



Linking Dementia Care Matters ‘Culture Change in Dementia Care’ Learning programme to the Qualifications and Credit Framework – Level 3 Dementia related qualifications

Introduction

This guide aims to assist you to link the learning from this programme to new qualifications that form part of the Qualifications and Credit Framework (QCF). In order to gain one of these new qualifications, you must be registered with an awarding centre (such as a further education college) and be supported by a qualified assessor. Dementia Care Matters cannot advise on the suitability and location of awarding centres.

If you are undertaking the following qualifications then this guide is for you:

- Level 3 Award in Awareness in Dementia Care
- Level 3 Certificate in Dementia Care
- Level 3 Diploma in Health and Social Care (Adults) for England (QCF) – Dementia Pathway

A separate document covering Level 2 awards is available from us. We recommend that you discuss this guide with your assessor so that you are both clear about the links between the learning from this programme and the other qualification you are undertaking.

We have tried to present the information as accurately as possible, but if you are unsure about the information provided or notice inconsistencies, please

do get in touch with us at admin@dementiacarematters.com or call 01273 242335. We will do our best to assist you.

What is the Qualifications and Credit Framework?

The QCF is a new way of recognising skills and qualifications across England, Wales and Northern Ireland. The new framework awards credit for qualifications and units, providing greater flexibility and allowing learning and qualifications to be achieved in smaller steps.

Why has it been developed?

The developers of the new framework say that the QCF has been designed to offer more freedom and flexibility for learners by allowing them to build up credits at their own pace, and combine them in a way which will help them get where they want to be.

For learning providers (such as schools, colleges and workplaces), the QCF provides an opportunity to design flexible programmes which meet the needs of individual learners. It is anticipated this will improve retention rates and encourage progression.

For employers, the QCF will allow them to measure quickly the level and size of achievements of any potential employees. Because the qualification titles

within the QCF are designed to give a very clear indication of the level, content and volume of learning, employers will be able to understand the qualifications their staff hold much better. Staff can also undergo training options and pathways which are tailored to the specific business needs.

How will it work?

Every unit and qualification in the framework will have:

- **A credit value** - One credit represents 10 hours, showing how much time it takes to complete.
- **A Level** - between Entry level and level 8, showing how difficult it is

The credit value will then determine the size of the qualification. There are three sizes of qualifications in the QCF:

- Awards (1 to 12 credits)
- Certificates (13 to 36 credits)
- Diplomas (37 credits or more)

Making qualifications easier to understand

At present, it can be difficult to understand all the different types of qualification that learners hold - what level they are, how long they take to complete, what content they cover, and how they compare to other qualifications. With the QCF, each qualification will have a unique title which will clearly show:

- How difficult it is- indicated by the level of the qualification (from Entry level at the bottom to level 8 at the top)
- How long it might take to complete- indicated by the size of qualification/ volume of learning involved (Award/Certificate/Diploma)
- Details indicating the content of the qualification.

Credit transfer and recording achievement

Credit will be transferable between Awarding Organisations, which offers greater flexibility and means the learner does not have to 'repeat' any of their previous training.

To keep track, Learners will be given access to a centralised online **Learner Record (LR)**. This will log all of their QCF unit and qualification achievement from mid 2010. They will also be assigned with a **unique learner number (ULN)**, which helps to enable transfer of credit across awarding bodies.

The way that credits and units make up a full qualification is determined by the **rules of combination** which are decided by Awarding Organisations working in close partnership with Sector Skills Councils and other related organisations.

Diploma Level Programme 'An Emotional Journey'

The organisation

Formed in 1995, Dementia Care Matters is a leading independent sector team providing consultancy, training, research and service development across the UK.

Team composition

The team of 20 people are drawn from individuals with specialist dementia care experience in the fields of social work, nursing, research, psychology, general management and training and development.

The team's aim is to improve the quality of life people with dementia, by working with organisations and their staff to assist them in moving towards the provision of holistic person centred dementia care.

The team work on a wide range of strategic, management and practice development issues drawing on national research and evidence based practice.

Training award/practice evidence

In 1998, Dementia Care Matters was a prize winner in the R.S.A.S. Age Care/Alzheimer's Society National Dementia Care Training Awards. For four years Dementia Care Matters was based in an independent sector care home

where David Sheard and the owner/manager developed in practice the particular model of Holistic Dementia Care which Dementia Care Matters now promotes.

Range of services

Dementia Care Matters works with strategic health authorities, primary care trusts and other NHS Trusts, social services, residential and nursing homes and other dementia care services providing a range of strategic, organisational and training solutions. These include:

- A range of consultancy work for organisations including contract research, strategic reviews, service specification development etc.
- Dementia design consultancy.
- Workshops/courses emphasising holistic dementia care.

