

Alzheimer's Disease International

Accreditation

Guidance and Process

(updated June 2026)

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Alzheimer's Disease International (ADI) Accreditation

Context

ADI's vision is an improved quality of life for people with dementia and their families throughout the world and to ensure that people with dementia receive high quality, person –centred care, provided by appropriately trained professionals and carers.

Dementia care training programmes are delivered globally, with the aim of providing family members, individuals or groups with the opportunity to support people with dementia. Training programmes also provide health care professionals with additional skills and a greater understanding of dementia in a wider social context.

Accreditation

The purpose of accreditation is to formalise and regulate the delivery of training programmes, recognising a structured approach to training, and establish standards that the providers of training programmes would need to adhere to. By establishing accreditation standards, ADI aims to support the improvement of care for people with dementia and reduce on the variation in the quality of care provided and ensure a more focused approach on meeting people's needs. Accreditation means that the training and learning activity has reached the required ADI standard, ensuring integrity and quality at all levels.

Executive Summary

This document sets out the standards for ADI accreditation of training programmes, delivered globally to support the care of dementia patients.

While setting the standards that accredited provision is expected to meet, these standards are intended to be flexible and recognise the many different local environments, diversity of national systems, cultural settings, where training is delivered.

Given the global reach of ADI, and the cultural diversity that exists at an international level, the aim of ADI accreditation would not to be so prescriptive as to have a very rigid set of standards for the design, content, and delivery of training programmes, and will therefore respect national and local contexts.

At the core of an accreditation process is the recognition of role of the provider, and its capacity to offer or support training programmes, recognising the needs of local communities and individuals within these communities.

Accreditation will also assess training programmes, to include overall design, delivery and where applicable, assessment methods.

Accreditation will seek to understand how local groups adapt their training programmes to meet the needs of people with dementia, their carers and providers.

ADI accreditation will encourage training excellence and an ongoing commitment to improvement process and continuing professional development (CPD). Providers gaining accreditation are expected to maintain and demonstrate commitment to regular improvement within their own programmes over the duration of each accreditation period. Individuals who have been trained on accredited programmes will also need to undertake and be committed to regular CPD activities and provide regular updates or evidence of on-going training.

Accreditation will allow ADI to understand and oversee how training programmes are being delivered globally and adapting in line with dementia care and research. It will also work in the reverse i.e. providers, trainers and trainees, by seeking accreditation, will result in high level recognition of their programmes.

ADI accreditation will recognise and also differentiate between training programme offerings and the different levels (family carer, domestic carer, health care trainer, train the trainer).

ADI accreditation will recognise and respect the needs of local environments and also the diversity of national systems. It will consider the educational and cultural environment in which training programmes operate, and the wider international context.

As a global organisation, ADI as part of the accreditation process, will seek to understand and assess how providers are developing and adapting their training programmes to reflect local needs and local health care structures.

ADI accreditation will provide a global network of trainers and participants, allowing them to connect with like-minded people from programmes that have received high level recognition from ADI.



**Alzheimer's Disease
International**

The global voice on dementia

As dementia care, education, research, and technology continue to evolve, ADI accreditation is committed to maintaining standards that remain relevant, responsive, and future-focused. The accreditation framework recognises the importance of involving people living with dementia and carers, supporting cultural adaptability and local relevance, encouraging innovation and digital learning, promoting brain health and dementia prevention, and fostering continuous improvement, inclusion, ethical practice, and ongoing professional development.

Summary of processes

Below is a summary of the process for accreditation from an initial eligibility request, followed by formal registration with ADI for accreditation, a formal visit by an ADI accreditation panel, continuous improvement/annual monitoring, and re-accreditation. Each step is summarised briefly below and will have separate guidance and process documents, charts, templates, and forms where applicable.

1. Eligibility request

Formal application to ADI for consideration for accreditation, containing information on the provider, type of training courses provided, level of training, national and local context, and information on participants for each course. Certain eligibility criteria will need to be met if an organisation/body is to be accepted for the accreditation process by ADI.

2. Accreditation visit (post-eligibility acceptance)

Visit by ADI global review panel to review the provider, and training programmes offered, following the submission of a self -assessment report to ADI in advance of the panel visit.

3. Accreditation of provider/training programme

4. Continuous review/ on-going development

The provider will undertake /respond to any recommendations/suggestions from the review panel post accreditation visit and will aim to further develop and enhance training programmes and will also provide annual updates to ADI.

5. Re-accreditation

Formally request a re-accreditation visit as a provider and participants of accredited training programmes can update/refresh their skills as part of ongoing Continuous Improvement following Accreditation – Continuous Professional Development (CPD)

Eligibility request

In order to enter the ADI accreditation process, formal application to ADI for consideration for accreditation, is required and can be done by downloading an eligibility request form from the ADI accreditation website. Those completing the application should provide general information on the provider, type of training courses provided, level of training, programme content, national and local context, and information on course participants. Certain eligibility criteria will need to be met if an organisation/training body is to be accepted for the accreditation process by ADI.

The GRP (Global Review Panel) Member will review all applications for accreditation.

Each application will be mapped by GRP members against a set of criteria, some of which are listed below.

Is the provider/ training organisation demonstrating stability in the following areas to support training:

- Governance, Leadership and Management
- Financial and Organisational Sustainability
- Programme Design and Delivery
- Quality Assurance and Impact Evaluation
- Stakeholder Engagement and Inclusion
- Innovation, Technology and Future Readiness

Accreditation Standards

The Provider

The information and standards detailed below can be used to accredit a provider of training programmes, recognising that the provider is an established institution/organisation, a national organisation/health care service or a provincial/local health care group.

Standard 1 : Environment

The provider should demonstrate how it operates within the local, national, and international dementia and brain health environment. This should include engagement with relevant stakeholders, awareness of dementia policies and best practice, and responsiveness to the needs of people living with dementia, carers, communities, and the wider health and social care system. Providers should demonstrate how their programmes reflect local priorities while remaining informed by international developments in dementia care, education, research, prevention, and support.

