

About the three tiers

Tier 1

Raising dementia awareness including developing the knowledge, skills, behaviours needed by individuals working with people living with dementia, across all settings.

Relevant to any individuals working or volunteering with people living with dementia, their families or carers across any service or workplace.

Tier 2

Knowledge, skills and behaviours required for roles that involve regular contact with people living with dementia. Tier 2 learning builds on Tier 1 outcomes, requiring knowledge and understanding of foundational concepts.

This applies to individuals working in settings where they are likely to have regular contact with people living with dementia, their families, carers or supporters and forms the foundation for the more specialist knowledge and skills required at Tier 3.

Tier 3

Enhancing and strengthening the knowledge, skills, and behaviours of key individuals who work with people living with dementia, with the aim of equipping them to take on leadership, education and commissioning roles in dementia care. Tier 3 learning builds on Tier 2 outcomes, requiring knowledge and understanding of foundational concepts.

This applies to individuals who work closely and intensively with people living with dementia, dealing with more complex situations including those that lead on decision-making and are responsible for developing or sharing best practice.



Subject 1: Dementia awareness - Key learning outcomes

The Learner will:	Tier 1	Tier 2	Tier 3
a) understand that every person's experience of dementia is different and how important it is to treat people as individuals	✓	✓	✓
b) know what is meant by the term dementia	✓	✓	✓
c) be aware of the prevalence of dementia in the UK population	✓	✓	✓
d) be aware of the myths, stigma and stereotypes around dementia, particularly around age	✓	✓	✓
e) know what actions individuals can take to reduce their risk of dementia, or to delay onset or progression	✓	✓	✓
f) be aware of the impact of dementia on individuals, families and society	✓	✓	✓
g) be aware of how cultural values and beliefs can impact on people living with dementia and their families	✓	✓	✓
h) understand reasons why a person living with dementia may exhibit signs of distress and their behaviours may be a way for communicating unmet needs	✓	✓	✓
i) be aware of the central role that their home and immediate community play in enabling a person to adjust to life with dementia	✓	✓	✓
j) be able to communicate effectively and compassionately with people living with dementia	✓	✓	✓
k) be able to recognise signs of dementia and be aware that these signs may also be associated with other conditions or circumstances	✓	✓	✓
l) be able to signpost individuals, families, carers and supporters to dementia advice, support and information.	✓	✓	✓
m) recognise the signs and symptoms of delirium and how they differ from dementia.	✓	✓	✓

NB: These core learning outcomes for dementia awareness may be supplemented by additional outcomes to take account of factors including type of role, location, service need and risk analysis. Dementia awareness needs to be understood in conjunction with related statutory and mandatory subjects as appropriate to role.

Subject 2: Dementia: early intervention and prevention Key learning outcomes

The Learner will:	Tier 1	Tier 2	Tier 3
a) understand the lifestyle factors that may increase the risk of developing certain types of dementia, and how lifestyle changes may delay the onset and severity of certain types		✓	✓
b) recognise the importance of early intervention in dementia, including timely diagnosis, support, and planning to improve outcomes and quality of life.		✓	✓
c) be aware of the signs and symptoms that may indicate early cognitive changes, and understand the importance of timely referral, support, and communication prior to a formal dementia diagnosis.		✓	✓
d) understand motivational factors that may impact a person's ability to make changes to their lifestyle		✓	✓
e) be aware of the challenges to healthy living that may be experienced by different socio- economic or ethnic groups		✓	✓
f) understand how maintaining positive brain health through lifestyle and environmental factors could reduce the risk or delay the onset of dementia		✓	✓
g) know how to communicate messages about healthy living according to the needs and understanding of individuals		✓	✓
h) be able to signpost sources of health promotion information and support		✓	✓
i) be aware of dementia risk reduction evidence-based research and national health promotion strategies			✓
j) be able to provide supervision and training to staff on recognising and responding to delirium in dementia			✓
k) understand the importance of approaches to risk reduction which challenge myths and stigma			✓
l) be able to develop and disseminate health promotion information and advice			✓
m) be able to encourage behavioural change in individuals and organisations to promote health and well-being, reduce risk and potentially delay the onset and severity of certain types of dementia			✓
n) be able to monitor, evaluate and improve the effectiveness of health promotion activities			✓

