



## **Arrangements for:**

**PDA: Promoting Excellence in  
Dementia Skilled Practice**

**at SCQF level 7**

**Group Award Code: GE4V 47**

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## **Acknowledgement**

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

## **History of changes**

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

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# 1 Introduction

This is the Arrangements Document for the Group Award: PDA in Promoting Excellence in Dementia Skilled Practice at SCQF level 7 which was validated in November 2011. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery. The PDA in Promoting Excellence in Dementia Skilled Practice at SCQF level 7 is specifically designed to improve professional practice, contribute to meeting the registration requirements of the Scottish Social Services Council (SSSC) and provide continuous professional development for employees.

Delivery of the award provides a combination of reading, research and practice-based learning all of which are assessed through examples generated by real work experience.

## 2 Rationale for the development of the award

### 2.1 Rationale

In June 2010 the Scottish Government launched *Scotland's National Dementia Strategy*. NHS Education for Scotland (NES) and the Scottish Social Services Council (SSSC) then developed *Promoting Excellence: A framework for health and social services staff working with people with dementia, their families and carers* to support delivery of the aspirations and change actions outlined in the strategy.

The NES/SSSC Promoting Excellence framework details the knowledge and skills all health and social services staff should aspire to achieve in relation to the role they play in supporting people with a diagnosis of dementia, their families and carers. The NES/SSSC framework has been designed in a way that recognises the existence of various sector (and professional group) specific standards and frameworks, for example: the NHS Knowledge and Skills Framework; the Social Services Continuous Learning Framework and the National Occupational Standards (NOS) for Health and Social Care.

As a precursor to the development of the Dementia Strategy, in 2009 the Care Commission and Mental Welfare Commission jointly reported on the quality of care for people with dementia living in care homes in Scotland. At the time of publication up to 67,000 in Scotland had dementia and 40% of them were in care homes or hospitals. Their report, *'Remember, I'm Still Me'*, found overall that care in Scotland's care homes needs to improve significantly in order to meet the needs of people with dementia who live in them. They found that staff delivering care can sometimes "forget" the person inside the dementia. 'Staff need to know as much as possible about the lives, personalities, likes and dislikes of the people they care for in order to give them the best possible care, treatment and quality of life.' They added, 'People with dementia should be cared for by staff who have the skills knowledge and training to provide effective care.'

There are other key policy drivers and influences which are placing the care and support of people who have dementia in the forefront of the future provision of services. The critical strategic direction for the Scottish Government is embodied in *Reshaping Care for Older People: A Programme for Change 2011-2021*. This programme provides a framework, built on consensus across all sectors and interests, to address the challenges of supporting and caring for Scotland's growing older population into the next decade and beyond. As part of this, there is strategic joint working between NES and SSSC to support the health and social care workforce through progressive education focused on capacity building for improvement and driving forward new ways of working, ensuring that the workforce is fit for purpose, responsive to change, flexible and of the highest quality.

The rationale for and content of the PDA in Promoting Excellence in Dementia Skilled Practice at SCQF level 7 also reflects the implementation of the NHS Scotland *Quality Strategy* (Scottish Government, 2010) which 'puts people at the heart of everything the health service does by developing a workforce that supports engagement in shared decision-making about care and personalised care plans for those people with the most complex care needs.'

In addition, Scotland's population is continuing to age, with a 50% increase in over 60s projected by 2033 (*Demographic Change in Scotland*, Scottish Government, 2011). This will place extra demands on all health and social care services for older people, including those who have dementia, particularly for services based in the community, whether in people's own homes or in care homes. This all should also be seen in the context of severe pressures on funding.

In addressing the need to improve services consistent with an increasingly personalised, Outcomes based, approach to practice and considering the effects of the demographic and funding pressures, *Reshaping Care for Older People* recognises there is a need to change the way care and support is planned and delivered. It will mean a significant increase in the workforce who are providing direct services in these settings. It will also alter the functions they will be asked to carry out and the responsibilities and accountabilities they will hold. The Promoting Excellence framework embodies these.

The PDA in Promoting Excellence in Dementia Skilled Practice at SCQF level 7 was written specifically to reflect the knowledge and skills captured in Promoting Excellence at the dementia skilled practice level. The dementia skilled practice level describes the knowledge and skills required by all staff 'that have direct and/or substantial contact with people with dementia and their families and carers.' The focus of this award, therefore, is on the job roles of health and social care support workers and practitioners.

In addition, an analysis was made of the NOS and a specific standard was elicited which complements the new Higher National Units of this PDA.

The award is made up of three mandatory Units, two of which are newly developed Higher National Units and one drawn from the existing National Occupational Standards for the health and social care workforce.

The Units provide learners with the knowledge and skills to carry out their duties while working with people with a diagnosis of dementia, their families and carers. This award may provide opportunity for learners to progress to other qualifications within those sectors which work with adults.

It is important to note that SVQs by their nature do not provide learning or training; they are designed to be the assessment of a candidate's current knowledge and its application to practice and are aimed to certificate competence in practice. They are not necessarily linked to training programmes. In consideration of this it was felt that taught knowledge based Units to support the assessed practice would be beneficial.

PDA's progress according to the qualification's SCQF level and, incorporate SCQF terms of reference. As such, this award has been developed at SCQF level 7 in order to take into account the critical evaluative, analytical and reflective abilities required for a candidate working with people with a diagnosis of dementia, their families and carers to develop professionally.

In summary, this PDA:

- ◆ Is current and fit for purpose as it arises specifically from the key Scottish Government policy drivers, including those for people who have a diagnosis of dementia, their families and carers. These in turn have informed the review of the NOS.
- ◆ Will meet an existing and growing demand from employers to meet the requirements of the Care Inspectorate for improved services in relation to dementia practice arising from government policy; and of the workforce regulator (SSSC) for employees to possess the skills to provide care and support for people with a diagnosis of dementia, their families and carers. This fits well with the registration and CPD requirements for support workers and practitioners.
- ◆ Is equally applicable for workers in health care services, care homes, care at home and housing support services.
- ◆ Draws together and signposts the developing number of learning and development resources and good practice around dementia.
- ◆ Will offer candidates a certificated award in advance of and supporting the new SVQ in Healthcare Support (Clinical and Non-Clinical) at level 3.
- ◆ Will provide robust underpinning knowledge on dementia to support the emerging Health and Social Care SVQs and any prospective skills set(s).

## 2.2 Target groups

This award is aimed at candidates including and beyond those currently affected by the requirements of the Scottish Social Services Council (SSSC) register. It is anticipated that learners will come from a broad range of job roles that include those caring for and supporting people with a diagnosis of dementia, their families and carers. For example:

- ◆ Social Care Support Workers
- ◆ Health Care Support Workers
- ◆ Social Care Practitioners

It is envisaged that candidates who have already undertaken an SQA qualification in the past for example candidates who have achieved the SVQ in Health and Social Care level 2 or 3, HNC in Health or Social Care will be well placed to undertake this award for job specific training or for the purposes of CPD.

