abuse. Examine the concepts of risk and risk enablement in relation to your role in supporting people with dementia.

Engaged	Established	Accomplished	Exemplary	Dementia skilled: Improving practice Modules and outcomes
<ul style="list-style-type: none"> is committed to and takes responsibility for their own learning and development demonstrates commitment to keeping their knowledge, understanding and skills up to date actively participates in learning opportunities participates in the provision of learning opportunities to others. 	<ul style="list-style-type: none"> actively identifies ongoing learning needs and seeks a range of formal and informal learning opportunities to meet them takes responsibility for a learning plan which demonstrates the impact of their learning on their practice and is used to continually improve actively promotes the learning and development of others through a range of formal and informal approaches embeds critically reflective practice as a routine approach to their work. 	<ul style="list-style-type: none"> actively participates in the evaluation of learning and development in the organisation uses evidence informed practice to promote a learning and performance culture within the organisation is able to demonstrate how their learning and development has contributed to improved outcomes for people who use services and their carers. 	<ul style="list-style-type: none"> actively contributes to an organisational culture which promotes learning by facilitating the sharing of ideas within and outwith the organisation and with people who use services and their carers promotes the use of evidence informed practice as a tool for learning in the workplace is recognised for their outstanding commitment to their own and others' learning and development. 	<p>Understanding dementia</p> <ol style="list-style-type: none"> Identify and describe the different causes and types of dementia, and understand the symptoms and difficulties people will experience. Understand the concept of the dementia journey and its different stages. Understand the impact of a diagnosis of dementia on the person, and their family. Distinguish between dementia, depression and delirium. Explain the risk factors relating to dementia. Reflect on the factors that can influence communication with people who have dementia. <p>Promoting person and family centred care and community connections</p> <ol style="list-style-type: none"> Identify the role of Life Story Work in supporting the quality of life for people with dementia their families and carers. <p>Supporting and protecting people's rights</p> <ol style="list-style-type: none"> Understand and apply the Charter of Rights for People with Dementia in Scotland to inform and develop your practice.

Managing self – flexibility – being adaptable and open to change

Engaged	Established	Accomplished	Exemplary	Dementia skilled: Improving practice Modules and outcomes
<ul style="list-style-type: none"> acknowledges the importance of change in continually improving practice is open to change in their workplace adapts their own approach to the demands of the work environment adjusts a strongly held opinion in response to contradictory evidence. 	<ul style="list-style-type: none"> is open minded and flexible in dealing with circumstances as they arise and can manage a degree of uncertainty adjusts their job focus and approaches depending upon the needs of different situations engages in open and reflective debate and provides constructive comments about proposed changes. 	<ul style="list-style-type: none"> promotes a culture which embraces change while acknowledging and listening to different points of view and the anxieties of others is able to adapt to a variety of situations while understanding and appreciating different and opposing perspectives actively supports others to become more flexible in the workplace and to embrace change uses research and evidence based practice to inform change. 	<ul style="list-style-type: none"> is able to accommodate complexity, uncertainty and ambiguity within the organisation uses research and evidence to work with others to find ways to adapt to a changing context. 	<p>Promoting person and family centred care and community connections</p> <ol style="list-style-type: none"> Describe what is meant by a person centred approach. Identify the role of life story work in supporting the quality of life for people with dementia their families and carers. Identify and explain how partnership approaches the relationship between person centred care and support and personalised services. Describe approaches to supporting people with dementia to maintain their social networks and community connections. <p>Supporting and protecting people's rights</p> <ol style="list-style-type: none"> Understand and apply the Charter of Rights for People with Dementia in Scotland to inform and develop your practice.

