

In this guidance for assessors and learners, we build on the [Introductory guidance<sup>1</sup>](#) and [Guidance for managers<sup>2</sup>](#) to provide a more detailed overview of how dementia learning can align with a broad range of awards. As with the previous parts of the guidance suite, the focus is on the **Dementia Skilled – Improving Practice** learning resource. However, the **Informed about Dementia** DVD resource is also discussed where relevant as it is an important starting point for learners.

We hope demonstrating links between dementia learning and assessed qualifications will help you appreciate that dementia learning does not take place in isolation but can be central in providing evidence of competent practice for a variety of reasons. Taking an holistic approach to both learning and assessment of qualifications makes the most efficient use of professional development leading to an economy of learning.

Assessors and learners can use the **Promoting Excellence** dementia learning resources to:

- facilitate learning sessions
- prepare for the SVQ Social Services and Healthcare at SCQF level 6
- prepare for the SVQ Social Services and Healthcare at SCQF level 7
- prepare for the HNC Social Services at SCQF level 7
- support the delivery of the HNC option unit Promoting quality of life through dementia skilled practice (FY1D 34)
- provide underpinning knowledge for the SQA Professional Development Award Promoting Excellence in Dementia Skilled Practice at SCQF level 7
- generate evidence for additional SVQ units with new workers
- generate evidence for additional SVQ units for continued professional development with existing qualified and unqualified workers
- map learning from the Standards in Social Work Education (SiSWE) to the Dementia Skilled practice level ([see separate guidance<sup>3</sup>](#)).

## Important information about these resources

The **Informed about Dementia** DVD is an important starting point for all learners. By using the DVD, learners can make themselves familiar with the characters. These characters appear in the **Dementia Skilled – Improving Practice** learning resource as their stories progress and as issues arise for them in their journey with dementia. The DVD can be viewed in chapters on the [SSSC Learning Zone](#)<sup>4</sup> and an Open Badge is also available.

After achieving the Dementia Informed practice level, learners can undertake self-assessment to determine their current level of knowledge and skills. They can then plan a further self-assessment at a later date. These self-assessments:

- can be retained to help learners identify changes in their thinking and in their practice over time
- may be used as evidence of continuous professional development
- are useful in the process of reflection if progressing to assessment for an SVQ in Social Services and Healthcare.

After completing learning at the Dementia Informed level, learners with a direct role supporting people with dementia, their families and carers, should progress their learning to a **minimum** of Dementia Skilled practice level. The **Dementia Skilled – Improving Practice** learning resource will enable this.

As described in the [Guidance for managers](#)<sup>5</sup> there are five modules, each addressing a different aspect of dementia practice. The modules have been produced with short pieces of reading followed by pauses for reflection which are linked to specific activities for learners to complete. The format of the resource helps learners to consolidate their learning as they progress through the modules and completion of the activities and reflections will generate material which can be used towards evidence for the SVQ Social Services and Healthcare at SCQF level 6 and SCQF level 7.



Workers who provide direct support to people with dementia, and their families and carers, should progress their learning to a **minimum** of Dementia Skilled practice level

In the 2016 updated **Dementia Skilled – Improving Practice** resource, there is a new reflective account question at the end of each module based on the learning outcomes. These reflective accounts are optional but are an opportunity for learners to:

- demonstrate how learning has been applied to practice
- identify planning for further reflective accounts for SVQs, PDA, HNC
- directly evidence requirements for an SVQ, PDA or HNC
- recognise gaps in learning
- plan for further professional development.

While there is no requirement for formal direct observation of practice in this resource learners are encouraged to share their learning with their assessor, in supervision with their line manager, and even as part of peer mentoring, in order to get the most from their learning.

## Using case studies to demonstrate the alignment of the dementia learning resources with specific awards



In order to show the connections above, we have produced two case studies which follow the career development of social care worker Sheena. In the case studies, the **Informed about Dementia** DVD and the **Dementia Skilled – Improving Practice** learning resource feature in Sheena's learning and in her progress towards particular awards.

Sheena has used her dementia learning to develop her knowledge and skills and to provide evidence for qualifications she is working towards. In the two case studies Sheena, her assessor and her line manager show how learners can make the most effective and efficient use of dementia learning.