## 2.3 Continuous Professional Development (CPD)

The PDA in Promoting Excellence in Dementia Skilled Practice at SCQF level 7 provides CPD for candidates who are in roles where they work with others within the wider health and social services workforce. It allows an opportunity for those who wish to further the development of their skills to gain formal recognition.

The award is designed for those aspiring to advance their practice and career. The practical application of theoretical underpinnings should allow candidates to present concrete evidence of competence regarding career advancement.

Achievement of the PDA in Promoting Excellence in Dementia Skilled Practice at SCQF level 7 may offer an opportunity to candidates to progress to further professional qualifications and to seek some recognition of prior learning from their studies.

Candidates who successfully complete the PDA in Promoting Excellence in Dementia Skilled Practice at SCQF level 7 may seek access/progress to:

- ◆ SVQ Health and Social Care Adults level 3 at SCQF level 7
- ◆ SVQ Healthcare Support (Clinical) level 3 at SCQF level 7
- ◆ SVQ Healthcare Support (Non Clinical) level 3 at SCQF level 7
- ◆ HNC Social Care
- ◆ HNC Health Care
- ◆ PDA Health and Social Care Supervision
- ◆ PDA Health and Social Care Administration of Medication
- ◆ PDA Leadership and Management for Care Services

It should be noted that entry will be at the discretion of the receiving institution and dependent on the individual candidate's circumstances.

## 2.4 Links to national standards

The two HN Units in this award will provide some links into other Units within the National Occupational Standards for Health and Social Care level 3 at SCQF level 7, Healthcare Support (Clinical) level 3 or Healthcare Support (Non-clinical) level 3. The mapping of the two Units against the specific standard incorporated into this award is shown in the table in **Appendix 1**.

## 3 Aims of the awards

The aims as listed in 3.1 and 3.2 reflect the rationale for creating the award; are consistent with the registration criteria of the SSSC; are benchmarked against SCQF level 7; and meet the objectives of those consulted during the design process, including those who are employing workers in a role which involves working with people who have a diagnosis of dementia, their families and carers.

### 3.1 General aims

The overall aim of the award is to equip candidates who work with people who have dementia, their families and carers with knowledge and skills that have been formally assessed at SCQF level 7. To achieve the award, candidate demonstration of these skills, abilities and competences will be consistent with the SCQF level 7 benchmark.

The main aim of the PDA in Promoting Excellence in Dementia Skilled Practice at SCQF level 7 is to allow learners to advance their knowledge using theoretical underpinnings and practical application to support their practice. Learners may also use this qualification as progression into higher level study.

It also aims to meet the needs of employers throughout Scotland in terms of addressing the diverse needs of the workforce in relation to their job roles. The inclusion of a National Occupational Standard for Health and Social Care via one SVQ Unit allows learners to demonstrate their ability to relate theory and practice.

The qualification has the following general aims:

- ◆ To develop transferable skills including Core Skills.
- ◆ To develop personal effectiveness.
- ◆ To develop investigative, evaluative and analytical skills.
- ◆ To develop problem solving skills.
- ◆ To enable progression within the SCQF framework including possible vocational and educational progression.
- ◆ To provide opportunities for career planning and enhance a learner's career prospects.

## 3.2 Specific aims

The qualification has the following specific aims:

The HN Units in the award will equip candidates with the knowledge, skills and understanding required to develop their practice in ensuring people with dementia their families and carers feel empowered and enabled to maintain their identity and be treated with dignity and equity. In addition, they will promote the candidate's understanding that people with dementia are able to maintain valued relationships and networks, and have the opportunity to develop new ones both personal and professional.

In relation to the learning Outcomes of the HN Units, candidates will:

- ◆ gain a deeper awareness of the stages of the dementia journey.
- ◆ enhance knowledge and skills in promoting person centred outcomes.
- ◆ increase understanding of the importance of physical, mental and emotional wellbeing of people with dementia.
- ◆ develop an understanding of legislation relating to rights, safeguarding and protection.
- ◆ explore the importance of maintaining and building relationships and community networks.
- ◆ gain knowledge in relation to how a variety of support services can assist the individual and others to manage change.

The SVQ Unit in the award will equip candidates with the opportunity to test their learning in practice, specifically in the areas of supporting individuals to:

- ◆ identify aspects of their lives and environment that can affect their health and social well-being.
- ◆ select positive options to promote their own health and social well-being.
- ◆ review their selected options.

## 4 Access to the award

It is recommended that candidates have some previous experience in caring and supporting people with dementia; that they are currently working with people with dementia, their families and carers; and that they can demonstrate understanding at Promoting Excellence dementia informed practice level (*Promoting Excellence: A framework for all health and social services staff working with people with dementia, their families and carers* (Scottish Government, 2011))

Candidates wishing to undertake this award should be able to demonstrate effective communication and interpersonal skills and be able to use these skills to give an account of their experiences, reflect on them, make valid conclusions and express strengths and development needs, both personal and organisational. This may be demonstrated by achievement of following relevant qualifications at SCQF level 5 or above with relevant experience in an adult care and support service or other relevant setting:

- ◆ SVQ Health and Social Care level 2
- ◆ SVQ Health and Social Care level 3
- ◆ SVQ Healthcare Support level 2
- ◆ SVQ Healthcare Support level 3
- ◆ HNC Health Care
- ◆ HNC Social Care

This list is not exhaustive.

The recommended Core Skills entry level for the PDA in Promoting Excellence in Dementia Skilled Practice at SCQF level 7 are as follows:

- ◆ *Communication* at SCQF level 5
- ◆ *Problem Solving* at SCQF level 5
- ◆ *Information and Communication Technology (ICT)* at SCQF level 5
- ◆ *Working with Others* at SCQF level 5

This list is not exhaustive.

The recommended Core Skills entry level has been adopted to allow candidates from a wide range of backgrounds to access the award.

Candidates should be aware that evidence of work or practice cited towards establishing entry criteria, or used towards assessment at any level, should not be outdated and should have acceptable currency. They would be expected to evidence some knowledge of the role of a worker in an adult care and support service. The evidence may be provided in a variety of formats eg through an employer's reference or the process of application and interview in the absence of certificated learning.

Acceptance of relevant equivalent qualifications and or experience is at the discretion of centres delivering the award. However, centres must ensure that candidates are in an appropriate job role to be able to meet the Health and Social Care National Occupational Standards as prescribed.

## **5 Structure of the award**

### **5.1 Conditions of the award**

The award is achieved on the successful attainment of all of the Units contained within the Group Award. The award comprises a total of 24 SCQF credit points, 16 SCQF credits at SCQF level 7 for the HN Units and 8 SCQF credits at level 7 for the SVQ Unit HSC3112

## 5.2 Framework

The PDA in Promoting Excellence in Dementia Skilled Practice at SCQF level 7 will be achieved on the successful completion of all three mandatory Units which are detailed in the table below.

