

Cambridge **TECHNICALS LEVEL 3**

HEALTH AND SOCIAL CARE

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TECHNICALS
2016

A PROJECT APPROACH TO DELIVERY – DEMENTIA CARE:
LIVING LIFE TO THE FULL

Version 1

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INTRODUCTION



The purpose of this guide is to give you an overview of how you could holistically deliver a range of units from Cambridge Technicals in Health and Social Care Level 3 (Health and Social Care Pathway) through the delivery of a project.

Link to qualification <http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-health-and-social-care-level-3-certificate-extended-certificate-foundation-diploma-diploma-05830-05833-2016-suite/>

For the purpose of this guide, the intention is for learners to undertake a series of tasks relevant to creating and reviewing a care plan for an individual with dementia. The tasks to be completed are set in the context of Frank, an older person who has recently been diagnosed with Alzheimer's disease and who wants to continue to live independently in his own home, pursuing his life's goals and preferred lifestyle.

When delivering any qualification it is always useful to be able to look at the full range of units selected and consider how they are or could be linked together – a holistic approach.

A holistic approach will provide you with a structured plan to teach the learners how a range of topics work together across a number of units, providing them with some understanding of how skills and knowledge link together in a working environment.

Please note that this Project Approach MUST NOT be used directly for assessment purposes. It is intended to support the teaching and learning of the units specified.

THIS PROJECT APPROACH ENABLES THE DELIVERY AND FACILITATION OF LEARNING OF THE FOLLOWING UNITS:

Unit	LO
Unit 1 Building positive relationships in health and social care	LO1 Understand relationships in health, social care or child care environments
	LO2 Understand the factors that influence the building of relationships
	LO3 Understand how a person-centred approach builds positive relationships in health, social care or child care environments
	LO4 Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment
Unit 2 Equality, diversity and rights in health and social care	LO1 Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments
	LO2 Understand the impact of discriminatory practices on individuals in health, social care and child care environments
	LO3 Understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and childcare environments
	LO4 Understand how equality, diversity and rights in health, social care and childcare environments are promoted
Unit 6 Personalisation and a person-centred approach to care	LO1 Understand personalisation in health and social care
	LO2 Understand what is meant by a person-centred approach to care
	LO3 Understand methods used to implement a person-centred approach
	LO4 Know how to plan and conduct review meetings using a person-centred approach
Unit 16 Supporting people with dementia	LO1 Understand types of dementia and the impact of dementia and diagnosis on individuals
	LO2 Know legislation and frameworks which support the care of individuals with dementia
	LO3 Be able to support individuals with dementia to plan their care and support
Unit 19 Creativity and activity for adults	LO1 Understand the needs of adults in health and social care settings and the purpose and benefits of creativity and activity
Unit 22 Psychology for health and social	LO1 Be able to apply psychological theories and approaches to health, social care and child care
	LO2 Understand health psychology
	LO3 Understand the impact of chronic illness and long-term health conditions on individuals
	LO4 Know the psychological impacts of requiring care

Please note, Unit 19 Creativity and activity for adults, only LO1 covered (not LO2 or LO3).

The intention is that the learners will be taught a range of knowledge and skills within each of the units and then carry out relevant review activities at various stages. Each of the review activities (once successfully completed by the learner) will provide all the required underpinning knowledge for their final assessment.

The practice review activities within the modules must not be used for final assessment purposes of Cambridge Technicals in Health and Social Care Level 3.

Model assignments for each of the mandatory centre-assessed units (Units 1, 5, 12 and 14) for Cambridge Technicals in Health and Social Care Level 3 units or can be found at

<http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-health-and-social-care-level-3-certificate-extended-certificate-foundation-diploma-diploma-05830-05833-2016-suite/>

It is assumed that the learners will be given the opportunity to carry out activities that will enable them to practice the skills they have learned within each module prior to being given final assessment activities.

When considering a holistic approach to delivery and learning it is important to consider the overall objectives. In this guide the objectives are to:

- Deliver six units of Cambridge Technicals in Health and Social Care Level 3.
- Structure a programme of learning and reviews which is exciting and engaging for learners.
- Provide learners with an overview of how the knowledge and skills gained in one unit, support the knowledge and skills used within other units.
- Provide the learners with an opportunity to consider how they would use their social and communication skills holistically within the working environment.



ABOUT THE MODULES AND ACTIVITIES

The guide is divided into five modules which may be sub-divided or combined according to the teaching time available.

The tables below show where each of the modules in this project provides delivery approaches and learning opportunities to ensure a thorough review of skills and understanding, prior to final assessment and evidencing by the learner.