Criteria for assessment

- Provide general information on national dementia, healthy ageing, and relevant health and social care policies or programmes.
- Provide information on national, regional, and local dementia-related organisations, networks, and services.
- Describe how the provider operates within these contexts and contributes to local dementia care, support, education, awareness, prevention, or brain health initiatives.
- Describe how people living with dementia, carers, community representatives, and other stakeholders contribute to the design, delivery, review, or evaluation of training programmes.
- Demonstrate how programmes reflect local cultural, linguistic, and community needs where appropriate.
- Describe how the provider remains informed of national and international developments, evidence, research, and best practice in dementia care and education.
- Describe partnerships or collaborations with relevant organisations, professional groups, community organisations, or academic institutions.
- Where digital or online learning is used, explain how the provider ensures accessibility, inclusivity, learner engagement, and appropriate use of technology.

Standard 2 : Governance and Management

The provider will demonstrate effective governance, leadership, management, and organisational sustainability to support the delivery, quality, and continuous improvement of dementia education and training programmes. The provider should operate in an accountable, ethical, and financially sustainable manner, with appropriate oversight of resources, workforce, technology, and quality assurance processes.

Criteria for assessment.

- Describe the governance, leadership, and management structure, including roles, responsibilities, and reporting arrangements.
- If applicable, describe how governing bodies, advisory groups, or oversight committees contribute to strategic direction, accountability, and quality assurance.
- Describe how people living with dementia, carers, stakeholders, or community representatives contribute to governance, advisory, or decision-making processes where appropriate.
- Provide details of how income is generated and managed, including government funding, grants, partnerships, donations, commercial activities, or other sources of revenue.
- Demonstrate financial sustainability and processes for budget planning, monitoring, and resource allocation.
- Describe the facilities, infrastructure, and resources used to support programme delivery, including physical, digital, and technological resources.
- Describe how the provider supports workforce development, staff training, supervision, wellbeing, and continuing professional development.
- Describe organisational policies and processes relating to ethics, safeguarding, equality, diversity, inclusion, accessibility, and data protection.
- Demonstrate how quality assurance, risk management, and continuous improvement activities are monitored and reviewed.

Where digital or online learning is provided, describe governance arrangements for technology, cybersecurity, data protection, accessibility, and digital platform management.

Standard 3: Resources and Programme Design

The provider has sufficient resources, expertise, and infrastructure to design, develop, deliver, monitor, evaluate, and continuously improve dementia education and training programmes. Programme design should be evidence-informed, responsive to the needs of learners and communities, and appropriate to the cultural, professional, and organisational context in which training is delivered.

Criteria for assessment

- Explain how training programmes are designed, developed, reviewed, and approved by the provider.
- Describe how programme design is informed by current evidence, research, best practice, and relevant national or international dementia frameworks.
- Describe how people living with dementia, carers, practitioners, community representatives, and other stakeholders contribute to programme design, review, or evaluation where appropriate.
- Demonstrate how programmes are adapted to meet local cultural, linguistic, professional, and community needs.
- Explain how programmes address relevant topics such as dementia care, support, inclusion, brain health, risk reduction, prevention, and healthy ageing where appropriate to programme objectives.
- Describe the resources available to support programme delivery, including educational materials, technology, facilities, learning support, and staff expertise.

- Describe the learning methods used, including face-to-face, online, blended, workplace-based, microlearning, experiential, or other appropriate approaches.
- Describe the processes used to monitor programme quality, learner engagement, learner achievement, and stakeholder feedback.
- Explain how evaluation findings are used to support quality improvement and programme development.
- Demonstrate how learner outcomes, programme impact, and achievement of learning objectives are assessed and reviewed.
- For online or digitally supported programmes, explain how digital technologies, learning analytics, artificial intelligence, or other tools are used to support learning, engagement, accessibility, quality improvement, and learner progression, while ensuring ethical and responsible use.

Guidance: ADI recognises that programme design may vary according to learner group, professional setting, cultural context, mode of delivery, and available resources. Providers should demonstrate that programme design decisions are appropriate to their intended audience and learning objectives while maintaining quality and evidence-informed practice.

Standard 4: Trainer and Learners

The provider manages training programmes through clear policies, procedures, and support systems that enable trainers and learners to achieve programme objectives. The provider should promote high-quality teaching and learning, professional development, learner engagement, inclusion, wellbeing, and continuous improvement.

Criteria for assessment

- Describe the processes used to recruit, select, support, develop, and monitor trainers involved in programme delivery.
- Describe the qualifications, experience, expertise, and continuing professional development opportunities available to trainers.
- Explain how trainers remain informed of current evidence, best practice, and developments in dementia care, support, research, and education.
- Describe how people living with dementia, carers, or individuals with lived experience contribute to programme delivery, learning activities, or educational resources where appropriate.
- Describe the processes used to monitor the quality of teaching, facilitation, learner engagement, and achievement of learning outcomes.
- Describe the support available to learners throughout the programme, including academic, practical, pastoral, technical, or peer support where appropriate.
- Demonstrate how learning environments are inclusive, accessible, respectful, and responsive to diverse learner needs.
- Describe how learner feedback is collected, reviewed, and used to improve programme delivery and learner experience.

- Describe how trainer wellbeing, workload, supervision, and professional development are supported where appropriate.
- For online or digitally supported programmes, describe how trainers are supported in digital teaching and facilitation, and how learners access online guidance, mentoring, discussion forums, technical support, or other engagement opportunities.

Standard 5: Alignment with ADI Principles and Global Dementia Priorities

The provider demonstrates that its programmes, policies, and support systems are aligned with ADI's vision, values, and objectives. Programmes should promote person-centred practice, inclusion, dignity, human rights, evidence-informed dementia care, support for carers, and continuous improvement, while remaining responsive to local needs and contexts.

Criteria for assessment

- Explain how trainers and learners are supported throughout the programme through appropriate guidance, supervision, mentoring, peer support, wellbeing support, or other mechanisms.
- Demonstrate how programme aims, learning outcomes, and activities align with ADI's vision, values, and objectives.
- Describe how programmes promote person-centred care and support for people living with dementia and carers.
- Demonstrate how the views and experiences of people living with dementia and carers inform programme content, delivery, or evaluation where appropriate.
- Explain how programmes promote inclusion, dignity, respect, equity, accessibility, and cultural responsiveness.
- Describe how programmes reflect current evidence and international best practice in dementia care, support, education, brain health, risk reduction, and healthy ageing where appropriate.
- Demonstrate how ethical practice, safeguarding, and responsible use of information and technology are promoted within the programme.
- Explain how learner, trainer, and stakeholder feedback contributes to programme review and continuous improvement.
- For online or digitally supported programmes, explain how mentoring, peer support, collaborative learning, and learner engagement are facilitated through the digital platform.

