

Introduction to dementia

Assessment marking guide

A/506/0250

4230-121



City & Guilds
Believe you can



www.cityandguilds.com

Introduction to dementia

Assessor guidance

Assessment requirements

Candidates must successfully complete all parts of an assessment to a satisfactory and appropriate standard in order to gain a pass for that assessment. The assessments have been designed to assess the ability of candidates to cover a range of issues associated with a given unit. Consequently, it is not appropriate for parts of any assessment to be omitted, submitted incomplete or of an unsatisfactory standard.

All assessments must be completed and assessed within the candidate's period of registration. It is up to centres to decide how long they give candidates to complete their assessments, and this may vary from one unit to another.

Tutors/ assessors are reminded of their responsibility to provide written feedback to candidates regarding their assessments and of the fact that candidates should not be encouraged to submit work for final assessment until it is complete and to the appropriate standard for the task.

Bearing in mind the above responsibility which lies with centres, candidates will normally have two opportunities to submit each individual assessment. Candidates who fail any task should not resubmit work within one week of receiving their result. Centres must provide precise written feedback and where necessary, further learning opportunities to maximise the candidate's potential to succeed on their second attempt.

Candidates may choose to word process their answers. Assessors may guide candidates in the length of their responses. They should use the marking guidance as a rough indication of what should be covered, and use the space provided in the task box (where applicable) as a guide as to how much should be written.

Grading and marking

Assessments are marked by the centre and graded Pass/Fail only. The highest grade for any of the assessments in this qualification is a **pass**.

If a candidate does not display the required knowledge/competence to achieve a pass for a task, their second opportunity to meet the criteria should be by way of oral questioning. This questioning should take place between the assessor and candidate, and must be evidenced using the correct City & Guilds recording form, available here:

http://www.cityandguilds.com/~media/Documents/ProvideTraining/Centre%20Document%20Library/Quality-Assurance-documents/Recording_Forms_for_centres_and_candidates.ashx

What the results mean

Pass: is achieved when all assessment tasks have been passed.

Fail: when, after the second attempt, there are still a significant number of tasks that have not been completed to the required standard.

Resubmission: normally candidates may resubmit their assessment work once, if tasks were failed on the first submission. However, should centres think that a further assessment opportunity would result in a positive outcome for the candidate, the centre should seek the approval of their Qualification Consultant.

Task A: Awareness-raising display
<p>Set out what is meant by the term ‘dementia’.</p> <p>Candidates must provide a definition of the term “dementia”.</p> <p>Important aspects of the definition include:</p> <ul style="list-style-type: none">• describes a group of symptoms• progressive loss of memory• progressive loss of intellectual functions• progressive loss of motor function. <p>Any other acceptable answer.</p>
<p>Set out three examples of what causes dementia.</p> <p>Candidates must identify three causes of dementia.</p> <p>Examples include:</p> <ul style="list-style-type: none">• Creutzfeldt-Jakob disease (CJD, also known as “Mad Cow” disease)• Vascular dementia (interrupted blood supply to the brain)• Dementia with Lewy Bodies (protein lumps in the brain)• accidents• genetic factors• tumours• exposure to heavy metals• substance misuse. <p>Any other acceptable answer.</p>

Set out the effects that having dementia can have on the lives of individuals, families and carers.

Candidates must indicate how dementia can affect the lives of individuals, families, carers.

Examples include:

- shock at initial diagnosis
- depression
- bring families together
- reconciliation and support develops
- change to lifestyle.

Any other acceptable answer.

NB: Candidates are not expected to provide scientific explanations for the possible causes of dementia.

It is important for candidates to appreciate that there can be positive effects for those concerned as well as negative. It is also important for them to recognise that there are different views about the some of the actual causes.

Candidates may provide examples such as those above to highlight specific issues relating to the specific groups of people referred to or may provide a generic list that applies to any/all groups.

Task B:	Folder
<p>The impact of effective communication on the lives of individuals with dementia.</p> <p>The folder may contain leaflets or information downloaded from reputable web sites, but must also contain examples of the candidates' own work.</p> <p>Impact of effective communication includes:</p> <ul style="list-style-type: none">• enabling individual to understand and be understood• encouraging individual to communicate in return• enabling the individual to gain sufficient information to make choices and decisions• enabling individual to join in with everyday activities. <p>Any other acceptable answer.</p>	
<p>How memory loss affects the use of spoken language in an individual with dementia.</p> <p>Memory loss can affect the spoken word in several ways including:</p> <ul style="list-style-type: none">• wrong word used to identify items, activities or emotions• descriptions used rather than the word (eg "that thing which you sit on" in rather than "chair")• may say things which appear to have no meaning• may repeat things or ask the same question many times. <p>Any other acceptable answer.</p>	
<p>Examples of the different ways to communicate with an individual with dementia.</p> <p>Examples of different ways to communicate with individuals who have dementia include:</p> <ul style="list-style-type: none">• memory boards• communication passports• describe items• 'listen' with eyes and ears• use equipment or activities to communicate (give examples). <p>Any other acceptable answer.</p> <p>NB: It is important that candidates recognise the need to acknowledge all forms of communication and to respond in the here and now. For many people with dementia it is not helpful to correct them or to adopt a reality approach.</p>	

Task C: Case study
<p>Why might Ronnie behave this way?</p> <p>Candidates must suggest why Ronnie may behave this way. Examples include:</p> <ul style="list-style-type: none">• Ronnie's previous work may have required him to work at night and challenge visitors• Ronnie may have liked lights switched off at home and would challenge intruders. <p>Any other acceptable answer.</p>
<p>How does the attitude of the night-care workers show a lack of respect for Ronnie, as an individual?</p> <p>Candidates must indicate how the behaviour of the night-care worker demonstrates a lack of respect. Examples include:</p> <ul style="list-style-type: none">• taking Ronnie's comments personally rather than seeing them as part of his condition• not recognising that there may be an explanation for the way Ronnie behaves• assuming Ronnie has to follow the pattern of sleeping at night• not seeing Ronnie as an individual. <p>Any other acceptable answer.</p>
<p>What could the night-care staff do to be more person-centred?</p> <p>Candidates must indicate how the support worker could be more person-centred. Examples include:</p> <ul style="list-style-type: none">• trying to understand why Ronnie behaves this way• looking at Ronnie's personal history• enabling Ronnie to join her in inspecting the premises. <p>Any other acceptable answer.</p>

Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)20 7294 2413
www.cityandguilds.com

City & Guilds is a registered charity
established to promote education
and training