Please note that should assessment be presented in a similar holistic way, learners must be able to present clearly mapped evidence for each of the centre-assessed units (Unit 1, 16, 19 and 22).

BY UNIT/LEARNING OUTCOME (LO)

	LO1	LO2	LO3	LO4
Unit 1	Module 2, Activity 1, 3	Module 2, Activity 2	Module 3, Activity 2	Module 2, Activity 2
Unit 2	Module 2, Activity 4 Module 5, Activity 1	Module 2, Activity 4 to 5	Module 4, Activity 1 to 3	Module 2, Activity 5 Module 5, Activity 2
Unit 6	Module 3, Activity 1 to 3 Module 4, Activity 1, 3	Module 3, Activity 2, 3	Module 3, Activity 2, 3 Module 5, Activity 3, 5	Module 5, Activity 6
Unit 16	Module 1, Activity 1 to 3	Module 4, Activity 1, 3	Module 3, Activity 2 to 4 Module 5, Activity 4	
Unit 19	Module 3, Activity 5			
Unit 22	Module 3, Activity 4	Module 1, Activity 4 Module 4, Activity 4	Module 1, Activity 4, 5 Module 3, Activity 4	Module 1, Activity 3, 5

BY MODULE

	Unit	LO
Module 1	Unit 16	LO1 Activity 1 to 3
	Unit 22	LO2, Activity 4 LO3 Activity 4, 5 LO4 Activity 3, 5
Module 2	Unit 1	LO1 Activity 1,3 LO2 Activity 2 LO4 Activity 2
	Unit 2	LO1, Activity 4 LO2, Activity 4, 5 LO4, Activity 5
Module 3	Unit 1	LO3, Activity 2
	Unit 6	LO1, Activity 1 to 3 LO2, Activity 2, 3 LO3, Activity 2, 3
	Unit 16	LO3, Activity 2 to 4
	Unit 19	LO1, Activity 5
	Unit 22	LO1, Activity 4 LO3, Activity 4
Module 4	Unit 2	LO3, Activity 1 to 3
	Unit 6	LO1, Activity 1, 3
	Unit 16	LO2, Activity 1, 3
	Unit 22	LO2, Activity 4

	Unit	LO
Module 5	Unit 2	LO1, Activity 1 LO4, Activity 2
	Unit 6	LO3, Activity 3, 5 LO4, Activity 6
	Unit 16	LO3, Activity 4

ASSESSMENT OF UNITS

This project provides opportunities to produce additional and separate evidence to meet the assessment requirements of Unit 1, 16, 19 and 22.

This is summarised in the table below which indicates how each Module and Activity provides an opportunity for additional and separate evidence for each unit. Completion of the modules does not guarantee all criteria have been met; this is entirely dependent on the quality of the evidence produced.

This Project Approach should be read in conjunction with the published grading criteria in the unit documents. This Project Approach should be read in conjunction with the published grading criteria in the Unit documents.

METHODS OF ASSESSMENT

Unit No	Unit title	How are they assessed?
Unit 1	Building positive relationships in health and social care	Internal = Centre assessed and moderated by OCR
Unit 2	Equality, diversity and rights in health and social care	External = Exam set and marked by OCR
Unit 6	Personalisation and a person-centred approach to care	External = Exam set and marked by OCR
Unit 16	Supporting people with dementia	Internal = Centre assessed and moderated by OCR
Unit 19	Creativity and activity for adults	Internal = Centre assessed and moderated by OCR
Unit 22	Psychology for health and social	Internal = Centre assessed and moderated by OCR

THE PROJECT BRIEF

The learner version of the Project Brief is available from <http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technical-health-and-social-care-level-3-certificate-extended-certificate-foundation-diploma-diploma-05830-05833-2016-suite/>

You are to explore the essential elements of effective care planning and then develop a care plan for an individual with dementia.

Your tasks are to apply care planning concepts to:

- Investigate the different types of dementia, their signs and diagnosis and produce an information handout and a report.
- Investigate the methods used for diagnosing dementia and evaluate the benefits of an early diagnosis and produce a presentation.
- Analyse the impacts of dementia and their diagnosis on the individual with dementia, their family and friends and produce a role play.
- Analyse the different types of relationships, their contexts and impacts when care planning with individuals and produce a role play.
- Investigate the factors that influence positive relationships and produce a report and factsheet.
- Use of effective communication to support positive relationships and produce a role play.
- Evaluate the effects of applying equality, diversity and rights and produce case studies and a guide.
- Use of personalisation, person-centred approaches and other treatments and produce a presentation, a display, case studies and a factsheet.
- Research legislation, national initiatives, and theories underpinning approaches and treatments and produce a verbal explanation, summary, description, information hand out and presentation.
- Develop and review a person-centred plan for an individual with dementia and produce role plays, a reflection, presentation, a description and case studies.