Mandatory Unit title	Code	SCQF level	SCQF credit	SQA credit value
Promoting quality of life through dementia skilled practice	FY1D 34	7	8	1
Promoting relationships and networks through dementia skilled practice	FY1E 34	7	8	1
Support individuals to identify and promote their own health and social well-being (HSC 3112)	DK80 04	7	8	N/A
<b>Total credits</b>			<b>24</b>	

## 5.3 Recognition of prior learning

It is expected that centres delivering the award implement Recognition of Prior Learning (RPL) mechanisms and policies. The document entitled *Recognition of Prior Informal Learning (RPL): guidance and resources for mentors and learners, SSSC 2007* provides guidance on the mechanisms, policies and support. Implementation of the guidelines helps ensure consistent RPL policies across Scotland.

The purpose of the guidelines is to assist providers in developing and operating processes of recognising prior learning within the suite of qualifications. The guidelines are applicable to the PDA in Promoting Excellence in Dementia Skilled Practice at SCQF level 7.

The guidelines define what is meant by RPL and explain the ways in which these processes can be used within the award. The guidelines provide guidance on the process of awarding credit for prior learning. In order to ensure quality, consistency and transparency, all providers should follow the same process.

## 5.4 Credit transfer

As the SVQ Unit HSC 3112 is incorporated into the PDA, it will be accepted for credit transfer. In addition, in completing HSC 3112 as part of this PDA, it may then be credit transferred into an SVQ HSC Adults level 3.

The Qualification Design Team did not identify any specific common credit transfer opportunities from other awards, therefore credit transfer will require to be judged on an individual basis and centres will be required to follow SQA guidance. There is a possibility that the new Health Care Support Clinical or Non Clinical level 3 may afford some credit transfer.

## 6 Development of core/transferable skills

There is no automatic certification of Core Skills or Core Skills components in the Units within the PDA in Promoting Excellence in Dementia Skilled Practice at SCQF level 7. There may be opportunities in the award to gather evidence at SCQF level 5 for each of the Core Skills of *Working with Others*, *Problem Solving*, *Information and Communication Technology (ICT)* and *Communication*. Candidates participating in the award will develop a range of core and transferable skills to improve professional competencies, confidence and performance in the care and support of adults.

**Communication** (at SCQF level 5): could be evidenced through recording/reporting and use of effective communication. Communication skills could be practiced and developed through discussion, information sharing and assignment writing.

**Working with Others** (at SCQF level 5): could be developed through working as part of a team, participating in team meetings, interactions with other staff involved in the delivery of the service and those using services

**Problem Solving** (at SCQF level 5): could be developed through explanations of how the candidate dealt with issues relating to class based exercises and working with people with dementia, their families and carers in practice.

**Information and Communication Technology (ICT)** (at SCQF level 5): could be developed through the candidate's presentations and the preparation of assignments.

For more information on Core Skills signposting please see **Appendix 2**.

Additional skills developed by the award, recognised as essential by employers, such as collaboration are not precisely reflected in the SQA Core Skill specifications. Units in the award require candidates to work closely with individuals and other workers and to work in collaboration with colleagues and other professionals. The integration and cross-Unit development of such skills provide opportunities for candidates to demonstrate transferable skills.

An important Outcome of this award for candidates is the ability to apply and transfer a range of interpersonal and practical skills to different working relationships and situations. These transferable skills will enable them to meet changing circumstances, whether arising from shifts in their own roles or from general changes in practice and the working environment.

## 7 Approaches to delivery and assessment

### 7.1 Delivery

Delivery of the award provides a combination of off-the-job and workplace learning.

This award has been designed to be delivered through an inclusive partnership approach engaging with employers, training providers and SQA approved centres. Centres delivering the PDA in Promoting Excellence in Dementia Skilled Practice at SCQF level 7 must be approved by SQA.

It is important that the award is accessible to potential candidates without disadvantage resulting from geographical location or other structural factors.

The award should:

- ◆ articulate with related qualifications.
- ◆ be flexible in delivery to allow comprehensive geographical access and participation, including by distance learning.
- ◆ be delivered through education providers/employers.

The award involves candidates in a significant amount of experiential learning. Candidates are required to operate effectively under direction, to critically analyse and reflect on their experiences and to be able to make conclusions for their future behaviours and development.

Given that the award is based on practice, centres should set timescales for completion which are flexible and suit the requirements of the individual candidates and their professional areas.

Although centres can choose the order in which they deliver the Units, it is likely that the knowledge based Units will be delivered first and that there will also be considerable integration of content and assessment as the candidate demonstrates knowledge through practice. It is imperative that regardless of the extent of integration, the Evidence Requirements for each Unit are met in full.

The delivery of the taught Units in the award may be either sequential or simultaneous. If sequential, it is recommended that the Unit 'Promoting quality of life through dementia skilled practice' be delivered first as this contains much of the detailed learning related to the stages of the person's dementia journey.

Before they undertake the assessment of their practice which is contained within the SVQ Unit HSC 3112, it is important that candidates through the HN Units gain an understanding in particular of the stages of the dementia journey; how to promote person centred Outcomes; knowledge of the legislation relating to rights, safeguarding and protection; and an understanding of the importance of maintaining and building relationships and community networks as well as how a variety of support services can assist the individual and others to manage change.

Candidates should also consider the mapping of the knowledge evidence from each of the taught Units into the relevant SVQ Unit as an ongoing process. See **Appendix 1**.

The facilitation of learning for the award should be through a range of approaches including face-to-face inputs, blended and other forms of directed and self-directed learning.

The delivery mechanisms adopted by centres should be flexible to allow comprehensive access and participation, including distance and e-learning. An Outcomes-based approach, centred round the learning needs of the individual, may best meet the requirement for flexible delivery. The delivery of the award must take account of its practical nature and of the occupational backgrounds of candidates.

At the outset, centres should make candidates aware of the requirements of the award, including the need to gather evidence, critically analyse and evaluate and report on their experiences. They should also inform candidates at the outset about the type of evidence they have to provide in order to complete each individual Unit and the award successfully. It is likely that delivery of each Unit will consist of some initial orientation and briefing sessions after which candidates should take some responsibility for their own independent learning. Centres should make suitable arrangements to support and guide candidates throughout. This could involve regular meetings with candidates on an individual basis or in groups or through web based discussion.

Direct observation of real work practice is required for the SVQ Unit 'Support individuals to identify and promote their own health and social well-being' (DK80 04 (HSC 3112)). Centres should be aware of the need to verify the practice examples candidates are required to undertake for the HN Units contained the PDA in Promoting Excellence in Dementia Skilled Practice at SCQF level 7 and that the assessors seek to carry out their direct observations of candidates while they are performing appropriate tasks which relate to their role in within adult care and support services.