Standard 6: Professional Staff and Support Services

The provider has appropriately qualified staff, support services, and organisational expertise to ensure the effective delivery, quality, sustainability, and continuous improvement of dementia education and training programmes. The provider should demonstrate sufficient professional,

administrative, technical, and learner support capacity to meet programme objectives and contribute to the wider aims of ADI.

Criteria for assessment

- Describe the professional, administrative, technical, and support staff involved in programme delivery and quality assurance.
- Describe the qualifications, expertise, and experience of staff contributing to programme design, delivery, management, evaluation, and learner support.
- Demonstrate that sufficient staffing and support resources are available to deliver programmes effectively and sustainably.
- Describe the systems and processes used to support programme administration, learner support, quality assurance, and continuous improvement.
- Explain how staff maintain professional competence through continuing professional development, training, supervision, or other development activities.
- Describe arrangements for specialist advice or expertise where appropriate, including involvement of healthcare professionals, educators, researchers, people living with dementia, carers, or other subject matter experts.
- Demonstrate how staff wellbeing, workforce development, succession planning, and organisational sustainability are supported.
- Describe how digital, technical, and learning support services are provided where relevant.
- For online or digitally supported programmes, specify the qualifications and expertise of online instructors, learning designers, technical support teams, platform administrators, and others responsible for maintaining the quality, accessibility, security, and effectiveness of the learning environment.

Guidance: ADI recognises that staffing structures will vary according to the size, scope, resources, and context of the provider. Providers should demonstrate that staffing arrangements are appropriate to the scale and complexity of their programmes and sufficient to support quality learning outcomes and continuous improvement.

Standard 7: Review and Continuous Improvement of Training Programmes

The provider has systematic processes to review, evaluate, and continuously improve training programmes. Programme review should be informed by evidence, stakeholder feedback, learner outcomes, developments in dementia care and research, local and national requirements, and ADI standards and objectives.

Criteria for assessment

- Describe the processes used to review, revise, and update training programmes.
- Explain how programme review is informed by local, national, and international developments in dementia care, support, research, education, brain health, and prevention.
- List and provide a brief description of external organisations, professional groups, community organisations, or other stakeholders who contribute to programme review and development.
- Describe how trainers, learners, people living with dementia, carers, and other stakeholders contribute to programme review and improvement.
- Explain how learner outcomes, programme evaluations, participant feedback, and quality indicators are used to inform programme improvements.
- Describe how new evidence, emerging best practice, technological developments, and changes in policy or service delivery are incorporated into programmes.
- Demonstrate how programme changes are documented, approved, communicated, and monitored.
- Describe how equality, inclusion, accessibility, cultural responsiveness, and local relevance are considered during programme review.

For online or digitally supported programmes, describe how learner feedback, learning analytics, engagement data, and user experience information are collected and used to improve programme content, delivery, accessibility, and platform performance.

Guidance: *Stakeholders may include learners, trainers, employers, healthcare and social care organisations, professional bodies, community organisations, people living with dementia, carers, academic partners, policymakers, and other groups relevant to the programme and local context.*

Standard 8: Programme content and curriculum

The provider has systems in place to design, review, deliver, and evaluate programme content and curriculum to ensure that it remains current, evidence-informed, relevant, and appropriate to the programme objectives, intended learner group, and local context. Programme content should reflect developments in dementia care, support, education, research, policy, and emerging best practice

Criteria for assessment

- Describe the systems and processes used to design, review, approve, and update programme content and curriculum.
- Demonstrate how curriculum content aligns with programme aims, learning outcomes, and intended learner groups.
- Explain how curriculum content is informed by current evidence, research, policy, and recognised best practice in dementia care, support, education, brain health, and risk reduction where appropriate.

- Describe how curriculum content is adapted to reflect local cultural, linguistic, professional, organisational, and community contexts.
- Explain how curriculum content promotes inclusion, dignity, respect, diversity, accessibility, and person-centred approaches where appropriate to programme objectives.
- Describe how emerging developments, innovations, technologies, and digital approaches relevant to dementia care and education are considered and incorporated where appropriate.
- Explain how curriculum content is reviewed to ensure ongoing relevance, accuracy, and alignment with learner and stakeholder needs.
- Provide examples of curriculum revisions and improvements resulting from evaluation, stakeholder feedback, quality review, or developments in evidence and practice.
- For online or digitally supported programmes, explain how learning analytics, digital evaluation tools, artificial intelligence-supported assessment methods where appropriate, and learner feedback mechanisms are used to support curriculum review, content relevance, learner engagement, and programme effectiveness.

Standard 9: Person Centered Care

The provider should demonstrate a clear commitment to person-centred care and support through its policies, practices, training programmes, and organisational culture. Person-centred principles should be embedded throughout programme design, curriculum content, delivery, assessment, and evaluation. The provider should demonstrate how the perspectives, experiences, rights, dignity, and aspirations of people living with dementia and carers inform and influence training programmes.

Criteria for assessment

- Describe the organisation's strategy, policy, or approach to person-centred care and explain how it has evolved.
- Demonstrate how person-centred principles are embedded within programme design, curriculum content, learning outcomes, delivery methods, assessment approaches, and programme evaluation.
- Explain how programmes promote dignity, respect, autonomy, choice, independence, inclusion, communication, and relationship-centred approaches to care and support.
- Describe how trainers, learners, and staff are supported to understand, apply, and promote person-centred approaches in practice.
- Demonstrate how people living with dementia and carers contribute to programme design, delivery, review, assessment, educational resources, advisory activities, or other aspects of programme development.
- Provide examples of how lived experience perspectives have influenced programme content, learning activities, or quality improvement processes.
- Describe how the organisation ensures that the voices of people living with dementia and carers are recognised, respected, and supported when participating in training activities.

- Explain how programmes promote awareness of diversity, culture, identity, equality, inclusion, and individual preferences when supporting people living with dementia.
- Demonstrate how person-centred approaches are evaluated and continuously improved through learner feedback, stakeholder engagement, quality assurance processes, or programme review activities.
- For online or digitally supported programmes, describe how person-centred principles are maintained within the digital learning environment and how learners are supported to connect theory with real-world dementia care practice.

Standard 10: Global Voice of Dementia

The provider should demonstrate how its strategy, activities, and training programmes align with ADI's vision and role as the Global Voice of Dementia. This should include promoting awareness, inclusion, dignity, rights, evidence-informed practice, and improved outcomes for people living with dementia and carers, while contributing to local, national, and international efforts to improve dementia care, support, prevention, brain health, awareness, inclusion, support, education, and understanding.