You are to use Frank's profile as the basis. This was produced as part of the information that was collated during the initial assessment process. Frank's profile provides you with more information about who Frank is, his interests and preferred lifestyle.

Frank's profile

Frank is 80 years old and has lived in Devon all of his life. He has three daughters: Theresa, who lives in the same village, Lorraine, who lives in Birmingham and Marianna who lives in Italy. His



THE PROJECT BRIEF



good friend Peter also lives in the same village. His wife, Thelma died a year ago; Frank misses his wife very much as she had a very good sense of humour and had a very positive approach to life. They both enjoyed going out for lunch, for walks with their dog Dobie, singing in the local choir and gardening. Frank has always been a very active person and enjoys cycling and following the cricket and Formula 1 on the radio.

Frank has recently been diagnosed with Alzheimer's disease. He is determined to continue to live in the home that he has lived in for over 50 years and to continue pursuing his favourite hobbies and interests; he does not see why having a diagnosis of Alzheimer's disease changes anything.

Frank's three daughters are concerned that their father will not be able to continue to manage to live on his own and that his continued independence will impact on his personal safety and think it is best that he moves into a residential care setting.

The dementia care: living life to the full project will enable learners to create a care plan for an individual with dementia that empowers the individual to remain in control of their day-to-day living and promotes their well-being. Learners will acquire the knowledge that is required for developing a plan that enables an individual with dementia to continue pursuing their daily living activities, and the skills that are essential for ensuring the individual with dementia continues to maintain their independence as their needs change over time.

This work can be undertaken as an individual or within a team. If working within a team learners are expected to contribute to each of the areas (and be able to evidence this contribution) in order to gain the experience and knowledge required to successfully complete the Cambridge Technicals in Health and Social Care Level 3 (Health and Social Care Pathway) units.

MODULE 1



ABOUT DEMENTIA: KNOWING THE FACTS

Link to qualification <http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technical-health-and-social-care-level-3-certificate-extended-certificate-foundation-diploma-diploma-05830-05833-2016-suite/>

The delivery begins with Unit 16 Supporting people with dementia (LO1) and then continues with Unit 22 Psychology for health and social care (LO2, LO3 and LO4).

Learners will begin by developing Section 1 of Frank's care plan. This should be written in the first person i.e. from Frank's point of view and must include details of his experience of being diagnosed with Alzheimer's disease; how it has impacted on him personally, on his three daughters and his best friend Peter.

Before learners can begin to create Section 1 of Frank's care plan, they first need to have a good understanding of:

- the different types of dementia, their signs and diagnosis
- the impacts of dementia and their diagnosis on the individual
- the impacts of dementia and their diagnosis on the individual's family and friends.

Contained within the following assessment criteria/units/LOs:

Learning Outcome	LO number	Unit number
Understand types of dementia and the impact of dementia and diagnosis on individuals	LO1	Unit 16
Understand health psychology	LO2	Unit 22
Understand the impact of chronic illness and long-term health conditions on individuals	LO3	
Positive and negative psychological impacts of requiring care	LO4	

During the delivery of the units, the learners should carry out a range of activities to demonstrate and check their knowledge and understanding. They should also undertake review activities as they work through the programme of learning.

PRACTICE REVIEW ACTIVITIES FOR MODULE 1

ACTIVITY 1

Learners could research Alzheimer's disease to establish its causes and common signs. The Alzheimer Society's factsheet, 'What is Alzheimer's?' could be a useful starting point https://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=100.

Learners could then compare the causes and common signs of Alzheimer's disease to other types of dementia. This could include vascular dementia, lewy bodies, frontotemporal dementia and mild cognitive impairment.

The Alzheimer Society's information page, 'Types of dementia' includes a number of factsheets about the different types of dementia <https://www.alzheimers.org.uk/site/scripts/documents.php?categoryID=200362> and the Dementia UK's information page, 'Understanding dementia' is an additional source of information about the different types of dementia that exist <https://www.dementiauk.org/understanding-dementia/>

Learners could produce an information handout aimed at Frank's three daughters and his best friend Peter that details information about the causes and common signs of Alzheimer's disease, including how it differs to other types of dementia.

ACTIVITY 2

Learners could investigate the range of methods that are used for diagnosing different types of dementia, including Alzheimer's disease such as the individual's personal history, physical examinations and tests.