## Case study one



The case studies are videos which you can watch by using the links identified or the QR code viewer on a mobile device.

Scan the QR code or use the link to watch case study one <http://learn.sssc.uk.com/sheena1>



In this case study Sheena is at the beginning of her career in social care. She has had an induction, provided by her employer, and part of that included a facilitated two hour session using the **Informed about Dementia** DVD.

The visuals in case study one demonstrate how Sheena can make the most of her dementia learning by showing the links between the Dementia Informed practice level and Sheena's core and optional SVQ units at SCQF level 6.

At this stage in her career Sheena needed help from her assessor to see the links. Once highlighted, Sheena was able to look at her learning in a much more holistic way.

## Case study two

Sheena is progressing in her career in social care, and is now registered as a practitioner in a care home service for adults. Sheena provides direct support to people living with dementia, and so is committed to continuing her dementia learning. Sheena is completing the **Dementia Skilled – Improving Practice** learning resource with support from her employer.

Sheena has completed modules one and two, and has written reflective accounts in response to the questions asked. She did this by reflecting on her work with a person she supported, B, while he received respite care at Greenwood.



Read Sheena's reflective account for module one <http://learn.sssc.uk.com/s/dg5>

As a practitioner, Sheena is registered with a qualification condition. She is required to achieve the SVQ Social Services and Healthcare at SCQF level 7. Sheena is currently working towards this award, and her employer is supporting her to complete the HNC Social Services at the same time.



Now, scan the QR code or use the link to watch case study two <http://learn.sssc.uk.com/sheena2>

In the case study you can see the potential relationships between the **Dementia Skilled - Improving Practice** modules and the awards that Sheena is working towards.

You will see a list of Sheena's job activities. Take time to look at the match between these and the SVQ units that Sheena and her assessor agreed along with Sheena's line manager.

You will see the links highlighted between different parts of Sheena's learning. These are high level links where there should be evidence generated to meet some of the requirements of either or both the HNC and SVQ.



In this case study, Sheena could see for herself that there were clear links between the different elements of her learning. Sheena was able to discuss what she had learnt from the **Dementia Skilled – Improving Practice** resource with both her assessor and line manager and this helped her to select the SVQ units that were best suited to her knowledge and work role.



View Sheena's reflective account for module two at <http://learn.sssc.uk.com/s/dg6>

After you read this you will see the links to the National Occupational Standards for Social Services and Healthcare, which are used in Sheena's SVQ at SCQF level 7.

You will also see the connections to the Continuous Learning Framework's personal capabilities, and the leadership capabilities for social services. These links are explored in more detail, in the resource titled [\*\*Guidance on using the Continuous Learning Framework and the leadership capabilities with Dementia Skilled – Improving Practice.\*\*](#)

You will find this and other resources within this guidance suite on the [SSSC Learning Zone](#) <sup>6</sup>.

## Dementia skills sets

When considering work activities and choosing SVQ units, learners and assessors may wish to refer to the dementia skills sets. These are intended to guide learners in choosing units to work on which will extend their skills, knowledge and understanding in specific practice areas relevant to their work role. It is also hoped they will provide guidance for workers when making choices regarding their continuing professional development. The skills sets are displayed below and can be accessed on the SSSC's [NOS Navigator](#)<sup>7</sup>.

### Dementia skills set (for SVQ at SCQF level 6)

#### Core units

##### [H5NA 04 \(SCDHSC 0021\)](#)

Support effective communication

##### [H5NB 04 \(SCDHSC0022\)](#)

Support the health and safety of yourself and individuals

##### [H5L5 04 \(SCDHSC0023\)](#)

Develop your own knowledge and practice

##### [H5NC 04 \(SCDHSC0024\)](#)

Support the safeguarding of individuals

#### Optional units - choose two

##### [H5ND 04 \(SCDHSC0210\)](#)

Support individuals to participate in recreational activities

##### [H5NF 04 \(SCDHSC026\)](#)

Support individuals to access information on services and facilities

##### [H5NE 04 \(SCDHSC0025\)](#)

Contribute to the implementation of care or support plan activities

##### [H5NG 04 \(SCDHSC0027\)](#)

Support individuals in their daily living

**H5NK 04 (SCDHSC0029)**

Support individuals to meet their domestic and personal needs

**H5NT 04 (SCDHSC0218)**

Support individuals with their personal care needs

**DK9J 04 (SFHCH S150)**

Maintain the feet of individuals who have been assessed as requiring help with general foot care