Criteria for assessment

- Describe how the provider's mission, strategy, activities, and training programmes align with ADI's vision, values, and objectives.
- Demonstrate how programmes contribute to improving awareness, understanding, inclusion, and support for people living with dementia and carers.
- Provide examples of activities that support dementia advocacy, education, stigma reduction, community engagement, or public awareness.
- Describe how the provider contributes to the dissemination of evidence, knowledge exchange, innovation, or best practice in dementia care, support, prevention, brain health, or education.
- Demonstrate involvement in local, national, regional, or international networks, partnerships, collaborations, or initiatives that support dementia-related goals.
- Describe how the provider promotes diversity, inclusion, cultural responsiveness, and accessibility within its programmes and activities.
- Provide examples of how the provider encourages learners, trainers, organisations, or communities to become advocates for improved dementia care and support.
- Demonstrate how programme activities contribute to continuous improvement and broader societal impact beyond individual learner outcomes.
- For online or digitally supported programmes, explain how the learning platform supports global dementia education, accessibility, multilingual learning, international collaboration, knowledge sharing, or wider dissemination of dementia-related information and best practice.

Guidance: ADI recognises that providers will contribute to the Global Voice of Dementia in different ways according to their size, mission, resources, and local context. Contributions may include education, advocacy, public awareness, research dissemination, community

engagement, professional development, support services, policy influence, or participation in dementia-related networks and partnerships.

The Programme

Standard 1: The programme

The training programme should be well-designed, evidence-informed, and appropriate to its intended purpose, learner group, and context. It should have clearly defined learning outcomes, demonstrate an appropriate balance between knowledge, skills, and application to practice, and support positive outcomes for people living with dementia, carers, professionals, organisations, and communities.

Criteria for assessment

Programme Design and Relevance

- Demonstrate that the programme has clearly defined aims, objectives, and learning outcomes appropriate to the intended learner group and level of study.
- Describe the processes used to design, develop, review, and improve the training programme.
- Explain how programme design reflects current evidence, research, policy, and recognised best practice in dementia care, support, education, brain health, risk reduction, and healthy ageing where appropriate.
- Demonstrate how programme content reflects local cultural, linguistic, professional, organisational, and community contexts.

Knowledge, Skills and Practice

- Demonstrate that the programme provides an appropriate balance between theoretical knowledge, practical skills, critical thinking, and application to practice.
- Explain how the programme prepares participants to work effectively with people living with dementia, carers, families, and communities.
- Describe how interaction between trainers and learners is encouraged and supported.

Programme Recognition and Progression

- Describe any local, national, or international recognition, certification, professional credit, or qualification associated with successful completion of the programme.
- Explain how certification, assessment, and successful completion processes are managed to ensure integrity, consistency, validity, fairness, and transparency.

Stakeholder and Community Relevance

- Describe how stakeholders contribute to programme development, delivery, review, or evaluation.

- Provide evidence of satisfaction and feedback from relevant stakeholder groups regarding programme design, content, delivery, and impact.
- Describe relationships and synergies with other dementia-related education, training, support, or professional development programmes locally, nationally, or internationally.

Quality and Impact

- Describe the mechanisms used to monitor programme quality, learner achievement, participant satisfaction, and programme effectiveness.
- Demonstrate how evaluation findings, stakeholder feedback, and learner outcomes inform programme improvement.
- Provide evidence that the programme supports the achievement of intended learning outcomes and contributes to improved knowledge, skills, confidence, competence, or practice.

Flexible and Innovative Learning

- Describe the teaching and learning methods used, including face-to-face, online, blended, workplace-based, microlearning, experiential, or other approaches where appropriate.
- Demonstrate that learning methods are accessible, inclusive, and appropriate to the needs of the target learner group.

Digital and Online Learning (where applicable)

- Describe how online learning methods ensure engagement, interaction, accessibility, and learner support.
- Describe the technological infrastructure supporting programme delivery, assessment, learner engagement, and certification.
- Explain how synchronous, asynchronous, blended, or technology-enhanced learning approaches are used to support learning outcomes.
- Where digital tools, learning analytics, artificial intelligence, or adaptive learning technologies are used, explain how they support learning, assessment, accessibility, quality improvement, and learner success in an ethical and responsible manner.

Standard 2: Content

The programme content should be relevant, evidence-informed, and appropriate to the intended learner group and level of study. Content should support the development of knowledge, skills, attitudes, and competencies relevant to dementia care, support, awareness, prevention, brain health, and related areas, while reflecting current best practice, research, and local context.

Criteria for assessment

Curriculum Content

- Describe the curriculum structure, content, modules, and learning activities included within the programme.
- Demonstrate how content aligns with programme objectives, learning outcomes, and the needs of the intended learner group.
- Explain how content builds upon existing knowledge, skills, and experience of learners where appropriate.
- Demonstrate how content reflects current evidence, research, policy, and recognised best practice in dementia care, support, education, brain health, risk reduction, and healthy ageing.
- Where appropriate to the programme objectives and target audience, describe how the curriculum addresses dementia awareness, risk reduction, brain health, prevention, early recognition, diagnosis, and timely support.

Relevance and Application

- Explain how programme content supports the practical application of learning within professional, community, family care, or other relevant settings.
- Describe how theoretical concepts are translated into practical knowledge, skills, decision-making, communication, and care practices.
- Demonstrate how content reflects local cultural, linguistic, social, healthcare, and community contexts where appropriate.

Review and Quality

- Explain how the programme development and review cycle ensures that learning outcomes, curriculum content, teaching methods, educational materials, and assessment approaches remain current, relevant, and of high quality.
- Describe how stakeholder feedback, evaluation findings, emerging evidence, and developments in dementia care are incorporated into curriculum updates.

Inclusion and Future Development

- Demonstrate how content promotes inclusion, diversity, accessibility, dignity, and respect for people affected by dementia.
- Describe how emerging developments, innovations, technology, and digital approaches relevant to dementia care and education are considered and incorporated where appropriate.

Online and Digital Learning (where applicable)

- Describe how digital learning tools such as interactive activities, virtual simulations, discussion forums, multimedia resources, or other technologies support learning and reinforce programme content.
- Explain how accessibility features, including captioning, screen readers, alternative formats, or other support tools, are used to enhance learning.