**NB:** Delivery of the SVQ component of the Group Award must be in adherence with the Assessment Strategy and Guidance for the SVQ in Health and Social Care level 3 or SVQ Healthcare Support at level 3.

Candidates may also require refreshment in writing evaluatively, analytically and reflectively and this can be done through meetings for this purpose early in the delivery of the award or as part of an induction programme. Guidance will also be needed on the shape and length and timing of the assignments and the reflective accounts of real work practice.

The Unit Specifications provide centres with details of Evidence Requirements and guidance on content, context, delivery and assessment. In summary, the award covers the following indicative content:

- ◆ Knowledge and understanding relating to the persons dementia journeys of people with dementia.
- ◆ The importance of promoting the rights of people with dementia their families and carers.
- ◆ Understanding of the importance of physical mental and emotional wellbeing for people with dementia.
- ◆ Current key legislation policies and procedures which support people with dementia to maintain valued relationships and networks.
- ◆ Support services that can assist the person with dementia their families, carers and others to manage change.

## 7.2 Assessment

The award takes a portfolio building approach to assessment. This is necessary as the Units provide candidates with the opportunity to demonstrate their learning through practice that will be observed and validated. There is an emphasis on assessing the whole Outcome or a combination of Outcomes within the Units. Unit specifications detail the Evidence Requirements and Performance Criteria for each Unit.

The award provides a number of opportunities for developing a range of assessment methods. Assessment provides the opportunity for candidates to demonstrate their skills and knowledge. It is continuous, pragmatic and based on learning outputs.

As part of their individual candidate management process, centres should devise varied assessment strategies suited to the needs, learning styles and professional environments of candidates.

The key principles of assessment for this award are that it should be:

- ◆ objective, fair and equitable.
- ◆ quality assured — internally and externally.
- ◆ understandable, transparent and in a format appropriate to the candidate.
- ◆ aligned and appropriate to the content of the Units and Outcomes at the relevant SCQF level.
- ◆ proportionate while robust and demanding.
- ◆ timely and ongoing throughout the delivery of the award.
- ◆ incremental and developmental.
- ◆ redeemable (providing opportunity for reassessment).
- ◆ efficient and manageable (ie cost, time and resources).

Additionally, assessment should:

- ◆ model good assessment practice.
- ◆ incorporate the flexibility to adapt to different learning styles.
- ◆ include provision of a clear, accessible RPL process.

### **7.3 Integration of assessment**

Although the HN Units are not necessarily designed for a holistic delivery, due to the approach to assessment recommended, the integration of assessment is actually referring to integration of SVQ and HN Units.

The focus of the award is on the development of competence to use a range of principal skills, some specialised skills and advanced applications to achieve Unit Outcomes.

Candidate evidence should be based on naturally occurring circumstances during the course of their day to day activity. This approach encourages candidates to reflect on the nature of what they do on a daily basis in relation to working with people who have a diagnosis of dementia, their families and carers.

Centres should provide advice and guidance to candidates on how to prepare reflective accounts of their practice. Their evidence should be presented as a coherent and logical whole rather than a collection of disparate items of evidence and should demonstrate their knowledge, understanding and skills in relation to the Outcomes for each Unit. A clear plan for assessment of the SVQ Unit should be devised which recognises opportunities for direct observation of candidates in areas which are not invasive to the individual receiving the service.

Overall this should encompass a demonstration of:

- ◆ professional performance the candidate has achieved as a result of working with people who have dementia, their families and carers.
- ◆ candidate's ability to critically analyse and review own experiences.
- ◆ candidate's application of relevant theories, methodologies and standards.

Centres should advise candidates about assessment requirements and encourage them to seek opportunities to generate evidence that would span more than one Outcome and/or more than one Unit. Combining evidence from the taught Units and the SVQ Unit should be encouraged wherever possible. It gives candidates the chance to develop a more comprehensive approach to their practice. It may also enable candidates to make use of the same piece of evidence in different contexts.

### **7.5 Open learning/online learning**

Units from the PDA in Promoting Excellence in Dementia Skilled Practice at SCQF level 7 can be delivered by open/distance learning as well as on an online basis.

It is expected that centres delivering this award would deploy a blended solution which might include elements of e-Learning or other flexible methods of delivery.

This approach does not preclude the SVQ Unit 'Support individuals to identify and promote their own health and social well-being' (DK80 04 (HSC 3112)), though the SVQ Unit must also include direct observation of real work practice carried out by an appropriately qualified assessor/expert witness.

In this context, planning and resources are required for candidate support, assessment and quality assurance. A combination of new and traditional authentication tools may have to be devised for assessment and re-assessment purposes.

## **8 General information for centres**

### **8.1 Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

### **8.2 Internal and external verification**

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## 9 General information for candidates

The PDA in Promoting Excellence in Dementia Skilled Practice at SCQF level 7 is designed to equip you with the skills, knowledge and understanding you require to achieve the Outcomes of each of the Units in the award.

In order to achieve the award you must complete three Units in total, two HN Units and one SVQ Unit, these are as follows:

- ◆ Promoting quality of life through dementia skilled practice
- ◆ Promoting relationships and networks through dementia skilled practice
- ◆ Support individuals to identify and promote their own health and social well-being' (DK80 04 (HSC 3112))

The purpose of the Unit entitled 'Promoting quality of life through dementia skilled practice' is to enable you to be able to know and understand the stages of the dementia journey and the importance of promoting the rights of people with dementia, their families and carers through the management of their health and wellbeing.

The purpose of the Unit entitled 'Promoting relationships and networks through dementia skilled practice' is to enable you to understand the legislation and policies which aim to provide support for people with dementia; to be able to maintain valued relationships and networks; and have opportunities to develop new ones both personal and professional.

As you progress through the taught Units identified above, your assignments will produce evidence which will also provide evidence of your knowledge, and in some instances evidence your practice, which you may then be able to use towards the SVQ Health and Social Care level 3/SVQ Healthcare Support Clinical or Non Clinical level 3.

A mapping key has been provided to guide you to where the specific assessments could be relevant to each of the knowledge, skills and practice Outcomes for these.

When you are studying the HN Units as part of the Group Award PDA in Promoting Excellence in Dementia Skilled Practice you will also be undertaking the following SVQ Unit:

- ◆ Support individuals to identify and promote their own health and social well-being' (DK80 04 (HSC 3112)).

In order to achieve this you must follow the Evidence Requirements for this Unit which are as follows:

- ◆ **Direct observation:** Your assessor/expert witness must observe you in real work activities which provide evidence for a significant number of the Performance Criteria for the elements of this Unit. The observation should include how you relate to individuals and communicate with them.
- ◆ **Reflective accounts/professional discussion:** These will be descriptions of your real work practice in which you should be able to give examples of how you dealt with any issues, problems or challenges.
- ◆ **Product evidence:** You may be able to use assessments from the taught HN Units to demonstrate where you have used your learning to inform and support your practice.