The NHS Choices' Dementia guide includes a section titled 'Tests for diagnosing dementia' that provides information about the different methods that are available <http://www.nhs.uk/conditions/dementia-guide/pages/dementia-diagnosis-tests.aspx>

Learners could produce a report of the range of methods that are used for diagnosing different types of dementia, including their pros and cons.

ACTIVITY 3

An evaluation of the benefits of early diagnosis could then be undertaken by learners. Learners could be tasked with producing a verbal or written presentation from Frank's point of view of the benefits of having an early diagnosis of Alzheimer's disease.

The Social Care Institute for Excellence (SCIE) has produced a number of useful resources on dementia and specifically about this topic: 'Why early diagnosis of dementia is important?'

that can be accessed from <http://www.scie.org.uk/dementia/symptoms/diagnosis/early-diagnosis.asp> and 'Supporting carers at the time of a diagnosis of dementia' that can be accessed from <http://www.scie.org.uk/dementia/carers-of-people-with-dementia/supporting-carers/diagnosis.asp>

ACTIVITY 4

Learners could explore the role of health psychology in understanding conditions such as dementia as well as the factors that can impact on health psychology.

The British Psychological Society's publication, 'Clinical Psychology in the Early Stage Dementia Care Pathway'. [https://www.bps.org.uk/system/files/user-files/DCP%20Faculty%20for%20the%20Psychology%20of%20Older%20People%20\(FPoP\)/public/clinical_psychology_in_early_stage_dementia_care_pathway.pdf](https://www.bps.org.uk/system/files/user-files/DCP%20Faculty%20for%20the%20Psychology%20of%20Older%20People%20(FPoP)/public/clinical_psychology_in_early_stage_dementia_care_pathway.pdf)

Learners could write a reflection written from Frank's point of view about how he feels about being diagnosed with dementia, why he wants to continue with his current lifestyle and why his daughters think he may not be able to manage continuing to live on his own.

ACTIVITY 5

An analysis of the positive and negative impacts of dementia, on the individual and their family and friends could then be completed. This could include physical, psychological, social and financial impacts. The following are useful sources of information

The Alzheimer's Society's information page, 'Understanding and supporting a person with dementia': https://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=84

The Alzheimer's Research UK' report, 'Dementia in the Family. The impact on carers' <http://www.alzheimersresearchuk.org/wp-content/uploads/2015/12/Dementia-in-the-Family-The-impact-on-carers.pdf>

The NHS Choices' Dementia guide, section, 'Dementia and your relationships' <http://www.nhs.uk/Conditions/dementia-guide/Pages/relationships-and-dementia.aspx>

Learners could then be tasked with working in small groups to produce a role play about the positive and negative impacts of Alzheimer's disease on Frank, his three daughters and best friend Peter. Each group could choose to focus their role play on the impacts on different relationships i.e. between Frank and one of his daughters, between Frank and his best friend Peter.

MODULE 2

PERSONAL HISTORY

Link to qualification <http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technical-health-and-social-care-level-3-certificate-extended-certificate-foundation-diploma-diploma-05830-05833-2016-suite/>

The delivery then continues with Unit 1 Building positive relationships in health and social care (LO1, LO2, LO4) into Unit 2 Equality, diversity and rights in health and social care (LO1, LO2, LO4).

Having established in Module 1, an understanding of the causes and symptoms of dementia and how they can affect an individual, their family and friends, learners will continue by developing Section 2 of Frank's care plan. This should again, be written in the first person i.e. from Frank's point of view and must include details of his background, personality, hobbies and interests. In this section, learners will be exploring the person behind the dementia, their personality, including important events in their life, what and who the individual values as important, their favourite past times and areas of interest and the people and professionals that the individual may need support from as their dementia develops.

Before learners can begin to create Section 2 of Frank's care plan, they first need to have a good understanding of the following concepts:

- the different types of relationships and their contexts in health and social care environments
- the factors that influence positive relationships
- how to use effective communication to support positive relationships
- the concepts of equality, diversity and rights
- how to promote equality, diversity and rights.

Contained within the following assessment criteria/units/LOs:

Learning Outcome	LO number	Unit number
Understand relationships in health, social care or child care environments	LO1	Unit 1
Understand the factors that influence the building of relationships	LO2	
Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment	LO4	
Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments	LO1	Unit 2
Understand the impact of discriminatory practices on individuals in health, social care and child care environments	LO2	
Understand how equality, diversity and rights in health, social care and child care environments are promoted	LO4	Unit 30

During the delivery of the units, the learners should carry out a range of activities to demonstrate and check their knowledge and understanding. They should also undertake review activities as they work through the programme of learning.