Subject 3: Dementia identification, assessment and diagnosis - Key learning outcomes

The Learner will:	Tier 1	Tier 2	Tier 3
a) know the most common types of dementia in the UK and their underlying causes		✓	✓
b) know why early diagnosis of dementia is important and the likely outcomes if assessment and treatment is delayed		✓	✓
c) understand that not all mild cognitive impairments result in a positive dementia diagnosis		✓	✓
d) be aware of how to support people living with mild cognitive impairment, including understanding the condition, recognising early signs and symptoms, promoting independence, providing clear communication, and signposting to appropriate resources and services		✓	✓
e) be aware of cultural sensitivities and inequalities when discussing dementia with individuals		✓	✓
f) be able to recognise and respond to the needs of individuals who may be experiencing symptoms of dementia but have not yet received a formal diagnosis, ensuring compassionate support and referral to appropriate services		✓	✓
g) understand the criteria and process to be used to gain a clinical diagnosis		✓	✓
h) be able to apply basic screening tools to support early recognition of delirium when it is within your scope of practice		✓	✓
i) understand the progressive nature of dementia and some of the difficulties people may face as dementia progresses		✓	✓
j) be able to explain the need for an investigation of signs of dementia with sensitivity and in ways appropriate to the needs of individuals		✓	✓
k) understand the different types and stages of dementia and their primary symptoms and when there is a need for further assessment		✓	✓
l) identify common causes and risk factors for delirium in people with dementia		✓	✓
m) understand how to differentiate between dementia, delirium, depression and other conditions presenting with similar symptoms and be aware that people can have dementia as well as any of these other conditions			✓
n) demonstrate an understanding of the potential impact of diagnostic errors			✓
o) be aware of the experiences of a person living with dementia and that of their family, carers and supporters and communicate with sensitivity about the diagnosis of dementia and related implications			✓
p) know how to enrol the person living with dementia in post-diagnosis support services and advanced care planning			✓
q) understand the needs of people with learning disabilities or neurodiverse conditions who are also living with dementia			✓

The Learner will:	Tier 1	Tier 2	Tier 3
r) understand the importance of equal access to dementia assessment and diagnosis for people from diverse communities and cultures			✓
s) be aware of the latest developments in dementia pharmacological treatments and explain the clinical and procedural criteria individuals must meet to access them			✓
t) be able to refer individuals for a clinical assessment for dementia when this is out with your scope of practice			✓
u) be able to undertake a comprehensive assessment for dementia utilising appropriate investigations and tools when this is within your scope of practice			✓
v) be able to lead actions on findings in partnership with people living with dementia and multi-professional teams			✓
w) be able to document assessment and diagnosis decisions with clarity, accuracy and professional accountability			✓

Subject 4: Person-led dementia care - Key learning outcomes

The Learner will:	Tier 1	Tier 2	Tier 3
a) understand the principles of person-led dementia care, recognising the value and individuality of individuals and their carers, the importance of the person's own perspective, and the role of relationships and interactions in promoting well-being		✓	✓
b) understand how person-led care can provide insights into the experiences of the person living with dementia and support care approaches and solutions to meet individual needs		✓	✓
c) support people living with dementia to maintain independence and autonomy for as long as they are able		✓	✓
d) recognise the strengths of people living with dementia and how they can collaborate in making decisions and plans		✓	✓
e) be able to contribute to care plans, that include delirium prevention and management strategies for people living with dementia		✓	✓
f) know the role of families, carers and supporters in person-led dementia care, and their contribution to decision-making and support		✓	✓
g) understand how person-led approaches can be implemented, including the use of advance planning and life story work		✓	✓
h) recognise that dementia is not a normal part of ageing and that it can affect younger people, whose support needs may differ from those of older adults.		✓	✓
i) understand that a person's needs will change as the disease progresses		✓	✓
j) know how to adapt the physical environment to meet the changing needs of people living with dementia		✓	✓
k) understand the need for, and importance of, clear documentation to communicate the needs and wishes of the person living with dementia		✓	✓
l) know how to balance nutritional needs with personal and cultural food preferences, recognising that dietary requirements for people living with dementia may differ from general healthy eating guidance		✓	✓
m) know the importance of co-ordinated and integrated care for people living with dementia, and how it supports continuity, safety, and person-led approaches		✓	✓
n) understand that person-led care begins with a person-centred mindset, using empathy and curiosity to understand individuals' feelings and behaviours		✓	✓
o) support individuals to identify, build on, and apply their strengths in ways that promote independence, confidence, and wellbeing		✓	✓
p) understand the value of person-led care in shaping effective communication and relationships with individuals			✓