The full assessment strategy can be accessed on the SQA website at [www.sqa.org.uk/carescotland](http://www.sqa.org.uk/carescotland).

Before you start this Unit you should agree and complete an assessment plan with your assessor which details the types of evidence you will be using and the tasks that you will be able to do to demonstrate your practice.

You must provide evidence for all of the Performance Criteria and all of the knowledge points.

The evidence you provide must be from your own work using the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice in working with people who have a diagnosis of dementia, their families and carers and also the National Care Standards.

**All** the evidence you use must relate to your own work.

While undertaking this PDA you will be given opportunities to develop the Core Skills of *Communication, Working with Others, Problem Solving* and *Information Communication Technology (ICT)* to SCQF level 5.

On completion of this award you may be able to progress onto other qualifications, although this will be at the discretion of the receiving institution: For example:

- ◆ Complete SVQ Health and Social Care level 3
- ◆ Complete the SVQ Health Care Support Clinical or Non Clinical level 3
- ◆ HNC in Health Care
- ◆ HNC in Social Care

If you have already achieved the SVQ level 2 in Health and Social Care or SVQ Healthcare Support you may choose to undertake the PDA in Promoting Excellence in Dementia Skilled Practice for Continuous Professional Development purposes and possibly to provide evidence for an SVQ in Health and Social Care at level 3.

If you have already achieved the SVQ level 3 in Health and Social Care or SVQ Healthcare Support level 3 you may choose to undertake the PDA in Promoting Excellence in Dementia Skilled Practice for Continuous Professional Development purposes.

## **10 Appendices**

- Appendix 1: Mapping to NOS
- Appendix 2: Core Skills signposting
- Appendix 3: Guidance on Occupational Competence of Assessors and Internal Verifiers for the SVQ Unit
- Appendix 4: Glossary of terms
- Appendix 5: Framework

## Appendix 1: Mapping to NOS

Links between SVQ Unit DK80 04 (HSC 3112) 'Support individuals to identify and promote their own health and social well-being' and PDA HN Units

- ◆ **Unit 1** — Promoting quality of life through dementia skilled practice
- ◆ **Unit 2** — Promoting relationships and networks through dementia skilled practice

SVQ Unit (DK80 04) HSC3112		
Knowledge and understanding	Links with PDA Unit Evidence Requirements	
Values	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, <b>rights</b> , confidentiality and sharing of information when supporting individuals to identify and promote their own health and social well-being.		<ul style="list-style-type: none"> <li>◆ Identify and describe two pieces of legislation which safeguard people with dementia</li> <li>◆ Identify and explain two policies designed to promote people rights</li> </ul>
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.	<ul style="list-style-type: none"> <li>◆ Define and describe a person centred approach which recognises and utilises the individual's strengths and abilities to enhance quality of life</li> <li>◆ Demonstrate through practice how to interact with people with dementia, families and carers in ways that recognise and promote rights, wishes and priorities</li> </ul>	

<b>Values</b>	<b>PDA Unit 1: Promoting quality of life through dementia skilled practice</b>	<b>PDA Unit 2: Promoting relationships and networks through dementia skilled practice</b>
3 Conflicts and dilemmas that arise when working with individuals to identify and promote their own health and social well-being.	<ul style="list-style-type: none"> <li>◆ Explain the importance of developing person centred practice which recognises pain and responds appropriately to behavioural distress</li> <li>◆ Describe and explain the potential causes of slips trips and falls and the falls prevention procedures in place in your work environment</li> </ul>	
4 How to challenge discrimination when supporting individuals to identify and promote their own health and social well-being.	<ul style="list-style-type: none"> <li>◆ Demonstrate through practice how to interact with people with dementia, families and carers in ways that recognise and promote rights, wishes and priorities</li> </ul>	<ul style="list-style-type: none"> <li>◆ Identify and describe two pieces of legislation which safeguard people with dementia</li> </ul>
<b>Legislation and organisational policy and procedures</b>		
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.		<ul style="list-style-type: none"> <li>◆ Identify and describe two pieces of legislation which safeguard people with dementia</li> <li>◆ Identify and explain two policies designed to promote people rights</li> </ul>

<b>Values</b>	<b>PDA Unit 1: Promoting quality of life through dementia skilled practice</b>	<b>PDA Unit 2: Promoting relationships and networks through dementia skilled practice</b>
<p>6 Current local, national and European legislation and organisational requirements, procedures and practices for:</p> <p>a data protection, including recording, reporting, storage, security and sharing of information</p> <p>b health and safety</p> <p>c risk assessment and management</p> <p>d protecting individuals from danger, harm and abuse</p> <p>e supporting individuals to identify and promote their own health and social well-being</p> <p>f working with others to provide integrated services.</p>		<ul style="list-style-type: none"> <li>◆ Identify and describe two pieces of legislation which safeguard people with dementia</li> <li>◆ Identify and explain two policies designed to promote people rights</li> <li>◆ Identify and describe the categories of abuse and the responsibilities of the worker and the organisation</li> <li>◆ Provide an example from practice of supporting people to maintain independence through a risk enablement technique</li> <li>◆ 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</li> </ul>
<p>7 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>		<ul style="list-style-type: none"> <li>◆ Identify and explain two policies designed to promote people rights</li> <li>◆ Evaluate the effectiveness of information services and facilities available to people with dementia in your area</li> <li>◆ Define and explain the role of staff supervision and support in working with people with dementia their families and carers</li> </ul>

<b>Values</b>	<b>PDA Unit 1: Promoting quality of life through dementia skilled practice</b>	<b>PDA Unit 2: Promoting relationships and networks through dementia skilled practice</b>
8 How to access records and information on the needs, views and preferences of individuals and key people about their health and social well-being.	♦ Explain and describe the concept of the anticipatory care planning approach to palliative care	
<b>Theory and practice</b>		
9 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.		<ul style="list-style-type: none"> <li>♦ Evaluate the effectiveness of information services and facilities available to people with dementia in your area</li> <li>♦ Define and explain the role of staff supervision and support in working with people with dementia their families and carers</li> </ul>
10 How you can access, review and evaluate information about supporting individuals to identify and promote their own health and social well-being.		<ul style="list-style-type: none"> <li>♦ Evaluate the effectiveness of information services and facilities available to people with dementia in your area</li> <li>♦ Define and explain the role of staff supervision and support in working with people with dementia their families and carers</li> </ul>
11 Government reports, inquiries and research relevant to individuals promoting their own health and social well-being.		<ul style="list-style-type: none"> <li>♦ Identify and describe two pieces of legislation which safeguard people with dementia</li> <li>♦ Identify and explain two policies designed to promote people rights</li> </ul>