- Describe how digital resources, learner engagement tools, gamification, learning analytics, or other technology-enhanced learning approaches support achievement of learning outcomes where appropriate.

Standard 3: Training materials

Training materials should be accurate, evidence-informed, well-structured, accessible, and appropriate to the intended learner group and programme objectives. Materials should support learner engagement, knowledge acquisition, skills development, and application to practice while reflecting current best practice in dementia care, support, awareness, and education.

Criteria for assessment

- Describe the range of training materials and learning resources provided to support the programme.
- Demonstrate that training materials are current, accurate, evidence-informed, and regularly reviewed.
- Explain how training materials support the achievement of programme learning outcomes and practical application of knowledge and skills.
- Describe how real-world examples, case studies, lived experience narratives, or practice-based learning resources are used to support understanding of dementia and its impact on individuals, families, carers, and communities.
- Describe how materials are adapted to meet the needs of different learner groups, learning styles, cultural contexts, and levels of experience.
- Demonstrate that materials are presented in a clear, accessible, and user-friendly format.
- Explain how learners are provided with opportunities for self-directed learning, reflection, practical application, and ongoing reference.
- Describe how supporting resources such as reading lists, practical guides, case studies, toolkits, reference materials, and community resources are incorporated into the programme.
- Demonstrate how accessibility requirements are considered, including language, literacy, disability, and digital accessibility needs where appropriate.
- Describe the processes used to review and update training materials in response to learner feedback, stakeholder input, emerging evidence, and developments in dementia care and education.

Online and Digital Learning (where applicable)

- Describe how training materials are provided through multiple formats such as text, video, audio, podcasts, interactive learning activities, simulations, or other digital resources.
- Explain how downloadable resources, reading lists, practical guides, and supplementary materials support learner engagement and independent study.
- Demonstrate how accessibility features such as captioning, transcripts, screen-reader compatibility, alternative formats, or other assistive technologies are incorporated where appropriate.

- Describe how digital learning resources support engagement, interaction, knowledge retention, and achievement of learning outcomes.

Standard 4: Assessment

Assessment methods should be appropriate to the aims, objectives, level, learning outcomes, and intended learner group of the programme. Assessment should support the development and demonstration of knowledge, skills, competencies, and where appropriate, application to practice in dementia care and support. Assessment processes should be fair, valid, reliable, transparent, and consistently applied..

Criteria for assessment

Assessment Design

- Demonstrate that assessment methods are aligned with programme aims, learning outcomes, curriculum content, and intended learner group.
- Explain how assessment supports the development and demonstration of knowledge, skills, competencies, and practical application where appropriate.
- Describe the range of assessment methods used and the rationale for their selection.

Assessment of Learning and Competence

- Demonstrate an appropriate balance between assessment of knowledge, skills, competence, critical thinking, and practical application.
- Describe how competency is assessed and evidenced where relevant to programme objectives.
- Explain how assessment enables participants to demonstrate achievement of intended learning outcomes.

Assessment Processes

- Describe the assessment system used for monitoring, grading, feedback, progression, and successful completion.
- Explain how assessment criteria, marking schemes, grading standards, or competency frameworks are communicated to participants.
- Describe the processes used to ensure fairness, consistency, reliability, validity, and transparency in assessment decisions.
- Explain how assessment outcomes contribute to programme evaluation and continuous improvement.

Recognition and Quality Assurance

- Describe how the provider ensures that participants meet agreed learning outcomes, competency requirements, and any local, national, professional, or organisational standards where applicable.
- Explain how assessment decisions are reviewed, moderated, quality assured, or verified where appropriate.

Accessibility and Inclusion

- Demonstrate how assessment approaches are adapted, where appropriate, to support accessibility, inclusion, diverse learner needs, and different learning contexts.

Online and Digital Assessment (where applicable)

- Explain how online assessments, including quizzes, assignments, case studies, simulations, reflective activities, peer review, or other methods, support reliable and valid assessment of learning outcomes.
- Describe the technologies and processes used to support assessment integrity, authenticity, security, and learner verification.
- Explain how digital assessment tools, learning analytics, artificial intelligence-supported assessment methods, or automated feedback systems are used to enhance learning and assessment while ensuring fairness, transparency, and ethical practice.

Standard 5: Trainers

Trainers should possess the knowledge, skills, experience, and competencies necessary to deliver high-quality dementia education and training. They should demonstrate expertise appropriate to the programme objectives and learner group, maintain current knowledge of dementia care and related developments, and engage in continuing professional development to support effective teaching and learning.

Criteria for assessment

Selection and Qualifications

- The provider should have clear processes for the recruitment, selection, approval, and ongoing review of trainers.
- Describe the qualifications, experience, expertise, and professional background of trainers involved in programme delivery.
- Demonstrate that trainers possess knowledge and experience appropriate to the programme objectives, learner group, and level of training.

Experience and Connection to Dementia

- Demonstrate that trainers maintain an active connection to dementia care, support, education, research, advocacy, lived experience, or other relevant areas.
- Describe the pathways through which trainers have developed their expertise in dementia, including professional practice, education, research, caregiving, advocacy, or lived experience where appropriate.
- Provide evidence that trainers understand the realities, challenges, and opportunities associated with dementia care and support.
- Where appropriate, describe how people living with dementia, carers, or individuals with lived experience contribute to programme delivery, educational activities, guest teaching, or learning resources.

Teaching and Learning

- Describe the teaching, facilitation, and learning methods used by trainers, including lectures, workshops, tutorials, group discussions, practical learning activities, simulations, or other approaches where appropriate.
- Demonstrate that teaching is of an appropriate level, depth, and quality and supports the achievement of programme learning outcomes.
- Explain how trainers communicate programme aims, objectives, learning outcomes, and learner expectations.

Professional Development

- Demonstrate how trainers maintain current knowledge of dementia care, support, research, policy, education, brain health, risk reduction, and emerging developments.
- Describe the continuing professional development, supervision, mentoring, peer review, or other support available to trainers.
- Explain how trainers incorporate new evidence, best practice, and developments into programme delivery.

Online and Digital Learning (where applicable)

- Explain how trainers are supported to develop digital teaching, facilitation, and learner engagement skills.
- Describe the support systems available to trainers, including digital training, mentoring, technical support, communities of practice, and ongoing professional development.
- Demonstrate how trainers use digital tools and technologies effectively to support learning, engagement, accessibility, and achievement of learning outcomes.