- Training products/publications on dementia care.
- Membership scheme offering a range of benefits.
- A One Year Programme offering CAT points towards a BSc or MSc in Dementia Care, Advanced Train the Trainers workshops and a Leadership in Dementia Care Programme.
- Tailored training to meet the needs of individual care settings.
- A National Quality of Life 'kitemark' for dementia care homes.
- A range of 'Butterfly Project' homes across the UK.

Key Philosophy

Most importantly Dementia Care Matters promotes the concept of person centred care being a life philosophy for us all which centres on the fact that for all of us with or without dementia: **'Feelings Matter Most'**.

St. Georges House, 34-36 St Georges Road, Brighton BN2 1ED Tel/Fax: 01273 242335 E-mail: admin@dementiacarematters.com
Website: www.dementiacarematters.com

How the programme is delivered

The programme is delivered by expert facilitators and consists of 12 modules spread over 13 days across one year. Each day runs from 10.00am to 4.00pm. In addition to the days that the learners attend, they are asked to study materials from a comprehensive programme manual and reading list and have action points to consider how they will implement the learning back in their own workplace. There is the option of gaining CAT points from the University of Surrey based upon attendance and the successful completion of three assignments. Certificates of attendance are given to all those who have attended at least 10 of the 12 workshop units of the programme.

Number of Credits: 30 Credits at BSC level 6 (NB: One academic year is equivalent to 120 Credits. Therefore completing the Units and the assignments is equivalent to 25% of one academic year)

Overall Student Workload

Taught: 78 hours

Self-directed Learning: 200 hours

Delivery of programme: **13 days**

Method of Assessment

The programme will be assessed by formative assessment:

Write 3 dementia care assignments over the year that the programme is run

Assignment 1 – 1500 words

Assignment 2 – 1500 words

Assignment 3 – 2500 words

Written feedback is given

Mapping the programme to the QCF

Given that there are a number of dementia related awards that form part of the QCF we have decided to link each module of this programme to the awards and their component units we have identified as part of the QCF at level 3. The list of QCF units we have identified is not exhaustive; we have tried to identify the ones most relevant to our programme. For further details of the QCF units and awards, please visit the website skillsforcare.org. The links between this programme's units and the QCF units can be viewed in the tables below.

There are 16 units for dementia care that have now been finalised by QCF and can be used as a stand alone qualification or be taken as the dementia pathway of the Health and Social Care Diploma Level 2 and Level 3.

The 16 Dementia Units are as follows and we have indicated with a 'YES' a link between the Dementia Care Matters Programme and one of the QCF units. There are links between 14 of the QCF Units and this programme.

YES **DEM201** Dementia Awareness

YES **DEM202** The person centred approach to the care and support of individuals with dementia

YES **DEM204** Understand and implement a person centred approach to the care and support of individuals with dementia

YES **DEM205** Understand the factors that can influence communication and interaction with individuals who have dementia

YES **DEM207** Understand equality, diversity and inclusion in dementia care

YES **DEM209** Equality, diversity and inclusion in dementia care practice

YES **DEM210** Understand and enable interaction and communication with individuals with dementia

YES **DEM211** Approaches to enable rights and choices for individuals with dementia whilst minimising risks

YES **DEM301** Understand the process and experience of dementia

DEM302 Understand and meet the nutritional requirements of individuals with dementia

YES **DEM304** Enable rights and choices of individuals with dementia whilst minimising risks

DEM305 Understand the administration of medication to individuals with dementia using a person centred approach

YES **DEM308** Understand the role of communication and interactions with individuals who have dementia

YES **DEM310** Understand the diversity of individuals with dementia and the importance of inclusion

YES **DEM312** Understand and enable interaction and communication with individuals who have dementia