<b>Values</b>	<b>PDA Unit 1: Promoting quality of life through dementia skilled practice</b>	<b>PDA Unit 2: Promoting relationships and networks through dementia skilled practice</b>
<p>12 Theories relevant to the individuals with whom you work, about:</p> <p>a human growth and development</p> <p>b identify and self-esteem</p> <p>c loss and change</p> <p>d conditions that might enhance and inhibit the individuals motivation to change and promote their own health and social well-being</p> <p>e management of change in relation to individuals' conditions, needs and circumstances</p> <p>f the inter-relationship between socio-economic factors and personal factors and health and social well-being.</p>	<ul style="list-style-type: none"> <li>◆ Describe the signs and symptoms commonly associated with different types of dementia and the stages of the persons dementia journey</li> <li>◆ 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</li> <li>◆ 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</li> </ul>	
<p>13 Social and psychological factors that can affect people's ability to promote their own health and social well-being.</p>	<ul style="list-style-type: none"> <li>◆ 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</li> </ul>	
<p>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>	<ul style="list-style-type: none"> <li>◆ Analyse the potential health and well-being opportunities and risks for people with dementia</li> <li>◆ Explain the importance of developing person centred practice which recognises pain and responds appropriately to behavioural distress</li> </ul>	

<b>Values</b>	<b>PDA Unit 1: Promoting quality of life through dementia skilled practice</b>	<b>PDA Unit 2: Promoting relationships and networks through dementia skilled practice</b>
15 Actions and conditions that might enhance and inhibit the individual's ability to promote their own health and social well-being.	<ul style="list-style-type: none"> <li>◆ Describe the signs and symptoms commonly associated with different types of dementia and the stages of the persons dementia journey</li> <li>◆ 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</li> </ul>	
16 Role of relationships and social networks in supporting individuals to promote their own health and social well-being.		<ul style="list-style-type: none"> <li>◆ 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</li> <li>◆ Describe and explain the importance of supporting people with dementia to maintain and develop new roles skills and relationships</li> </ul>

Values	PDA Unit 1: Promoting quality of life through dementia skilled practice	PDA Unit 2: Promoting relationships and networks through dementia skilled practice
<p>17 Methods of:</p> <p>a working with individuals to understand and promote their own health and social well-being</p> <p>b promoting the individual's strengths and those in their networks as key resources for promoting their own health and social well-being</p> <p>c planning and implementing incremental and radical change in the individual's lives and its impact on key people and others</p> <p>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>		<ul style="list-style-type: none"> <li>◆ Provide an example from practice of supporting people to maintain independence through a risk enablement technique</li> <li>◆ 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</li> <li>◆ 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</li> </ul>
<p>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.</p>		<ul style="list-style-type: none"> <li>◆ Describe and explain the importance of supporting people with dementia to maintain and develop new roles skills and relationships</li> <li>◆ 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</li> </ul>

Values	PDA Unit 1: Promoting quality of life through dementia skilled practice	PDA Unit 2: Promoting relationships and networks through dementia skilled practice
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).		<ul style="list-style-type: none"> <li>◆ Evaluate the effectiveness of information services and facilities available to people with dementia in your area</li> <li>◆ Define and explain the role of staff supervision and support in working with people with dementia their families and carers</li> </ul>
20 The range of support groups and services that are available when individuals are having difficulty addressing issues relating to their health and social well-being and how to access these.		<ul style="list-style-type: none"> <li>◆ Define and describe three types of support services that can aid people with memory issues</li> <li>◆ Evaluate the effectiveness of information services and facilities available to people with dementia in your area</li> </ul>
21 Types of health issues and conditions and the effects these may have on the individual's health and social well-being.	<ul style="list-style-type: none"> <li>◆ Describe the signs and symptoms commonly associated with different types of dementia and the stages of the persons dementia journey</li> </ul>	
22 How to support individuals to change their life styles and practice to enable them to promote their own health and social well-being.	<ul style="list-style-type: none"> <li>◆ Define and describe a person centred approach which recognises and utilises the individual's strengths and abilities to enhance quality of life</li> <li>◆ Demonstrate through practice how to interact with people with dementia, families and carers in ways that recognise and promote rights, wishes and priorities</li> </ul>	

Values	PDA Unit 1: Promoting quality of life through dementia skilled practice	PDA Unit 2: Promoting relationships and networks through dementia skilled practice
<b>Performance Criteria</b>		
<b>Element 1: HSC 3112.1 Support individuals to identify aspects of their lives and environment that can affect their health and well-being</b>		
1 You encourage and support <b>individuals</b> to examine aspects of their lives and environment that affect their health and social well-being.	<ul style="list-style-type: none"> <li>◆ 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</li> </ul>	<ul style="list-style-type: none"> <li>◆ Provide an example from practice of supporting people to maintain independence through a risk enablement technique</li> </ul>
2 You provide <b>active support</b> to enable individuals to identify and communicate: <ul style="list-style-type: none"> <li>a the ways in which they could positively change their lives and environment to promote their health and social well-being</li> <li>b aspects of their lives and environment that they do not want to change that could promote their health and social well-being</li> <li>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</li> <li>d <b>risks</b> associated with aspects of their lives and environment that affect their health and social well-being.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Define and describe a person centred approach which recognises and utilises the individual's strengths and abilities to enhance quality of life</li> <li>◆ Demonstrate through practice how to interact with people with dementia, families and carers in ways that recognise and promote rights, wishes and priorities</li> <li>◆ Describe how tele-healthcare assistive and innovative technology and self directed support can promote independence and a positive quality of life for people with dementia</li> <li>◆ Explain the importance of developing person centred practice which recognises pain and responds appropriately to behavioural distress</li> <li>◆ Describe and explain the potential causes of slips trips and falls and the falls prevention procedures in place in your work environment</li> </ul>	

Values	PDA Unit 1: Promoting quality of life through dementia skilled practice	PDA Unit 2: Promoting relationships and networks through dementia skilled practice
<b>Performance Criteria</b>		
<b>Element 1: HSC 3112.1 Support individuals to identify aspects of their lives and environment that can affect their health and well-being</b>		
3 You identify information, advice and support about their health and social well-being that is relevant to the needs of the individuals.	<ul style="list-style-type: none"> <li>◆ 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</li> <li>◆ 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</li> </ul>	◆
3 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.		<ul style="list-style-type: none"> <li>◆ Define and describe three types of support services that can aid people with memory issues</li> <li>◆ Evaluate the effectiveness of information services and facilities available to people with dementia in your area</li> <li>◆ Define and explain the role of staff supervision and support in working with people with dementia their families and carers</li> </ul>