Engaged	Established	Accomplished	Exemplary	Dementia skilled: Improving practice Modules and outcomes
<ul style="list-style-type: none"> is confident that they have the knowledge, skills, values and understanding to carry out their role is confident that they understand their own role and responsibilities and can explain this to others is aware that their level of confidence in their ability to carry out their role will have an impact on their practice is clear about the contribution they can make to outcomes for people who use services and their carers. 	<ul style="list-style-type: none"> is confident that they can apply their knowledge, skills, values and understanding in practice while seeking support appropriately is confident to receive constructive feedback positively and use it to learn and improve is confident to challenge inequality and discrimination reflects upon the impact their level of confidence is having on their practice. 	<ul style="list-style-type: none"> is confident in their ability to perform in increasingly complex situations while still seeking support where necessary is able to nurture the confidence of others is confident to give positive and constructive feedback to colleagues and their line manager is confident to contribute positively to organisational change while challenging appropriately is confident about their distinctive contribution as a social service worker. 	<ul style="list-style-type: none"> is confident in their ability to perform in complex and demanding situations with which they are not familiar has confidence to actively promote the capacity of social services to make a significant difference to people who use services and to society as a whole is recognised by others for their confident approach in carrying out their role. 	<p>Understanding dementia</p> <ol style="list-style-type: none"> Identify and describe the different causes and types of dementia, and understand the symptoms and difficulties people will experience. Understand the concept of the dementia journey and its different stages. Understand the impact of a diagnosis of dementia on the person, and their family. Distinguish between dementia, depression and delirium. Explain the risk factors relating to dementia. <p>Supporting and protecting people's rights</p> <ol style="list-style-type: none"> Understand the principles and provisions of policy of legislation in place to protect people with dementia and their families/carers rights and choices and how this should inform your practice.

Managing self – resilience - persisting in pursuing goals despite obstacles and setbacks

Engaged	Established	Accomplished	Exemplary	Dementia skilled: Improving practice Modules and outcomes
<ul style="list-style-type: none"> is aware of the need for a range of support strategies to build resilience believes in their ability to move past obstacles and setbacks perseveres with difficult tasks over an extended period of time in order to achieve them. 	<ul style="list-style-type: none"> is able to deal with difficulties by keeping them in perspective sustains efforts to overcome obstacles and feelings of frustration and is able to maintain a positive view develops strategies to build their own resilience persists in trying to positively influence the outcomes of change in the workplace. 	<ul style="list-style-type: none"> demonstrates persistence in changing things for the better whilst being realistic about what can be achieved actively contributes to the building of strategies which build resilience in the workplace acknowledges complexity within situations and uses multiple pathways to overcome obstacles. 	<ul style="list-style-type: none"> is recognised for their outstanding ability to overcome adversity and find positive solutions is persistent and creative in their approach to achieving successful outcomes at individual and organisational levels is recognised by others as being resilient. 	<p>Promoting person and family centred care and community connections</p> <ol style="list-style-type: none"> Describe what is meant by a person centred approach. Identify the role of Life Story Work in supporting the quality of life for people with dementia their families and carers. Identify and explain how partnership approaches the relationship between person centred care and support and personalised services. Describe approaches to supporting people with dementia to maintain their social networks and community connections. <p>Supporting and protecting people's rights</p> <ol style="list-style-type: none"> Understand and apply the Charter of Rights for People with Dementia in Scotland to inform and develop your practice.

Engaged	Established	Accomplished	Exemplary	Dementia skilled: Improving practice Modules and outcomes
<ul style="list-style-type: none"> understands the need to be aware of their strengths and the limitations of their own ability is able to critically reflect on their own practice, learn from this reflection and apply their learning to improve their practice is open to positive and constructive feedback from others. 	<ul style="list-style-type: none"> is able to describe their strengths and areas for improvement takes personal responsibility for own errors or shortcomings and learns from them demonstrates ongoing critical self-reflection and resulting improvements to practice uses feedback from a range of sources to more accurately assess their own capabilities. 	<ul style="list-style-type: none"> models and encourages others to assess their strengths and areas for improvement uses evidence and research to critically reflect and guide self-assessment of their own practice makes best use of strengths and finds ways to overcome limitations. 	<ul style="list-style-type: none"> promotes a culture of learning from strengths and achievements as well as limitations and shortcomings is able to use awareness of strengths and limitations and those of others to find ways for people who use services and their carers. 	<p>Promoting person and family centred care and community connections</p> <ol style="list-style-type: none"> Describe what is meant by a person centred approach. Identify the role of life story work in supporting the quality of life for people with dementia their families and carers. Identify and explain the relationship between person centred care and support and personalised services. Describe approaches to supporting people with dementia to maintain their social networks and community connections. <p>Promoting health and well-being for people with dementia</p> <ol style="list-style-type: none"> Recognises the importance of self-management of health and well-being of people with dementia. Understand the factors that can impact on the health and well-being of people with dementia. Define and describe the common mental health and well-being issues that are experienced by people with dementia. Understand the importance of memory support methods and approaches for people with dementia. <p>Supporting and protecting people's rights</p> <ol style="list-style-type: none"> Examine the concepts of risk and risk enablement in relation to your role in supporting people with dementia.