The Learner will:	Tier 1	Tier 2	Tier 3
q) know how leadership supports integrated health and social care planning to deliver co-ordinated, person-led services			✓
r) understand the importance of person-led approaches in the management and development of services			✓
s) be able to apply person-led approaches in the management and development of services			✓
t) demonstrate leadership in person-led care by empowering staff and building a culture of value, trust, and shared decision-making			✓
u) apply person-led approaches to build effective communication and relationships with people living with dementia, recognising and responding to their unique needs, preferences, and experiences			✓

Subject 5: Communication, interaction and behaviour in dementia care Key learning outcomes

The Learner will:	Tier 1	Tier 2	Tier 3
a) understand the importance of effective communication and speaking clearly, calmly and with patience in dementia care		✓	✓
b) understand the importance of empowering the person living with dementia with enough time to respond to communications		✓	✓
c) recognise the impact of memory and language difficulties on communication		✓	✓
d) be able to make reasonable adjustments to communication styles and aids to support the needs of people living with dementia		✓	✓
e) know how to adapt the environment to minimise sensory difficulties experienced by a person living with dementia		✓	✓
f) know the importance of ensuring that people have the required support, including sensory aids , to enable successful communication and the role that a clean, pain-free mouth plays in speech		✓	✓
g) be able to communicate effectively with individuals experiencing delirium, using person-centred approaches to reduce distress.		✓	✓
h) know how life story information and understanding a person's cultural and spiritual beliefs may enable or support more effective communication		✓	✓
i) understand the importance of effective communication with family, carers and supporters and the expertise they can offer to support effective communication		✓	✓
j) understand how a person's feelings and perception can affect their behaviour		✓	✓
k) understand how the behaviour of others might affect a person living with dementia		✓	✓
l) be aware of the importance of non-verbal communication		✓	✓
m) understand triggers and common causes of distressed behaviour by people living with dementia		✓	✓
n) recognise that the behaviour of a person living with dementia is a form of communication and can help practitioners identify and respond to unmet needs		✓	✓
o) be able to adapt communication techniques according to the abilities and preferences of individuals, including using active listening and ensuring the person's attention is gained before working with them		✓	✓

p) be able to recognise distressed behaviour and provide a range of responses to comfort or reassure the person living with dementia		✓	✓
The Learner will:	Tier 1	Tier 2	Tier 3
q) be able to promote effective communication with individuals in a health and care environment		✓	✓
r) understand how to apply legal and ethical frameworks and professional judgement to navigate complex issues in dementia care			✓
s) demonstrate an understanding of effective collaboration across the health and social care system			✓
t) recognise and respond to complex communication challenges when supporting people living with dementia			✓
u) be able to contribute to the development of practices and services that meet the communication needs of people living with dementia			✓
v) manage and facilitate difficult conversations with families and carers in the context of dementia care, with sensitivity, empathy, and professionalism			✓