Values	PDA Unit 1: Promoting quality of life through dementia skilled practice	PDA Unit 2: Promoting relationships and networks through dementia skilled practice
<b>Performance Criteria</b>		
<b>Element 2: HSC3112.2 Support individuals to select positive options to promote their own health and social well-being</b>		
1 You actively support individuals to identify and communicate options and priorities, and any associated risks, for changing their lives and environment.	<ul style="list-style-type: none"> <li>◆ Describe and explain the range of appropriate communication methods and skills required to work with people with dementia, families and carers</li> <li>◆ 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</li> </ul>	◆
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.	<ul style="list-style-type: none"> <li>◆ Define and describe a person centred approach which recognises and utilises the individual's strengths and abilities to enhance quality of life</li> <li>◆ Demonstrate through practice how to interact with people with dementia, families and carers in ways that recognise and promote rights, wishes and priorities</li> <li>◆ Explain and describe the concept of the anticipatory care planning approach to palliative care</li> </ul>	
3 You support individuals to select and agree the most beneficial options for their health and well-being.	◆ Analyse the potential health and well-being opportunities and risks for people with dementia	◆ 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

Values	PDA Unit 1: Promoting quality of life through dementia skilled practice	PDA Unit 2: Promoting relationships and networks through dementia skilled practice
<b>Performance Criteria</b>		
<b>Element 2: HSC3112.2 Support individuals to select positive options to promote their own health and social well-being</b>		
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 <b>people</b> and <b>others</b> .	<ul style="list-style-type: none"> <li>◆ 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</li> <li>◆ Explain and describe the concept of the anticipatory care planning approach to palliative care</li> </ul>	
4 You follow organisational procedures and seek additional support and expertise where the individuals' choices and options: <ul style="list-style-type: none"> <li>a are likely to be detrimental to their health and well-being</li> <li>b are such that you and your organisation would not be able to support individuals to put the selected options into practice</li> <li>c would contravene legal and organisational requirements.</li> </ul>		<ul style="list-style-type: none"> <li>◆ Identify and describe two pieces of legislation which safeguard people with dementia</li> <li>◆ Identify and explain two policies designed to promote people rights</li> <li>◆ Identify and describe the categories of abuse and the responsibilities of the worker and the organisation</li> <li>◆ Define and explain the role of staff supervision and support in working with people with dementia their families and carers</li> </ul>
5 You support individuals, key people and others to: <ul style="list-style-type: none"> <li>a access the support, information, help and resources necessary to put the selected options into practice</li> <li>b put the selected options into practice.</li> </ul>		<ul style="list-style-type: none"> <li>◆ Define and describe three types of support services that can aid people with memory issues</li> <li>◆ Evaluate the effectiveness of information services and facilities available to people with dementia in your area</li> </ul>

Values	PDA Unit 1: Promoting quality of life through dementia skilled practice	PDA Unit 2: Promoting relationships and networks through dementia skilled practice
<b>Performance Criteria</b>		
<b>Element 3: HSC3112.3 Support individuals to review their selected options</b>		
1 You encourage individuals and key people to take an active part in reviewing how well the selected options are working in practice.	<ul style="list-style-type: none"> <li>◆ Define and describe a person centred approach which recognises and utilises the individual's strengths and abilities to enhance quality of life</li> <li>◆ Demonstrate through practice how to interact with people with dementia, families and carers in ways that recognise and promote rights, wishes and priorities</li> </ul>	
2 You review with individuals, key people and others how well the selected options are working in practice.	<ul style="list-style-type: none"> <li>◆ Describe and explain the range of appropriate communication methods and skills required to work with people with dementia, families and carers</li> <li>◆ Define and describe a person centred approach which recognises and utilises the individual's strengths and abilities to enhance quality of life</li> <li>◆ Demonstrate through practice how to interact with people with dementia, families and carers in ways that recognise and promote rights, wishes and priorities</li> </ul>	

Values	PDA Unit 1: Promoting quality of life through dementia skilled practice	PDA Unit 2: Promoting relationships and networks through dementia skilled practice
<b>Performance Criteria</b>		
<b>Element 3: HSC3112.3 Support individuals to review their selected options</b>		
<p>3 You support individuals, key people and others to identify and agree:</p> <p>(a) any changes that need to be made to the selected options</p> <p>(b) the impact that the changes may have on themselves, key people and others</p> <p>(c) the support they would require to put the changes into place.</p>	<ul style="list-style-type: none"> <li>◆ Describe and explain the range of appropriate communication methods and skills required to work with people with dementia, families and carers</li> <li>◆ Define and describe a person centred approach which recognises and utilises the individual's strengths and abilities to enhance quality of life</li> <li>◆ Demonstrate through practice how to interact with people with dementia, families and carers in ways that recognise and promote rights, wishes and priorities</li> </ul>	
<p>4 You take appropriate action to put into place and, where appropriate, seek and acquire resources to implement changes.</p>	<ul style="list-style-type: none"> <li>◆ Demonstrate through practice how to interact with people with dementia, families and carers in ways that recognise and promote rights, wishes and priorities</li> <li>◆ Describe how tele-healthcare assistive and innovative technology and self-directed support can promote independence and a positive quality of life for people with dementia</li> </ul>	

Values	PDA Unit 1: Promoting quality of life through dementia skilled practice	PDA Unit 2: Promoting relationships and networks through dementia skilled practice
<b>Performance Criteria</b>		
<b>Element 3: HSC3112.3 Support individuals to review their selected options</b>		
<p>5 You record and report on the processes and Outcomes of the review within confidentiality agreements and according to legal and organisational requirements.</p>		<ul style="list-style-type: none"> <li>◆ Provide an example from practice of supporting people to maintain independence through a risk enablement technique</li> <li>◆ 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</li> <li>◆ Describe and explain the importance of supporting people with dementia to maintain and develop new roles skills and relationships</li> <li>◆ 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</li> </ul>

## Appendix 2: Core Skills signposting

Unit Code	Unit title	Comms (Written)	Comms (Oral)	Using Graphical Information	Using Number	Using ICT	Problem Solving — CT	Problem Solving — P&O	Problem Solving — R&E	Working with Others
FY1D 34	Promoting quality of life through dementia skilled practice	X	X	X		X	X	X	X	X
FY1E 34	Promoting relationships and networks through dementia skilled practice	X	X			X	X	X	X	X
DK80 04 (HSC 3112)	Support individuals to identify and promote their own health and social well-being	X	X			X	X	X	X	X

## **Appendix 3: Guidance on Occupational Competence of Assessors and Internal Verifiers for the SVQ Unit**

The following gives guidance on the qualifications and experience required by Assessors and Internal Verifiers delivering the SVQ Components of the PDA as defined by the Assessment Strategy.