Standard 6: Trainees – Learners

The programme should have clear admission, participation, and learner support processes appropriate to the programme objectives and intended learner group. Learners should be provided with sufficient guidance, support, and opportunities to achieve programme learning outcomes and apply their learning in dementia care and support settings.

Criteria for assessment

Admission and Selection

- Describe the entry requirements, admission criteria, and selection processes for participation in the programme.
- Demonstrate that admission criteria are appropriate to the programme objectives, level, and intended learner group.

- Explain how selection processes support the recruitment of an appropriate, sustainable, diverse, and inclusive learner cohort where applicable.

Learner Support

- Describe the support services, guidance, mentoring, resources, and learning support available to participants throughout the programme.
- Demonstrate how learners are supported to engage successfully with the programme and achieve the intended learning outcomes.
- Explain how accessibility, inclusion, cultural diversity, language needs, and differing levels of experience are considered within learner support arrangements.
- Describe the mechanisms used to gather and respond to learner feedback in order to improve the learner experience and programme quality.

Learner Development and Progression

- Describe how the programme supports learner development, progression, and future opportunities in dementia care, support, education, advocacy, leadership, or related areas.
- Explain how learners are supported to identify and plan future learning, professional development, or career pathways where appropriate.

Learner Expectations and Outcomes

- Demonstrate how programme aims, objectives, learning outcomes, assessment requirements, and learner expectations are communicated prior to and during programme participation.
- Explain how learners are informed about the knowledge, skills, competencies, or capabilities they are expected to achieve upon successful completion of the programme.
- Describe how learner achievement and progression are monitored and supported throughout the programme.

Online and Digital Learning (where applicable)

- Describe how learners are supported through digital engagement tools, discussion forums, virtual mentoring, peer collaboration, learner communities, technical support, or other online learning mechanisms.
- Demonstrate how online learners receive appropriate academic, pastoral, technical, and learning support throughout the programme.

Standard 7: Resourcing and administration

The programme should have sufficient financial, administrative, technical, and operational resources to support effective delivery, learner engagement, assessment, quality assurance, and continuous improvement. Resources should be appropriate to the scale, mode of delivery, and objectives of the programme.

Programme Resources

- Describe the financial, administrative, and operational resources available to support programme delivery.
- Demonstrate that sufficient resources are available to support learners, trainers, assessment activities, quality assurance processes, and programme development.
- Explain how programme resources are monitored and reviewed to ensure ongoing effectiveness and sustainability.

Administrative Support

- Describe the administrative systems used to support programme management, learner enrolment, communication, records management, certification, and programme evaluation.
- Demonstrate that learners and trainers have access to appropriate administrative support throughout the programme.
- Describe the processes used to collect, maintain, and securely manage programme data, learner records, assessment information, and certification records.

Learner and Trainer Support

- Explain how administrative and operational arrangements support learner engagement, progression, assessment, and successful completion.
- Describe the support available to trainers in relation to programme delivery, administration, technology, and quality assurance activities.

Accessibility and Inclusion

- Demonstrate how programme resources, systems, and support arrangements are accessible and responsive to the needs of diverse learner groups where appropriate.

Online and Digital Learning (where applicable)

- Describe the technological infrastructure used to support programme delivery and learner engagement.
- Describe the IT support services, learner helpdesk arrangements, and technical assistance available to learners and trainers.
- Explain the measures in place to ensure data protection, privacy, cybersecurity, secure record management, and protection of learner information.
- Demonstrate how digital systems are monitored and maintained to ensure reliability, accessibility, and continuity of service.

Standard 8: Person Centred Care

The organisation, provider, or programme should demonstrate a clear commitment to person-centred care and support. Person-centred principles should be embedded throughout programme design, curriculum content, learning activities, delivery, assessment, and evaluation. The programme should demonstrate how it educates and prepares participants to apply person-centred approaches in practice and how the perspectives, experiences, rights, dignity, and aspirations of people living with dementia and carers inform programme development and delivery.

For stand-alone programme applicants, evidence may be provided at programme level where an organisation-wide strategy or policy is not applicable.

Criteria for assessment

- Describe the organisation's or programme's approach to person-centred care and explain how it has evolved.
- Demonstrate how person-centred principles are embedded within programme design, curriculum content, learning outcomes, teaching methods, assessment approaches, and programme evaluation.
- Explain how the programme promotes dignity, respect, autonomy, choice, inclusion, communication, and relationship-centred approaches to dementia care and support.
- Describe how trainers and learners are supported to understand, apply, and promote person-centred approaches in practice.
- Demonstrate how people living with dementia and carers contribute to programme design, delivery, review, learning activities, educational resources, advisory activities, or other aspects of programme development.
- Provide examples of how lived experience perspectives have influenced programme content, learning activities, assessment, or programme improvement.
- Describe how people living with dementia and carers are recognised, supported, and enabled to participate meaningfully in programme activities.
- Explain how the programme promotes awareness of diversity, culture, identity, equality, inclusion, and individual preferences when supporting people living with dementia.
- Demonstrate how person-centred approaches are monitored, evaluated, and continuously improved through learner feedback, stakeholder engagement, programme review, and quality assurance processes.
- Describe how person-centred care principles are embedded within the programme where organisation-wide policies or governance arrangements are not applicable.
- For online or digitally supported programmes: Explain how person-centred principles are maintained within the digital learning environment and how accessibility, inclusion, learner engagement, and connection to real-world dementia care practice are supported.

Standard 9: Global Voice of Dementia

The organisation, provider, or programme should demonstrate how it aligns with ADI's vision and role as the Global Voice of Dementia. This alignment should be reflected in its strategy, activities, educational content, and training programmes. The programme should promote awareness, understanding, inclusion, dignity, rights, evidence-informed practice, and improved outcomes for people living with dementia and carers, while contributing to local, national, and international efforts to improve dementia care, support, education, prevention, brain health, and understanding.

For stand-alone programme applicants, evidence may be provided at programme level where organisational strategies, advocacy activities, or wider institutional initiatives are not applicable.