Subject 6: Health and well-being in dementia care Key learning outcomes

The Learner will:	Tier 1	Tier 2	Tier 3
a) understand the importance of maintaining physical, psychological and oral health and well-being in people living with dementia through healthy lifestyle choices, including nutrition, hydration, exercise, and social engagement		✓	✓
b) understand how co-morbid conditions impact the care and wellbeing of people living with dementia and adapt support accordingly		✓	✓
c) demonstrate an understanding of how to anticipate and respond to an individual's health needs		✓	✓
d) know the action to take in response to identification of fatigue and falls		✓	✓
e) know how to respond to dehydration, hunger, and unplanned weight loss, and support good nutrition and hydration through effective monitoring and positive mealtime practices		✓	✓
f) know where to find evidence-based resources on nutrition, speech and language, and when it is appropriate to refer to specialists		✓	✓
g) be aware of the role of therapeutic approaches, including sensory stimulation and other emerging non-pharmacological interventions, in supporting people living with dementia		✓	✓
h) know how to support people living with dementia to access local services and referral pathways, including voluntary and community resources, to promote overall health and wellbeing		✓	✓
i) be aware of how delirium, depression and social stressors affect wellbeing and behaviour		✓	✓
j) understand triggers and responses to stressed or distressed behaviours		✓	✓
k) understand the role of family, carers and supporters in supporting the health and well-being of people living with dementia		✓	✓
l) be aware of the benefits and limitations of medication to manage behavioural and psychological issues, including associated risks		✓	✓
m) know how to use pain recognition tools to assess pain, including in individuals with communication challenges		✓	✓
n) be able to recognise the value of technology and digital services in enhancing the quality, accessibility, and coordination of care for people living with dementia		✓	✓
o) understand how assistive technology and digital equipment can be used to meet the care needs of individuals and enhance their quality of life		✓	✓
p) be able to support individuals in maintaining personal appearance, cleanliness, and good oral hygiene		✓	✓
q) be able to support individuals in engaging with approaches that promote emotional wellbeing, personal reflection, and connection, such as validation, counselling, reminiscence, and life story work.		✓	✓
r) be able to recognise and manage frailty in individuals with dementia to ensure access to appropriate care and support		✓	✓

The Learner will:	Tier 1	Tier 2	Tier 3
s) be able to interpret the evidence for the effectiveness of different psycho-social approaches in different situations			✓
t) understand the complexity of ageing and co-morbidity in people living with dementia			✓
u) understand the principles and key aspects of psycho-social approaches used to enhance the well-being of people living with dementia			✓
v) be aware of new and emerging knowledge of psycho-social approaches that can be used to enhance the well-being of people living with dementia			✓
w) recognise the signs of dementia, depression and delirium and appropriate responses and treatment options			✓
x) be able to monitor and manage physical co-morbidities in people living with dementia to support overall health and well-being.			✓
y) reflect upon the benefits and implications of emerging pharmacological interventions that may enhance memory			✓
z) be able to recognise the importance of supporting the health and wellbeing of family, carers and supporters including signposting to appropriate resources and services			✓

Subject 7: Pharmacological interventions in dementia care - Key learning outcomes

The Learner will:	Tier 1	Tier 2	Tier 3
a) understand the most commonly used medications for managing dementia		✓	✓
b) know the key risks and benefits of commonly used anti-psychotics, anti-depressants, anxiolytics, anticonvulsants and cognitive-enhancing medications, and be aware of their impact on daily living, including side effects like dry mouth and taste changes		✓	✓
c) be able to recognise how impaired swallowing can affect a person's ability to take medication and understand when to seek advice from others about alternative formulations		✓	✓
d) be aware of issues around polypharmacy for people living with dementia		✓	✓
e) understand the importance of recording and reporting side effects and/or adverse reactions to medication		✓	✓
f) be able to recognise the potential negative impact of medications and understand the importance of reviewing and reducing their use where appropriate, in consultation with the prescriber		✓	✓
g) be able to administer and review medication safely and appropriately in consultation with people living with dementia, their families, carers and supporters.		✓	✓
h) understand the range of cognitive enhancers, what they do, criteria for eligibility and sources of guidance			✓
i) understand processes for assessing and prescribing cognitive enhancers			✓
j) understand the range and appropriate use of medications for managing behavioural and psychological symptoms of dementia, including should and shouldn't be used			✓
k) understand the ethical issues around drug treatments in the care of people living with dementia			✓
l) understand contra-indications for prescribing anxiolytics and anti-psychotic medication			✓
m) analyse common medications used to treat physical health conditions in people living with dementia, including potential interactions with cognitive enhancers and behavioural treatments			✓
n) understand the importance of regular reviews of prescribed medication			✓
o) understand how to assess pain experienced by people living with dementia and prescribing practice to address pain effectively			✓
p) be aware of new and emerging knowledge of pharmacological interventions that can be used to enhance the well-being of people living with dementia			✓