**H5PO 04 (SCDHSC0225)**

Support individuals to carry out their own healthcare and monitoring procedures

**H5P2 04 (SCDHSC0227)**

Contribute to working in partnership with carers

**H5P3 04 (SCDHSC0228)**

Contribute to effective group care

**H5P6 04 (SCDHSC0233)**

Develop effective relationships with individuals

**H5P9 04 (SCDHSC0234)**

Uphold the rights of individuals

**H5P7 04 (SCDHSC0235)**

Enable individuals to make their way around specific places

**H5PB 04 (SCDH0241)**

Contribute to the effectiveness of teams

**H5PE 04 (SCDHSC0244)**

Support individuals in the community

**H5PF 04 (SCDHSC0245)**

Receive visitors in health and social care settings



## Dementia skills set (for SVQ at SCQF level 7)

### Core units

#### H5RY 04 (SCDHSC 0031)

Promote effective communication

#### H5LD 04 (SCDHSC0032)

Promote health, safety and security in the work setting

#### H5LE 04 (SCDHSC0033)

Develop your practice through reflection and learning

#### H5S0 04 (SCDHSC0035)

Promote the safeguarding of Individuals

### Optional units - choose four

#### H5S1 04 (SCDHSC0328)

Contribute to the planning process with individuals

#### H5S2 04 (SCDHSC0329)

Support individuals to plan, monitor and review the delivery of services

#### H5S3 04 (SCDHSC0330)

Support individuals to access and use services and facilities

**H5S4 04 (SCDHSC0331)** Support individuals to develop and maintain social networks and relationships

#### H5S5 04 (SCDHSC0332)

Promote individuals' positive self-esteem and sense of identity

#### H5SA 04 (SCDHSC0343)

Support individuals to live at home

#### H5SB 04 (SCDHSC0344)

Support individuals to retain, regain and develop skills to manage their daily living

#### H5SC 04 (SCDHSC0345)

Support individuals to manage their financial affairs

**H5SJ 04 (SCDHSC0350)**

Support the spiritual wellbeing of individuals

**H5SK 04 (SCDHSC0351)**

Implement development activities to meet individuals' goals preferences and needs

**H5SN 04 (SCDHSC0366)**

Support individuals to represent their own wishes and needs at decision-making events

**H5SS 04 (SCDHSC0369)**

Support individuals with specific communication needs

**H5ST 04 (SCDHSC0370)**

Support the use of technological aids to promote independence

**H5SW 04 (SCDHSC0372)**

Develop programmes to enable individuals to find their way around environments

**H5SX 04 (SCDHSC0382)**

Support individuals to manage change in their lives

**H5SY 04 (SCDHSC0383)**

Support individuals to move into new living environments

**H5T9 04 (SCDHSC0393)**

Promote participation in agreed therapeutic group activities

**H5TF 04 (SCDHSC03100)**

Participate in inter-disciplinary team working to support individuals

**H5TT 04 (SCDHSC3111)**

Promote the rights and diversity of individuals

**H5TV 04 (SCDHSC3112)**

Support individuals to manage their own health and social wellbeing

**H5V0 04 (SCDHSC3122)**

Support individuals to use medication in social care settings

**H5V1 04 (SCDHSC3123)**

Manage your relationship as an employee of the individual you support

**DK2X 04 (SFH CHS3)**

Administer medication to individuals

**H5N9 04 (SCD CPC309)**

Support individuals, families and communities to commission their own services

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<sup>1</sup> <http://learn.sssc.uk.com/s/dg0>

<sup>2</sup> <http://learn.sssc.uk.com/s/dg1>

<sup>3</sup> <http://learn.sssc.uk.com/s/dg4>

<sup>4</sup> <http://learn.sssc.uk.com/dementiainformed>

<sup>5</sup> <http://learn.sssc.uk.com/s/dg1>

<sup>6</sup> <http://learn.sssc.uk.com/dementiainformed>

<sup>7</sup> <http://learn.sssc.uk.com/nos>