PRACTICE REVIEW ACTIVITIES FOR MODULE 2

ACTIVITY 1

Learners could begin by exploring the different types of relationships and their contexts in health and social care such as in formal, informal, one-to-one and group contexts with the families, friends and advocates of individuals with dementia and the health and social care professionals and practitioners who may provide care or support.

The Alzheimer's Society's information page, 'Involving people with dementia' https://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=1040

SCIE's publication, 'Involving the family and friends of people with dementia' <http://www.scie.org.uk/dementia/living-with-dementia/keeping-active/involving-family-friends.asp>

Learners could work in small groups and be tasked with developing a role play that focuses on 1) a specific context i.e. formal, informal, one-to-one, group, and 2) explores the relationship Frank may have with another person in relation to providing him with care and support i.e. his best friend, daughters, health or social care professionals.

ACTIVITY 2

Learners could then analyse how different relationships and contexts can impact on an individual and write a report of their findings and conclusion. The role plays developed by learners in Activity 1 of this Module could be used as the basis of learners' written reports.

The Alzheimer's Society's information page 'Relationships' is a useful source of information <https://www.alzheimers.org.uk/site/scripts/documents.php?categoryID=200355>

ACTIVITY 3

Learners could then investigate the factors that impact on the building of relationships i.e. dementia, communication skills, culture, physical and social environment, spirituality and then produce a factsheet that provides information about a range of factors.

The Alzheimer's Society's information page, 'Understanding and supporting a person with dementia' is a useful source of information https://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=84

Role plays could be undertaken to demonstrate effective communication skills in different contexts; these could be followed by reflections on their effectiveness in a health or social care environment. Learners could use the case study of Frank as the basis of this activity.

ACTIVITY 4

Learners could explore the meanings of the terms equality, diversity, rights and discrimination and then evaluate the physical, emotional and social effects this may have on individuals when these are applied and not applied. Case studies for two different individuals could be developed, their experiences could then be compared and contrasted.

The Alzheimer's Society's information page, 'Equality, discrimination and human rights' is a useful source of information https://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=1674

ACTIVITY 5

Learners could then analyse the discrimination that may occur of an individual with dementia, the reasons why and recommend the correct actions to take by justifying them with a clear rationale.

The Age UK's publication, 'Older People and Human Rights. A reference guide for professionals working with older people' may be a useful source of information http://www.ageuk.org.uk/documents/en-gb/for-professionals/equality-and-human-rights/older_people_human_rights_expert_series_pro.pdf?dtrk=true

Learners could then be tasked with producing a short guide for the health and social care professionals who will be supporting Frank to provide guidance around the actions to take should discrimination occur.

MODULE 3

CARE PLANNING APPROACHES AND TREATMENTS

Link to qualification <http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technical-health-and-social-care-level-3-certificate-extended-certificate-foundation-diploma-diploma-05830-05833-2016-suite/>

The delivery continues with providing learners with opportunities to apply their knowledge and skills across a range of LOs from the following units. Unit 1 Building positive relationships in health and social care (LO3), Unit 6 Personalisation and a person-centred approach to care (LO1, LO2, LO3), Unit 16 Supporting people with dementia (LO3), Unit 19 Creativity and activity for adults (LO1) and Unit 22 (LO1, LO3) Psychology for health and social care.

Having gathered information in Module 2 about the individual's personal history, their health and well-being, learners will continue by developing Section 3 of Frank's care plan. In this section, learners will consider how best to provide care and support to the individual with dementia by considering a range of treatments and approaches that are available.

In addition, learners will consider, over the course of a month how to plan for a range of suitable creative activities for Frank that are suitable for his needs, reflect his preferences and interests. When considering the activities that meet Frank's needs learners should take into account the potential benefits of different types of creative activities, the resources that will be required as well as how to actively encourage the involvement of Frank's family and his good friend Peter.

This should, again, be written in the first person i.e. from Frank's point of view and must include details of the types of care and support that are suitable and available to meet Frank's current and future needs, how they are to be provided i.e. the skills the abilities that are to be promoted and the skills and abilities that Frank finds difficult and needs support with and by whom. Details about how to maintain Frank's safety whilst living at home must be included as well as the environment and activities that are required to meet Frank's needs and preferences and ensure he reaches his full potential.

Before learners can begin to create Section 3 of Frank's care plan, they first need to have a good understanding of the following concepts:

- the meaning of personalisation and its key features
- the meaning of the person-centred approach and its principles

- other treatments and approaches used
- the role of creative activities in improving individuals' health and well-being.