Subject 8: Adjusting to living with dementia and promoting independence Key learning outcomes

The Learner will:	Tier 1	Tier 2	Tier 3
a) understand the importance of physical activity, including access to outside space, in maintaining a person's independence and abilities		✓	✓
b) be able to support environmental and psychosocial interventions to prevent or manage delirium		✓	✓
c) be able to support individuals to engage in activities which stimulate their senses		✓	✓
d) be able to support individuals to meet their daily living needs		✓	✓
e) understand the distinct needs and challenges of individuals with young onset dementia, including the importance of age-appropriate advice and support		✓	✓
f) be able to support individuals with young onset dementia to engage in meaningful, age-appropriate activities that promote wellbeing, identity, and social inclusion		✓	✓
g) be able to support individuals to continue their interests, social life and community involvement and know why this is important		✓	✓
h) know about community initiatives such as the development of dementia inclusive environments		✓	✓
i) understand the needs of individuals for day-to-day closeness with others		✓	✓
j) understand how to recognise and respond to the cultural and spiritual needs of people living with dementia		✓	✓
k) understand how to recognise and respond to intimacy and sexual needs of people living with dementia, while ensuring the safety and wellbeing of individuals		✓	✓
l) understand the role of family, carers and supporters in enabling people to adjust to living with dementia		✓	✓
m) understand how activities can be adapted to suit an individual's changing needs		✓	✓
n) understand how all the senses can play an important part in supporting the well-being of people with dementia		✓	✓
o) be able to use sensory-focused objects and activities in the care and support of people living with dementia		✓	✓
p) be able to incorporate assistive technology to support self-care and meaningful activity		✓	✓
q) be able to work with others to assess and use technology in ways that promote the safety, independence and well-being of people living with dementia		✓	✓
The Learner will:	Tier 1	Tier 2	Tier 3

r) recognise that whilst technology can enhance care, it has its limitations and cannot replace the value of human contact		✓	✓
s) be able to develop strategies to support those living with dementia to reduce the struggle with unfamiliar environments		✓	✓
t) be aware of ways to adapt the physical environment to promote independence, privacy, orientation and safety		✓	✓
u) know about perceptual distortions that may occur in dementia and how the impact of such distortion can be minimised by changes to the environment		✓	✓
v) understand the importance of food-related activities to stimulate appetite and support engagement and independence in food preparation, eating and drinking		✓	✓
w) be able to contribute to the development of practices and services that meet the individual needs of people living with dementia			✓
x) understand the principles, processes and options for self-directed support			✓
y) be able to support the person living with dementia and their family to access self-directed support if desired			✓
z) be able to provide dementia specific advice and guidance on adapting the physical and social environment to ensure physical safety and emotional security			✓
aa) be aware of housing sectors, providers and services and be able to work in partnership with appropriate providers to deliver required outcomes			✓
bb) be able to lead on the introduction of assistive technology to support self-care and meaningful activity			✓

Subject 9: Families, carers and supporters as partners in dementia care key learning outcomes