Criteria for assessment

- Describe how the organisation, provider, or programme aligns with ADI's vision, values, and objectives.
- Demonstrate how programme content, learning activities, and learning outcomes contribute to improving awareness, understanding, inclusion, and support for people living with dementia and carers.
- Provide examples of how the programme promotes dementia awareness, education, advocacy, stigma reduction, community engagement, or public understanding.
- Describe how the programme reflects current evidence, best practice, and developments in dementia care, support, prevention, brain health, and education.
- Demonstrate how the programme promotes dignity, inclusion, cultural responsiveness, accessibility, and respect for diversity.
- Describe how the programme encourages learners to contribute to improved dementia care, support, awareness, advocacy, leadership, or community engagement following completion of training.
- Provide examples of partnerships, collaborations, networks, or external engagement activities that contribute to dementia-related goals where applicable.
- Demonstrate how programme activities contribute to continuous improvement and positive impact beyond individual learner achievement.
- **For stand-alone programme applicants:** Describe how alignment with ADI's Global Voice of Dementia is demonstrated through programme aims, learning outcomes, curriculum content, learning activities, and participant engagement where wider organisational activities are not applicable.
- For online or digitally supported programmes: Explain how the learning platform supports global knowledge exchange, collaboration, accessibility, multilingual learning, dissemination of good practice, or wider engagement with dementia-related education and awareness.

Family and Informal Caregiver Acknowledgement

This acknowledgement recognises the valuable contribution of family caregivers and others with lived experience who support people living with dementia. It encourages continued learning, engagement, and participation within the dementia care community.

Individuals seeking Family Caregiver Acknowledgement should:

- Have experience supporting or caring for a person living with dementia as a family caregiver, informal caregiver, volunteer, or through a relevant professional role.
- Demonstrate engagement with dementia-related organisations, support groups, community initiatives, or other relevant networks where available.
- Show commitment to supporting people living with dementia, carers, families, and communities affected by dementia.
- Demonstrate an interest in developing their knowledge and skills in dementia care, support, awareness, brain health, or related areas.
- Participate in ongoing learning, peer support, community activities, or recognised dementia education pathways where appropriate.

- Demonstrate commitment to the principles of dignity, inclusion, respect, and person-centred care.

Evaluation Report

The evaluation report is a key document in the ADI accreditation process and allows those seeking accreditation the opportunity to provide information to gain formal recognition as an established provider, supporting the delivery of high-quality dementia care training programmes.

The evaluation report summarises the outcome of the initial internal evaluation process by those seeking accreditation, and as such forms the basis for the ADI global review panel to commence the accreditation process.

The provider/training programme seeking accreditation should:

- Aim to provide and present information that is clear and establish a basis for review and subsequent evaluation by the ADI global review panel
- Present information, data/evidence in a format that can be tested by panel members/reviewers against the accreditation standards
- Ensure that the evidence/data and additional supporting documentation aids understanding and supports statements in the report

In drafting the evaluation report, those seeking accreditation i.e. the provider, or training body, should refer to and adhere to ADI standards and criteria, which explains in detail what should be covered for each of the areas/standards in the ADI accreditation framework.

The report should be a reflection on the provider and/or training programmes, rather than a marketing document. Each standard should be addressed separately in the report, with a critical analysis addressing the standards/criteria and an assessment of evidence provided. It is anticipated that there may be some overlap of content, depending on the provision/provider/training programme being accredited. Each standard/chapter should begin with a summary, then more detail in relation to the standard.

Engaging in this self-evaluation process enables a provider or training programme to reflect and ultimately have a clearer understanding of its position in the world of dementia care, education, and support, and how best to contribute to positive outcomes for people living with dementia and their carers. This can be undertaken by assessing its strengths and weaknesses, links with research around dementia and educational programmes nationally and internationally and becoming aware of any constraints that may exist in terms of the delivery of dementia care and training. The process is also designed to assist providers and training programmes in evaluating the overall effectiveness, impact, and continuous improvement of their training activities.

The onus is on the provider/training programme to present information that will:

- Contextualise the provider/training programme within the local/national environment.

- Establish a starting point and a balanced evaluation to be tested by the Global Review Panel.
- Present an evidence-based narrative focusing on the ADI standards and criteria, including examples of outcomes, impact, and continuous improvement where appropriate.
- Include key data, stakeholder feedback, additional information, and supporting documentation provided as appendices.

The length of report is dependent on the type of accreditation. If ADI is accrediting an institution/provider and training programmes offered by the provider then it is anticipated that the report will be more detailed, will require a wider evidence base, and additional information and supporting materials – approximately 25/30 pages, plus additional information, and data in appendices.

Where ADI is accrediting a 'stand-alone' programme, then the report will likely be shorter, approximately 15/20 pages, adhering to the same format as described above for the accreditation of provider and programmes.

ADI Global Review Panel (GRP)

The ADI Global Review Panel is composed of representatives from Alzheimer's Disease organisations, and dementia care organisations across the globe, and are key personnel in the area of dementia care and also education programmes for dementia care. Members of the GRP will be appointed by the ADI.

Normally members would receive an evaluation report from the provide/training body seeking accreditation, approximately one month in advance of a review visit. This allows panel members to read the report and prepare adequately and be familiar with the contents of the report, which in turn will form the basis for assessment of standards and analysis against the ADI standards during the accreditation visit.

The ADI board will formally approve revisions and updates to accreditation standards as advised by the global review panel, following input, consultation and proposals received from key personnel working in the area of dementia care and dementia care education.

Global Review Panel (GRP) Report

The GRP report sets out the final assessment of the provider/training programme against the ADI standards, together with its recommendation to the ADI board. It should reflect the consensus opinion of all panel members. The recommendation will be for 4-year accreditation, 2-year accreditation, or no accreditation.

When the recommendation of the GRP is for non-accreditation, the provider/training body has the option to withdraw its application for accreditation, in which case no formal decision will be taken by the ADI.

A member of the panel is nominated to write the report setting out the team's assessment of the provider/training programme against the ADI standards and its recommendation regarding accreditation. Care should be taken to ensure clarity of outcomes of the accreditation visit, which should include commendations, recommendations and possibly conditions. The report should fully explain how and why standards have been rated. The report should also detail the reasons that led the team to make its recommendation on accreditation or non-accreditation.

The report should also provide suggestions that will be helpful for the provider in planning its future development.

A draft report with the recommendation will be sent to the provider/training programme for a check on factual accuracy, errors, or omissions. Should any be identified, these will be noted and corrected by the Chair of the GRP. The final version of the report will be returned to the organisation for final approval/agreement.

Continuous Improvement following Accreditation (CPD)

The process of institutional development and quality improvement does not come to an end with the achievement of accreditation. All accredited providers, trainers, trainees within the ADI system will be required to actively pursue a development plan/CPD agreed with ADI.