Contained within the following assessment criteria/units/LOs:

Learning Outcome	LO number	Unit number
Understand how a person-centred approach build positive relationships in health, social care or child care environments	LO3	Unit 1
Understand personalisation in health and social care	LO1	Unit 6
Understand what is meant by a person-centred approach to care	LO2	
Understand methods used to implement a person-centred approach	LO3	
Be able to support individuals with dementia to plan their care and support	LO3	Unit 16
Understand the needs of adults in health and social care settings and the purpose and benefits of creativity and activity	LO1	Unit 19
Be able to apply psychological theories and approaches to health, social care and child care	LO1	Unit 22
Understand the impact of chronic illness and long-term health conditions on individuals	LO3	

During the delivery of the units, the learners should carry out a range of activities to demonstrate and check their knowledge and understanding. They should also undertake review activities as they work through the programme of learning.

PRACTICE REVIEW ACTIVITIES FOR MODULE 3



ACTIVITY 1

Learners could investigate the main characteristics of the personalisation approach and then evaluate the benefits and impacts of personalisation on individuals with dementia. Useful sources of additional information are included below.

The Alzheimer's Society's information page on 'Personalisation' https://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=1557

In Control's publication, 'Dementia and Personalisation' <http://www.in-control.org.uk/media/156148/dementia%20and%20personalisation%20in%20control.pdf>

Learners could be tasked with producing a presentation about the personalisation approach that could be shown to all those who are part of Frank's circle of support i.e. family, best friend, health and social care professionals.

ACTIVITY 2

Learners could analyse the key principles of the person-centred approach, the methods used and then compare this approach with the personalisation approach. Useful sources of information about the person-centred approach are provided below.

NICE's guidance on 'Dementia: supporting people with dementia and their carers in health and social care. Person-centred care' <https://www.nice.org.uk/guidance/cg42/chapter/personcentred-care>

Alzheimer's Society's information page, 'Treating behavioural and psychological symptoms of dementia. Person-centred care' https://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=1191&pageNumber=3

Learners could then work in small groups to produce a display that includes the main features of the person-centred and personalisation approaches and the principles that underpin them both.

ACTIVITY 3

Learners could then evaluate the challenges to implementing personalisation and person-centred approaches and the strategies that can be used for overcoming these. The resource below is a useful source of information.

The Health Foundation's person-centred care resource centre <http://personcentredcare.health.org.uk/>

PRACTICE REVIEW ACTIVITIES FOR MODULE 3

Two case studies of individuals with dementia could be developed by learners to demonstrate the different methods of overcoming difficulties encountered when implementing personalisation and person-centred approaches in health and social care settings.

ACTIVITY 4

Learners could investigate other treatments and approaches to supporting individuals with dementia such as psychotherapy, psychological approaches, environmental modifications, complementary therapies and life story work and establish their importance.

The Alzheimer's Society's resource, 'The dementia guide: Treatments' https://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=2231&pageNumber=2

The Alzheimer's Society's factsheet, 'Complementary and alternative therapies' https://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=134

The Age UK's information page, 'Dementia and Music' <http://www.ageuk.org.uk/health-wellbeing/conditions-illnesses/dementia-and-music/>

The Dementia UK's information page, 'Life story work' <https://www.dementiauk.org/for-healthcare-professionals/free-resources/life-story-work/>

Learners could then work in pairs and produce a factsheet about three treatments or approaches that are available to support individuals with dementia; the case study of Frank could be used as the basis of this activity.

ACTIVITY 5

Learners could explore the potential benefits of creative activities for individuals with Alzheimer's and then produce a factsheet that includes the main characteristics.

The report, 'Creative minds Creative activities: A picture of cultural creative activities for people with dementia using social care services in Suffolk' - <http://www.suffolk.gov.uk/assets/suffolk.gov.uk/Care%20and%20Support/Adult/CreativeMinds.pdf>

NHS Choices, Dementia Guide, 'Activities for Dementia' <http://www.nhs.uk/conditions/dementia-guide/pages/dementia-activities.aspx>

Learners could conduct some independent research of the different types of creative activities that can be suitable for individuals with Alzheimer's and then produce an information handout that details what they involve, the resources required as well as their specific benefits.



MODULE 4

LEGISLATION, NATIONAL INITIATIVES AND THEORIES

Link to qualification <http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technical-health-and-social-care-level-3-certificate-extended-certificate-foundation-diploma-diploma-05830-05833-2016-suite/>

The delivery continues with providing learners with opportunities to apply their knowledge and skills across a range of units. Unit 2 Equality, diversity and rights in health and social care (LO3), Unit 6 personalisation and a person-centred approach to care (LO1), Unit 16 Supporting people with dementia (LO2) and Unit 22 psychology for health and social care (LO2).