YES **DEM313** Equality, diversity and inclusion in dementia care practice

Overall learning objectives linking the diploma programme to the QCF

Module title <i>theme</i> learning objectives	Level 3 Award in Awareness in Dementia Care	Level 3 Certificate in Dementia Care	Level 3 Diploma in health and social care (adults) for England (QCF) - dementia
<p>Module one <i>Commencing the journey - The learning contract</i></p> <ul style="list-style-type: none"> • To present the state of the art of dementia care, scene setting the years journey. • To experience the key themes arising from Dementia Care Matters philosophy. • To establish this Diploma Level Course requires before commencement a basic understanding of the causes of dementia. • To ensure that participants understand the nature of the course materials and assignments. 			
<p>Module two <i>Appraising your own services care culture and social psychology To enable participants to understand the importance of the assessment of people living with a dementia's emotional needs and strengths</i></p> <ul style="list-style-type: none"> • To enable participants to understand the components of a positive social psychology • To introduce the participants to a method of assessing emotional need i.e. Profiling • To give participants an opportunity to audit their own service's social psychology using 'Enabling'. • To develop an action plan to move their service forward. 	<p>DEM 301 Understand the process and experience of Dementia DEM 308 Understand the role of communication and interactions with individuals who have dementia DEM 310 Understand the diversity of individuals with dementia and the importance of inclusion</p>	<p>DEM 301 Understand the process and experience of Dementia DEM 304 Enabling rights and choices of individuals with dementia whilst minimising risk DEM312 Understand and enable interaction and communication with individuals who have dementia DEM313 Equality, diversity and inclusion in dementia care practice</p>	<p>DEM 301 Understand the process and experience of Dementia DEM 304 Enabling rights and choices of individuals with dementia whilst minimising risk DEM312 Understand and enable interaction and communication with individuals who have dementia DEM313 Equality, diversity and inclusion in dementia care practice</p>

<p>Module three <i>The real meaning for us all of person centred care. Freedom to be ourselves?</i></p> <ul style="list-style-type: none"> • To identify how the philosophy of person centred care first requires reflection and application to self. • To focus on key concepts within person centred care and how these apply to all of us – with or without a dementia. • To develop action plans and ideas which will lead to successful person centred care delivery towards each other. 	<p>DEM 301 Understand the process and experience of Dementia DEM 308 Understand the role of communication and interactions with individuals who have dementia</p>	<p>DEM 301 Understand the process and experience of Dementia</p>	<p>DEM 301 Understand the process and experience of Dementia HSC036 Promote person centred approaches in health and social care</p>
<p>Module four <i>The experiences of people living with a dementia. Freedom to be themselves, or are we the tormentors?</i></p> <ul style="list-style-type: none"> • Observing and acting on peoples lived experience is essential. • The need for assessing emotional need and finding ways to meet these needs is crucial. • Care practices can undermine the security and well-being of people living with a dementia or care practices can promote well-being. • The need for a positive care environment that empowers and sustains people living with a dementia is essential. 	<p>DEM 301 Understand the process and experience of Dementia</p>	<p>DEM 301 Understand the process and experience of Dementia DEM 304 Enabling rights and choices of individuals with dementia whilst minimising risk</p>	<p>DEM 301 Understand the process and experience of Dementia DEM 304 Enabling rights and choices of individuals with dementia whilst minimising risk HSC036 Promote person centred approaches in health and social care</p>
<p>Module five <i>Leadership Matters in Person Centred Dementia Care</i></p> <ul style="list-style-type: none"> • To focus on what Leadership looks, sounds and feels like. • To identify the ‘clouds’ that get in the way of person centred dementia care personally and professionally. • To learn from a manager their journey in implementing a person centred approach. • To action the Dementia Care Matters 50 point checklist in synthesising the jigsaw of pieces into one cohesive approach. 	<p>DEM 301 Understand the process and experience of Dementia</p>	<p>DEM 301 Understand the process and experience of Dementia</p>	<p>DEM 301 Understand the process and experience of Dementia</p>
<p>Module six <i>Being together with dementia – relationship centred care</i></p> <ul style="list-style-type: none"> • The experience of living with a dementia is a growing experience and not static. 	<p>DEM 301 Understand the process and experience of Dementia</p>	<p>DEM 301 Understand the process and experience of Dementia</p>	<p>DEM 301 Understand the process and experience of Dementia HSC 3019 Support</p>

<ul style="list-style-type: none"> • People living with a dementia continue to grow in their relationship with other people. • Relationship centred care recognises the experience of a dementia is not in isolation of other life experiences and that people live in relationships. • The experience of working with people living with a dementia involves a range of emotions at work. • Good dementia care involves good emotional care – this requires a form of emotional labour from staff. • Staff engaging in emotional labour need and are entitled to formal support for their emotions at work. • Person centred care will only happen when real relationship centred care is more recognised by fully including families and friends as true partners in care services and when staff feel that they received as well as give person centred care. 			<p>individuals in their relationship HSC3028 Support individuals to deal with personal relationship problems HSC3038 Work in partnership with families to support individuals HSC3057 Work with families, carers and individuals during times of crisis</p>
<p>Module seven <i>Feeling based communication skills - focusing on feelings. Entering the bubble.</i></p> <ul style="list-style-type: none"> • To enable participants to recognise that a person living with a dementia’s verbal communication may alter due to their experience of a dementia. • To help participants understand that a person living with a dementia’s ability to communicate is affected not only by damage to the brain but also by factors such as the environment and the ability of those around the person to use person centred communication. • To introduce participants to person centred communication methods and enable them to practice and use this as a way of enabling and empowering people living with a dementia. • To highlight that the words and actions people living with a dementia use will ALWAYS have meaning. • To understand the importance of developing and adapting communication towards the individual and their experience of a dementia and working with their unique strengths. 	<p>DEM 301 Understand the process and experience of Dementia DEM 308 Understand the role of communication and interactions with individuals who have dementia DEM 310 Understand the diversity of individuals with dementia and the importance of inclusion</p>	<p>DEM 301 Understand the process and experience of Dementia DEM 304 Enabling rights and choices of individuals with dementia whilst minimising risk DEM312 Understand and enable interaction and communication with individuals who have dementia DEM313 Equality, diversity and inclusion in dementia care practice</p>	<p>DEM 301 Understand the process and experience of Dementia DEM 304 Enabling rights and choices of individuals with dementia whilst minimising risk DEM312 Understand and enable interaction and communication with individuals who have dementia DEM313 Equality, diversity and inclusion in dementia care practice HSC3029 Support individuals with specific communication needs</p>