Re-accreditation

The provider and programme are eligible to apply for re-accreditation by following the same process, without the need to submit an eligibility form application.

Appendices

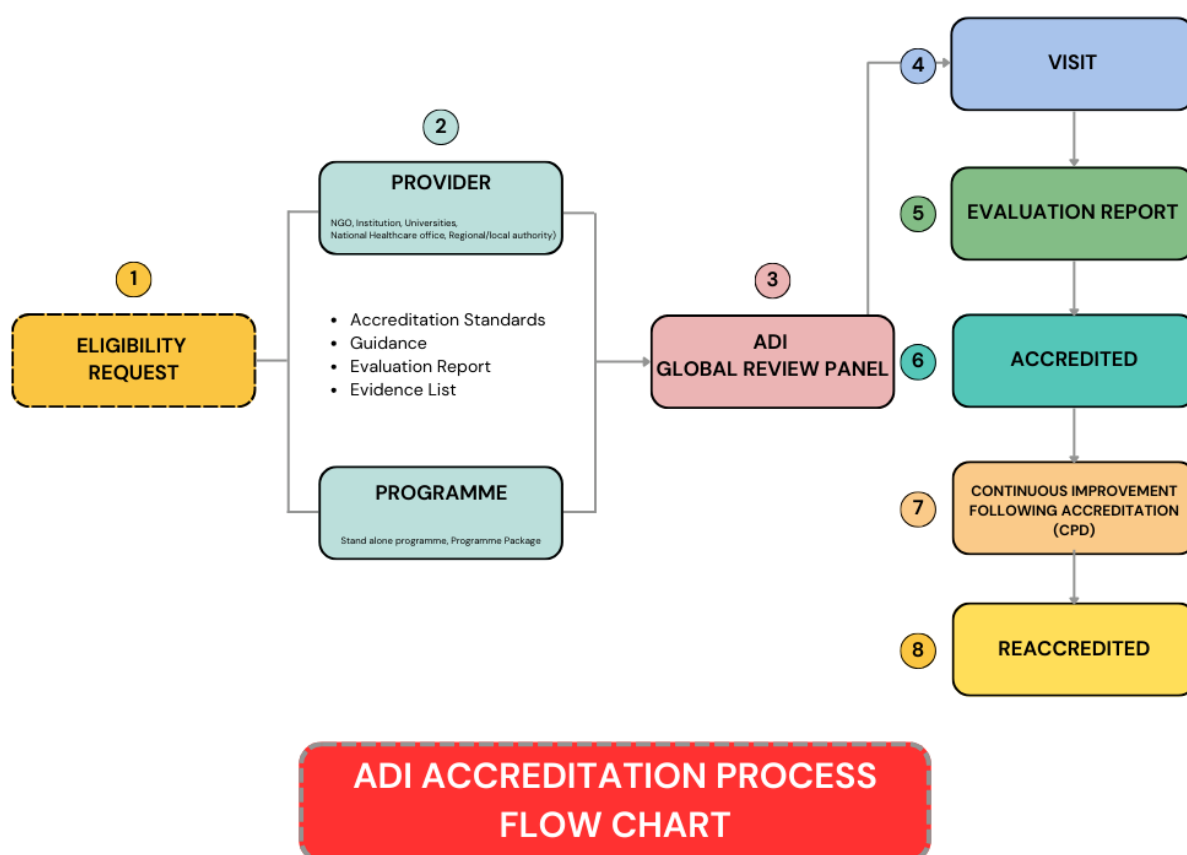
Appendix 1: Accreditation of the Provider



Appendix 2: Accreditation of Programme



Appendix 3: Process Flowchart



Appendix 4: Evidence to be provided with evaluation reports

Context

- History of Provider and current context
- History of 'stand-alone' programme
- Organisation Chart showing reporting lines (if applicable)
- Chart showing the Governance structure (if applicable)

Programmes

- A description of the training programme used when recruiting trainees
- A list of professional bodies/health care programmes associated with the training programme
- A list of modules taught and module descriptors

Training Programme materials

- Training programme prospectus, brochures and marketing materials
- Copies of training course materials to include induction materials, handouts, slides other/additional resources, evaluation forms and assessment
- Ethics/ Responsibility: Brief description of policies in these areas and how they are incorporated into training programmes.
- A list of the those delivering the training indicating their academic and/or professional background and training and qualifications
- A table listing funds/donations/sponsorship received from organisations/charities in support of the training over the last 3 years.
- A list of trainees and their CVs indicating their professional and training qualifications.
- Number of participants on each training programmes

Finance

- Budgetary information - financial accounts (income statements/ with the breakdown of costs /revenue/sources of funding)
- The number of training days allocated for each training programme.

Appendix 5: Template for Evaluation Report

Executive Summary

Context

Detailed description of adherence to all standards and criteria

Additional information

Conclusion

Attach relevant tables, appendices, evidence list

Appendix 6: Template for Global Review Panel Report

Name of Provider:

Location:

Date of review:

List GRP members:

List and summarise outcomes of meetings held during the review and provide a list of attendees at each meeting:

Describe overall quality of evaluation report and supporting evidence

Conduct of the review meeting(s)

Outcome of the review

Describe overall outcome of review

Commendations:

Recommendation:

Conditions:

Appendix 8: Glossary

Accreditation Standards Document	A document listing the standards that should be adhered to/met in order to be accredited by ADI. Each standard will have a set of criteria for assessment (criteria that need to be met in order to reach the standard).
Evidence List	Evidence i.e. information/data/ that will need to be provided in support of adherence to each standard.
Evaluation Report	In advance of accreditation, the organisation being accredited (the provider) will be required to submit a report, evaluating the provider against the ADI prescribed standards. This will also be required for the training programmes under direct management of a provider and also for a 'stand-alone' /package training programme
Templates to be completed	Forms and templates will be provided and completed as part of the accreditation process
Global Review Panel (GRP)	Membership and terms of reference will be confirmed by ADI. Guidance will also be provided for panel members, i.e., personnel involved in determining accreditation. Guidance /templates will also be provided to assist the GRP with drafting their accreditation report/recommendations
Eligibility Request	Formal request to ADI by a provider or stand-alone training body/ programme, seeking to be considered for ADI accreditation.
Continuous Improvement/Annual updates/CPD	Process to maintain accreditation