Managing self – awareness of impact on others – being aware of how others perceive you and your behaviour

Engaged	Established	Accomplished	Exemplary	Dementia skilled: Improving practice Modules and outcomes
<ul style="list-style-type: none"> demonstrates awareness of how they are perceived by others is open to using positive and constructive feedback to determine the impact they are having on others is aware of how their own values, attitudes and cultural assumptions impact on others. 	<ul style="list-style-type: none"> regularly reflects on the impact their behaviour, actions, words and demeanour have on others and actively seeks to improve their practice accordingly reflects on the impact their values and cultural assumptions are having on others and takes action to strengthen relationships and avoid discrimination. 	<ul style="list-style-type: none"> uses multiple sources of feedback to understand the impact they are having on others <ul style="list-style-type: none"> critically analyses feedback and uses evidence and research to reflect on and continuously improve their own practice. 	<ul style="list-style-type: none"> is recognised for their outstanding ability to use their awareness of their impact on others to strengthen relationships and improve outcomes. 	<p>Understanding dementia</p> <ul style="list-style-type: none"> 6 Reflect on the factors that can influence communication with people who have dementia. <p>Supporting and protecting people's rights</p> <ul style="list-style-type: none"> 1 Understand and apply the Charter of Rights for People with Dementia in Scotland to inform and develop your practice. 4 Understand the principles of capacity and consent and how this applies to your role to inform and develop your practice. 5 Contribute to the assessment and support of people with dementia who may be experiencing neglect, harm or abuse. 6 Examine the concepts of risk and risk enablement in relation to your role in supporting people with dementia.

Managing self – organisational awareness – being aware of the purpose of your organisation and the context in which it operates

Engaged	Established	Accomplished	Exemplary	Dementia skilled: Improving practice Modules and outcomes
<ul style="list-style-type: none"> demonstrates an understanding of how their organisation works, their role within it and how their work contributes to the purpose of the organisation is aware of changes in the context in which they are working, e.g. the law, policy, new initiatives, etc. 	<ul style="list-style-type: none"> recognises and values the role of everyone in the organisation in the delivery of high quality services takes responsibility for keeping up to date with changes in the organisation, e.g. policies and procedures, and the wider context in which they are working, and understands the rationale for these changes understands the challenges and opportunities affecting the organisation and is able to see these from a range of perspectives including those of people who use services and their carers, colleagues and managers. 	<ul style="list-style-type: none"> is able to consider the underlying challenges, tensions and opportunities affecting the organisation seeks to influence the organisational response to changes in the law, policy or other aspects of the social service sector shares their insight appropriately with others within and outwith the organisation to challenge views and bring about continuous improvement. 	<ul style="list-style-type: none"> is recognised for the significant contributions they make to the organisation anticipates how events or situations will affect individuals or groups in the rest of the organisation and can skillfully manoeuvre these situations uses their knowledge of the organisation, the social service sector and other agencies to identify shared purpose and achieve better outcomes for people who use services and their carers. 	<p>Supporting and protecting people's rights</p> <ol style="list-style-type: none"> Understand and apply the Charter of Rights for People with Dementia in Scotland to inform and develop your practice. Understand the principles and provisions of legislation in place to protect people with dementia, and their families/carers' rights and choices and how this should inform their practice. Understand the principles and provisions of policy and legislation that are in place to provide people with dementia and their families/carers with safeguards and protection, and how this should inform practice. Understand the principles of capacity and consent and how this applies to your role to inform and develop your practice. Contribute to the assessment and support of people with dementia who may be experiencing neglect, harm or abuse.

Scottish Social Services Council
Compass House
11 Riverside Drive
Dundee
DD1 4NY
Lo-call: 0845 60 30 891
Fax: 01382 207215
Email: enquiries@sssc.uk.com
www.sssc.uk.com

If you would like this document in another format
or language, please contact the SSSC on
0845 60 30 891.