Learners will continue by developing Section 4 of Frank's care plan that will again be written in the first person and will include details about Frank's rights and how his rights, health and wellbeing will be promoted.

Whilst completing Section 4 of Frank's care plan, learners will continue to apply their understanding of the following concepts:

- the meaning of personalisation and its key features
- the meaning of the person-centred approach and its principles
- other treatments and approaches used.

Learners will also require an understanding of the legislation and theories that underpin the treatments and approaches that are available to enable individuals with dementia, like Frank, to have the support required to promote their rights, health, wellbeing and maintain their independence. It includes:

- the legislation and national initiatives that promote anti-discriminatory practice
- the legislation that underpins personalisation
- the theories of behaviour change.

Contained within the following assessment criteria/units/LOs:

Learning Outcome	LO number	Unit number
Understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and child care environments	LO3	Unit 2
Understand personalisation in health and social care	LO1	Unit 6
Know legislation and frameworks which support the care of individuals with dementia	LO2	Unit 16
Understand health psychology	LO2	Unit 22

During the delivery of the units, the learners should carry out a range of activities to demonstrate and check their knowledge and understanding. They should also undertake review activities as they work through the programme of learning.



PRACTICE REVIEW ACTIVITIES FOR MODULE 4

ACTIVITY 1

Learners could begin by researching the legislation that promotes anti-discriminatory practice to include the Health and Social Care Act 2012, the Equality Act 2010, the Data Protection Act 1998, the Human Rights Act 1998 and then apply their knowledge to supporting individuals with dementia when care planning by working in pairs and explaining to their partner the main features of the key legislation that promotes anti-discriminatory practice.

Gov.uk's website is a useful source of information for current legislation <https://www.gov.uk/government/organisations/department-of-health/about/equality-and-diversity>

ACTIVITY 2

Learners could then investigate the national initiatives that promote anti-discriminatory practice to include the Care Certificate, Quality assurance, the Equality and Human Rights Commission and NICE. Learners could then assess their impact on the treatments and approaches relevant to supporting individuals with dementia. Useful sources of information include.

Skills for Care's information page, 'Care Certificate' <http://www.skillsforcare.org.uk/Learning-development/Care-Certificate/Care-Certificate.aspx>

Care Quality Commission's website <http://www.cqc.org.uk/>

The Equality and Human Rights Commission's website <https://www.equalityhumanrights.com/en>

NICE's website <https://www.nice.org.uk/>

Learners could select one national initiative relevant to the care and support of individuals with dementia and produce a written summary of its key findings and describe its effectiveness on providing high quality dementia care and support.

ACTIVITY 3

Learners could analyse the legislation that underpins personalisation such as the Health and Social Care Act 2012, the Care Act 2014, the Mental Capacity Act (2005) and consider how they promote the rights of individuals with dementia by producing an information hand out. The factsheet below provides some useful information.

Gov.uk's 'Factsheet 4 Personalising care and support planning' <https://www.gov.uk/government/publications/care-act-2014-part-1-factsheets/care-act-factsheets#factsheet-4-personalising-care-and-support-planning>

ACTIVITY 4

Learners could then conduct some research into the theories of behaviour change and assess how they can be used to understand the links between dementia and the impact of psychology and promote individuals' well-being to include learning theories, social cognitive theory and the health action process approach.

The Alzheimer's Society's information page, 'Treating behavioural and psychological symptoms of dementia' could be a useful source of information' http://www.alzheimers.org.uk/info/20162/drugs/106/drugs_used_to_relieve_behavioral_and_psychological_symptoms

Learners could then be tasked with producing a presentation about the theories of behaviour change and how they can be applied to Frank's situation.

MODULE 5

EFFECTIVE CARE PLANNING

Link to qualification <http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technical-health-and-social-care-level-3-certificate-extended-certificate-foundation-diploma-diploma-05830-05833-2016-suite/>

The project concludes with Unit 2 Equality, diversity and rights in health and social care (LO1, LO4), Unit 6 personalisation and a person-centred approach to care (LO3, LO4) and Unit 16 Supporting people with dementia (LO3).

Learners will conclude by delivering and reviewing Frank's care plan. Learners will ensure that they have included the following key aspects in their development of Frank's care plan: the individual's personal history, their physical and mental health and wellbeing, their social and physical environment.

To deliver and review Frank's care plan learners will require an understanding of the following:

- how to apply the values of care
- how to apply best practice
- how to develop effective person-centred plans
- how to involve practitioners, services and identify their key roles and responsibilities.