The Learner will:	Tier 1	Tier 2	Tier 3
a) understand the significance of family, carers, supporters and social networks in planning and providing care		✓	✓
b) understand the importance of developing partnerships with family members, carers and supporters		✓	✓
c) be able to support families, carers and supporters in understanding delirium and its impact on the person living with dementia		✓	✓
d) recognise the impact of dementia caregiving on family dynamics and relationships		✓	✓
e) understand the importance of recognising and assessing a carer or supporter's own needs, including respite		✓	✓
f) be aware of the complexity and diversity in family arrangements		✓	✓
g) be aware that the needs of family, carers and supporters and the person living with dementia may not always be the same		✓	✓
h) understand potential socio-cultural differences in the perception of the care giving role		✓	✓
i) be aware of the challenges and concerns faced by younger carers		✓	✓
j) be aware of the emotional impact of a young onset dementia diagnosis on families, offering appropriate support and communication		✓	✓
k) demonstrate compassionate, effective, and timely communication with care partners		✓	✓
l) be able to support family carers to access and use information and local support networks including housing sectors, providers and services		✓	✓
m) be able to support family members in considering options and making decisions		✓	✓
n) be able to gather information about a person's history and preferences from family carers.		✓	✓
o) be able to contribute towards the development of practices and services that meet the needs of families and carers			✓
p) understand methods to assess family member, carer or supporter's psychological and practical needs and the relevant support available			✓
q) understand the potential for dilemmas arising where there are differing needs between people living with dementia, their carers or supporters			✓

r) understand the role of personalisation in care			✓
s) be able to signpost carers for further support around legal issues			✓

Subject 10: Equality, diversity and inclusion in dementia care key learning outcomes

The Learner will:	Tier 1	Tier 2	Tier 3
a) be aware of cultural diversity, equality and equity issues, and how they may impact on people living with dementia		✓	✓
b) be able to recognise the potential impact of trauma resulting from experiences of racism, homophobia, or other forms of prejudice, and understand the importance of creating safe, inclusive, and supportive environments		✓	✓
c) understand intersectionality in family arrangements and the local community		✓	✓
d) be able to adapt assessment and care planning taking account of diversity and intersectionality		✓	✓
e) be aware of the prevalence and impact of younger onset dementia on individuals		✓	✓
f) be aware of the impact of dementia on people with learning disabilities		✓	✓
g) be aware of socio-cultural differences in the perception of the care giving role		✓	✓
h) be able to actively challenge any discriminatory practice that may compromise a person's right to dignity, respect and safety		✓	✓
i) understand the impact that discrimination and stigma may have on the life of the person living with dementia, their family, carers or supporter's			✓
j) be able to lead practice and an organisational culture that values and respects the diversity of individuals			✓
k) understand legislation relevant to equality, diversity and human rights			✓

Subject 11: Law, ethics and safeguarding in dementia care key learning outcomes

The Learner will:	Tier 1	Tier 2	Tier 3
a) understand what is meant by duty of care and how this contributes to safe practice and facilitates decision-making	✓	✓	✓
b) be aware of dilemmas that may arise between the duty of care, the carer's wishes and a person's rights	✓	✓	✓
c) understand the requirements of the Mental Capacity Act regarding consent to treatment or care for people who may lack mental capacity	✓	✓	✓
d) know how advance decisions should be used to provide information about the wishes of an individual	✓	✓	✓
e) be able to recognise a range of factors which may indicate neglect, abusive or exploitative practice	✓	✓	✓
f) know what to do if neglect, abusive or exploitative practice is suspected, including how to raise concerns within local safeguarding or whistle blowing procedures	✓	✓	✓
g) be aware of key legislation relevant to mental capacity, deprivation of liberty, equality and human rights	✓	✓	✓
h) be able to communicate proposed treatment or care clearly and compassionately to support informed decision-making by people living with dementia		✓	✓
i) be able to demonstrate an understanding of when a capacity assessment is required and the significance of making decisions in a person's best interests		✓	✓
j) be able to respond appropriately to safeguarding alerts / referrals		✓	✓
k) understand the options available when valid consent may be compromised			✓
l) know the evidence-based approaches and techniques to assess neglect, abuse or self-neglect including hoarding			✓
m) understand the roles and responsibilities of the different agencies involved in inquiries when there have been allegations of neglect or abuse			✓
n) understand the importance of sharing safeguarding information with the relevant agencies			✓
o) know the actions to take if there are barriers to alerting the relevant agencies			✓
p) understand key legislation relevant to mental capacity, deprivation of liberty, equality and human rights			✓