### **Required expertise of Assessors, Expert Witnesses and Internal Verifiers**

#### **Assessors**

All assessors must:

- ◆ Have the necessary competence in the subject matter of the National Occupational Standards. They must also have the necessary competence in the assessment procedures and language(s) used for assessment. They must be occupationally experienced and competent ie be capable of carrying out the functions covered by the Units they are assessing to the standard described within them according to current best practice. This competence should be credible and maintained through continuing professional development including professional updating where this is necessary (Professional updating may take the form of in-service/in-house training, self study or professional study covering care and support for adults who are vulnerable and those who have a diagnosis of dementia, their families and carers).
- ◆ Hold, or be working towards the appropriate assessor qualification (hold D32 and 33 or A1 or hold or working towards L&D9DI) to be achieved according to the regulatory requirements.
- ◆ Have knowledge of and commitment to the principles and values of the sector and the principles and values contained within the National Occupational Standards.
- ◆ Have a thorough knowledge of the sector and its settings, including current legislative and regulatory requirements, codes of practice and guidance within the home country where assessment is taking place.

#### **Co-ordinating assessors**

In order that the requirements for occupational competence of assessors can be met and to allow flexibility and delivery, candidates may have more than one assessor involved in the process of assessment, with each assessing different Units or elements of Units. Where more than one assessor is involved, there must be a named assessor who is responsible for co-ordinating the assessment for an individual candidate.

Co-ordinating assessors will be responsible for integrating, planning and directing assessment for the whole qualification. Co-ordinating assessors must ensure that the best use is made of all evidence that is available to make judgements about the competence of candidates against the standards. The co-ordinating assessor should make the final judgement of competence for each Unit that has been assessed by more than one assessor.

The co-ordinating assessor must be a qualified assessor, who is occupationally competent, occupationally experienced and experienced in the assessment of S/NVQs and therefore meets all the requirements noted above for assessors.

### **Expert witnesses**

Given the nature of the work with adults who are vulnerable and those who have a diagnosis of dementia, their families and carers, which may from time to time include sensitive situations requiring confidentiality, there may be a need to make use of **Expert Witnesses** as an important source of performance evidence in the workplace. Expert witnesses can be drawn from experienced individuals (see criteria below) who can attest to the candidate's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those candidates who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity.

Expert witnesses will need to demonstrate:

- ◆ a working knowledge of the relevant National Occupational Standards.
- ◆ current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence.
- ◆ demonstration of appropriate, continuous professional development relevant to the sector for which they are attesting competence.
- ◆ that they have no conflict of interest in the Outcome of their evidence.

It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the contribution of performance evidence drawn from an expert witness to overall evidence of competence.

### **Internal Verifiers**

Internal Verifiers play a key role in the quality assurance and verification of the assessment process by monitoring assessor performance and ensuring standardisation of assessors' judgements of competence. Internal Verifiers must have no conflict of interest in their verification role.

Internal Verifiers and trainee Internal Verifiers must meet regulatory requirements. They must be occupationally experienced and competent in the standards they are being asked to verify.

Internal Verifiers must either:

- ◆ be experienced practitioners who have demonstrated the competences required by the standards during their professional career. They should be able to demonstrate the currency and credibility of their occupational competence through evidence of continuous professional development, including professional updating where this is necessary to cover adults who are vulnerable and those who have a diagnosis of dementia, their families and carers.

**or**

- ◆ be the managers or supervisors of those who regularly perform the competences required and who are directly responsible for monitoring the work performance of such individuals.

**or**

- ◆ be trainers who are themselves occupationally competent and who have direct responsibility for developing the competences required in the standards.

**Internal Verifiers must:**

- ◆ hold (V1, D34) or be working towards the appropriate Internal Verifiers qualification (L&D11), qualification to be achieved according to regulatory requirements.
- ◆ be in a position to obtain the necessary resources to effectively co-ordinate the assessment process and standardise assessment decisions across a number of assessors.
- ◆ be in a position to provide authoritative advice, call meetings as appropriate, visit and observe assessment and carry out all the internal verification roles
- ◆ have knowledge of, and commitment to the principles and values of the sector
- ◆ have a thorough knowledge of the sector and its settings, legislative and regulatory requirements, codes of practice and guidance within the home country where internal verification is taking place.

**Guidance on Occupational Competence of Assessors and Internal Verifiers for the HN Unit**

- ◆ It is recommended that personnel delivering the HN Units in PDA in Promoting Excellence in Dementia Skilled Practice at SCQF level 7 should have sufficient knowledge and experience in the subject matter to be able to take the lead role in the assessment of candidates.

## Appendix 4: Glossary of terms

**Assessor:** The person who assesses the candidate and makes a decision if he/she is competent, based on a variety of evidence.

**Candidate:** The person undertaking the PDA.

**Case Study:** An assignment in which you give an account of work you have undertaken based on real work practice in which you identify and explain the knowledge used through the use of reference to reading and research.

**CPD:** Continuous Professional Development.

**Elements of competence** describe the activities workers are expected to perform.

**Evidence Requirements:** Details of the specific evidence that is required for a Unit in the award in order for a candidate to meet the Outcome(s). Evidence Requirements are mandatory.

**Expert witness:** Person who is occupationally competent in the candidate's area of work and who may see the candidate working on a daily basis. They are able to make a judgement about competence, but it is still the role of the assessor to incorporate these judgements into the final assessment decision.

**External verifier** is appointed by the SQA, the Awarding Body, to ensure consistency in assessment and internal verification across all centres offering the award.

**Internal Verifier** designated by the assessment centre to ensure that assessors are performing consistently in the use of assessment methods and assessment decisions.

**Knowledge:** This requires that candidates **understand** their actions, and can integrate knowledge and practice.

**Outcome:** The description of an Outcome to be achieved by candidates in an HN Unit.

**Performance Criteria (PCs)** are built into each element and are **the standards** against which the work activities should be measured — and for which evidence of actual performance must be provided.

**PDA:** Professional Development Award Designed for people who are normally already in a career or vocation, and who wish to extend or broaden their skills base. In some cases they will be designed for those wishing to enter employment.

**RPL:** Recognition of Prior Learning.

**SCQF:** This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk)

**SCQF credit points:** One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

**SCQF levels:** The SCQF covers 12 levels of learning. PDAs are available at SCQF levels 6 to 12 and will normally be made up of Units at SCQF levels 6 to 12.

**SSSC:** Scottish Social Services Council.

**SVQ:** Scottish Vocational Qualifications are work-based qualifications.

**Qualification Design Team (QDT):** The QDT works in conjunction with a Qualification Manager/Officer to steer the development of the PDA from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, further education colleges, training providers and other relevant organisations.

**Unit:** Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

## Appendix 5: Framework

### PDA Promoting Excellence in Dementia Skilled Practice SCQF level 7

Mandatory Unit title	Code	SCQF level	SCQF credit	SQA credit value
Promoting quality of life through dementia skilled practice	FY1D 34	7	8	1
Promoting relationships and networks through dementia skilled practice	FY1E 34	7	8	1
Support individuals to identify and promote their own health and social well-being (HSC 3112)	DK80 04	7	8	N/A
<b>Total credits</b>			<b>24</b>	