Contained within the following assessment criteria/units/LOs:

Learning Outcome	LO number	Unit number
Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments	LO1	Unit 2
Understand how equality, diversity and rights in health, social care and child care environments are promoted	LO4	
Understand methods used to implement a person-centred approach	LO3	Unit 6
Know how to plan and conduct review meetings using a person-centred approach	LO4	
Be able to support individuals with dementia to plan their care and support	LO3	Unit 16

During the delivery of the units, the learners should carry out a range of activities to demonstrate and check their knowledge and understanding. They should also undertake review activities as they work through the programme of learning.



PRACTICE REVIEW ACTIVITIES FOR MODULE 5



ACTIVITY 1

Learners could explore the strategies to use for ensuring the values of care are applied when providing support to individuals with care planning

A useful source of information The National Voices publication, 'Prioritising person-centred care. Supporting self-management' http://www.nationalvoices.org.uk/sites/default/files/public/publications/supporting_self-management.pdf

Role plays could be used to demonstrate learners' skills of applying the values of care when care planning; the case study of Frank could be used as the basis of this activity.

ACTIVITY 2

Learners could research best practice to follow when promoting equality, diversity and anti-discriminatory practices and supporting individuals' rights and beliefs.

The publication produced by NICE and SCIE, 'Dementia Supporting people with dementia and their carers in health and social care' <https://www.scie.org.uk/publications/misc/dementia/dementia-guideline.pdf?res=true>

A reflection could be completed by learners about how Frank's care plan promotes Frank's rights, beliefs and anti-discriminatory practices.

ACTIVITY 3

Learners could evaluate different tools used for person-centred planning and then analyse their benefits to the individual.

The National Voices publication, 'Prioritising person-centred care. Improving information and understanding' http://www.nationalvoices.org.uk/sites/default/files/public/publications/improving_information.pdf

Learners could be tasked with developing a presentation of the range of tools available and their benefits; the case study of Frank could be used as the basis of this activity.

ACTIVITY 4

Learners could investigate the importance and methods of involving practitioners and services in care planning with individuals with dementia; their roles and responsibilities and then produce a written description of the roles and responsibilities of practitioners and services in care planning and how best to involve them.

Alzheimer's society UK's information page, 'How health and social care professionals can help' https://www.alzheimers.org.uk/site/scripts/documents_info.php?documentID=175

ACTIVITY 5

Learners could research best practice in how to live well with dementia and explore how this could be applied through daily living activities.

The Good care group's website provides access to their downloadable Dementia Care Guide <http://www.thegoodcaregroup.com/live-in-care/dementia/dementia-care-guide/>

Case studies of two individuals with different types of dementia could be used as the basis of this activity.

ACTIVITY 6

Learners could develop a person-centred plan and then review its effectiveness by, writing an account that reflects and analyses whether it focuses on the individual's wishes, needs, preferences, capabilities and provides information about the support the individual requires as well as the roles and responsibilities of all those involved.

Learners could use their own development of Frank's care plan as the basis of this activity.



OTHER RESOURCES

Below is a list of resources available from the OCR website which can support the delivery of this project.

<http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technical-health-and-social-care-level-3-certificate-extended-certificate-foundation-diploma-diploma-05830-05833-2016-suite/>

Delivery Guides

Delivery Guides contains suggestions for activities for lessons. There is a Delivery Guide for each unit, structured by learning outcome so that you can see how each activity helps learners cover the unit. We've also included links to other resources you might find useful.



Resources Links

There are a number of Resources Links for some of the units. Resources Links provide a range of other resources you might find useful – videos, data sets and other online content.



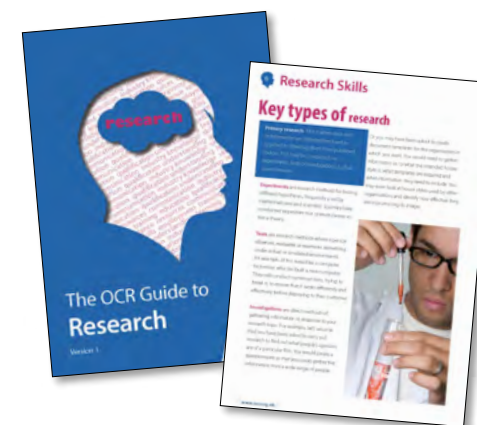
Lesson Elements

There are a number of Lesson Elements for some of the units. Each Lesson Element contains fully worked-up activities with tutor instructions and answers along with learner task sheets.



Skills Guides

We have produced a range of skills guides covering a variety of topics, including research, communication skills, managing projects, problem solving.





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