Subject 12: End of life dementia care Key learning outcomes

The Learner will:	Tier 1	Tier 2	Tier 3
a) understand the use of end-of-life care pathways and individualised care plans, considering psycho-social needs		✓	✓
b) contribute to compassionate end-of-life care planning for individuals with advanced dementia, ensuring their dignity and comfort		✓	✓
c) monitor and support physical health needs in advanced dementia, including nutrition, hydration, pain management, and mobility		✓	✓
d) understand how advanced decisions and best interest decisions will affect caring activities		✓	✓
e) work collaboratively with colleagues and other professionals to deliver coordinated care for individuals living with advanced dementia		✓	✓
f) know how to recognise and manage pain, and address the broader physical needs in people living with advanced dementia		✓	✓
g) be able to identify symptoms associated with end of life and how these symptoms can be managed with care and compassion		✓	✓
h) be aware of concerns and needs affecting younger people at the end of life		✓	✓
i) be able to recognise the signs and emotional impact of anticipatory grief in families and carers, and respond with empathy and provision of appropriate support.		✓	✓
j) support families and carers through the emotional and practical aspects of advanced dementia and end-of-life care		✓	✓
k) be able to recognise and respond sensitively to the needs of bereaved families and friends, acknowledging the range of emotions they may experience		✓	✓
l) be able to support family and friends in celebrating the life of the person who has died		✓	✓
m) be able to demonstrate awareness of the diverse cultural and religious practices related to death, care of the dying and the deceased person and how to behave in each circumstance		✓	✓
n) be able to contribute to the development of compassionate and responsive practices and services that support the end-of-life needs of people living with dementia			✓
o) understand the decision-making processes involved in recognising when a person with dementia is approaching end of life			✓
p) be able to provide compassionate, dementia specific advice and guidance to support high quality end-of-life care			✓
q) be able to provide appropriate support to staff following the bereavement of a patient			✓

Subject 13: Research and evidence-based practice in dementia care key learning outcomes

The Learner will:	Tier 1	Tier 2	Tier 3
a) understand the difference between service evaluation and research	✓	✓	✓
b) be able to identify reliable sources of further reading and research to deepen understanding and inform best practice in dementia care	✓	✓	✓
c) be able to participate in service evaluation and research in the workplace	✓	✓	✓
d) understand how to involve people living with dementia in service evaluation and research		✓	✓
e) understand systematic research methods to facilitate evidence-based practice		✓	✓
f) understand the range of evidence that informs decision-making, care practice and service delivery			✓
g) be able to apply relevant research findings to inform and enhance professional practice, ensuring evidence-based approaches are embedded in care and service delivery			✓
h) understand approaches to evaluating services and measuring impact, including the use of outcomes reported by people living with dementia			✓
i) understand the ethical issues related to conducting research with people who have a cognitive impairment			✓
j) be able to disseminate research findings clearly and accurately in written reports or verbal presentations			✓
k) understand the importance of continuing professional development to ensure the methods used are robust, valid and reliable			✓

Subject 14: Leadership in transforming dementia care key learning outcomes

The Learner will:	Tier 1	Tier 2	Tier 3
a) understand the key influences such as policies, frameworks and national priorities that shape dementia strategy and service development		✓	✓
b) understand the importance of demonstrating leadership in delivering compassionate person-centred care		✓	✓
c) understand the importance of quality assurance and service improvement		✓	✓
d) know how to ensure team members are trained and supported to meet the needs of people living with dementia		✓	✓
e) understand the roles and responsibilities of different agencies involved in dementia care		✓	✓
f) understand the principles of equality and diversity for access to, and delivery of services		✓	✓
g) be aware of evidence-based research, innovations and developments in dementia interventions and care			✓
h) be able to disseminate and promote new and evidence-based practice and to challenge poor practice			✓
i) be able to plan care to promote the use of appropriate, specific, emerging evidence-based interventions			✓
j) understand the importance of collaborative working in the provision of support, care and services for people living with dementia, their families, carers and supporters			✓