

## **Standards and criteria: Domestic care worker training programme**

Ensuring people with dementia receive high quality care, provided by appropriately trained professionals and carers, is essential to meeting the challenge of dementia. Where care is not of sufficient quality, it can have a negative impact for people with dementia, their families and carers.

As part of the ADI accreditation process, organisations and/or training programmes will be assessed against the ADI standards, which have been summarised below. Assessment criteria can be found [here](#).

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### **Standard 1: The Programme**

The applying organisation's training programme should be **well designed**, of suitable level, with **clear learning outcomes** and an appropriate balance between knowledge and skills acquisition.

#### **What criteria is assessed for meeting Standard 1?:**

- Does the design and content of the training programme embrace a range of theory? Is it firmly connected to the practical world of the domestic care giver/worker?
- In order to develop sufficient knowledge and skills in the area of dementia care, the training programme should have or encourage interaction between trainers and domestic care givers.
- Describe the processes used to design and develop the training programme in line with local context and settings. How are they meeting the needs of people with dementia and their carers?
- Explain the recognition that the training programme receives in the local context and if successful completion of the training is recognised and supported locally.
- Programmes are regularly evaluated through feedback from participants, domestic care workers and the local community.

### **Standard 2: Content**

The content of the training programme should be specific to the area of dementia care and awareness, building on existing knowledge and skills acquired through training in other areas of dementia care and domestic care giver training. **It should factor in the basic principles of dementia care.**

### **What criteria is assessed for meeting Standard 2?:**

- Describe the content, modules and training programmes adopted to deliver the training programme.
- Describe how the development and review cycle ensure that the following are up to-date and of high quality: training programme objectives and learning outcomes, content, delivery methods and materials for training.
- How are the training programme's objectives and intended learning outcomes translated into the practical aspects of dementia care, undertaken by domestic care givers?

### **Standard 3: Training materials**

The training materials should be well structured, easily understood and provide trainees with sufficient resources to support their learning and comprehension of the various topics delivered during the training session.

### **Standard 4: Assessment**

The assessment methods should be in line with the overall aims and objectives of the training and should support the course design in terms of its level, objectives, intended learning outcomes and overall ethos. The assessment should also be valid and reliable in the area of dementia care and domestic care givers.

### **What criteria is assessed for meeting Standard 4?:**

- A balance in the assessment of knowledge and development of skills is demonstratable.

- How does the assessment system for monitoring and grading participants work?
- How do you as the provider ensure that participants are meeting agreed objectives and learning – for local or national recognition (*if applicable*)? Does the assessment regime support the training programme's design, in terms of objectives and general philosophy?
- Does the assessment explicitly identify the criteria for assessment, and the range (*if applicable*)? How are you as the provider ensuring that the assessment regime is applied with sufficient rigour?

### **Standard 5: Trainers**

**Those delivering training should be sufficiently knowledgeable in the area of dementia and overall training of domestic care givers, in order to deliver such a programme.** They should be qualified and skilled to do so and active in the delivery of care and training. They should also be aware of and sensitive to ethical issues, aware of and sensitive to cultural values and attitudes, and demonstrate a concern for those with dementia.

### **What criteria is assessed for meeting Standard 5?:**

- (*If applicable*) You as the provider ensure the quality of its trainers through appropriate selection processes. Trainers should have followed a path of progression into the area of dementia care, through family carer to domestic carer training or via the health care route. They should also be closely connected to the world of dementia and dementia care.
- Describe the teaching methods currently used in the programme delivery, e.g lectures, classes, group work, tutorials.
- Trainers are informed of the up-to-date research and developments in the area of dementia care. They should be sufficiently skilled to translate this into the training programmes for the benefit of participants – both trainees and those living with dementia.

- Are the trainers fully aware of the training programme's aims and objectives? How are these conveyed to trainees? Is it explicitly clear?

## **Standard 6: Trainees**

### **What criteria is assessed for meeting Standard 5?:**

- Selection process for admission to the training programme should be sufficiently rigorous to ensure that an appropriate, sustainable and diverse cohort is recruited and maintained.
- The training programme assists trainees in defining their future next steps in dementia care.
- Are trainees fully aware of the aims and objectives of the training programme? How are they conveyed to trainees in advance of beginning training?
- Do they know explicitly what is expected of them following the completion of training and what they will be able to do post-training?

## **Standard 7: Resourcing and administration**

There should be adequate financial and administrative resources to support the programme, as well as for trainees to undertake the delivery and attend the programme of study.