<ul style="list-style-type: none"> To emphasise the importance of working with ‘feelings’ and recognising that people living with a dementia will use their language and actions to express these feelings. 			
<p>Module eight <i>Improving well-being and the importance of occupation</i></p> <ul style="list-style-type: none"> To explore the connection between well-being and occupation. To discuss some of the emotional needs of people living with a dementia which mean that their well-being can be very fragile and easily undermined by other people. To consider a way of assessing well-being in individual people through their behaviour To consider some of the factors associated with social care delivered in communal living which particularly threatens well-being To understand the particular importance of occupation in supporting well-being To consider the view that people in our care should be provided with opportunities for occupation throughout their waking hours, as well as in designated activity sessions. To understand that experiences of life enhancing pleasure and joy do not have to last long in order to have a long-lasting positive effect on well-being. 	<p>DEM 301 Understand the process and experience of Dementia DEM 308 Understand the role of communication and interactions with individuals who have dementia DEM 310 Understand the diversity of individuals with dementia and the importance of inclusion</p>	<p>DEM 301 Understand the process and experience of Dementia DEM 304 Enabling rights and choices of individuals with dementia whilst minimising risk DEM312 Understand and enable interaction and communication with individuals who have dementia DEM313 Equality, diversity and inclusion in dementia care practice HSC3066 Support positive risk taking for individuals</p>	<p>DEM 301 Understand the process and experience of Dementia DEM 304 Enabling rights and choices of individuals with dementia whilst minimising risk DEM312 Understand and enable interaction and communication with individuals who have dementia DEM313 Equality, diversity and inclusion in dementia care practice HSC3066 Support positive risk taking for individuals</p>
<p>Module nine <i>People living with dementia and behaviours – mixing the right ingredients</i></p> <ul style="list-style-type: none"> To help participants understand that the behaviours expressed by people living with a dementia are a way of communicating and expressing a need and feelings. To give participants an experience of what it feels like to be ‘labelled’ and the consequences this can have for people living with a dementia. To help participants adopt a problem solving approach focusing on a range of factors: 	<p>DEM 301 Understand the process and experience of Dementia DEM 308 Understand the role of communication and interactions with individuals who have dementia DEM 310 Understand the diversity of individuals with dementia and the</p>	<p>DEM 301 Understand the process and experience of Dementia DEM 304 Enabling rights and choices of individuals with dementia whilst minimising risk DEM312 Understand and enable interaction and communication with individuals who have</p>	<p>DEM 301 Understand the process and experience of Dementia DEM 304 Enabling rights and choices of individuals with dementia whilst minimising risk DEM312 Understand and enable interaction and communication with individuals who have</p>

<ul style="list-style-type: none"> • <i>The individual.</i> – <i>The feelings of both people with and without a dementia.</i> – <i>Triggers.</i> – <i>Exploring the meaning behind the behaviour.</i> – <i>The environment, the dementia and the care approach.</i> – <i>Group dynamics.</i> 	importance of inclusion	dementia DEM313 Equality, diversity and inclusion in dementia care practice	dementia DEM313 Equality, diversity and inclusion in dementia care practice
<p>Module ten <i>Later stage dementia care</i> <i>Evaluating care and ensuring people living with a dementia remain central to the service</i></p> <ul style="list-style-type: none"> • At the end of this workshop participants should have gained some understanding of the fact that people experiencing ‘later stage dementia’ have very specific needs and staff need additional help to undertake this very specialised type of work. • The belief that the person is still there and can still be reached – even though the dementia is advanced – is central to the philosophy of person-centred care. • The ability to communicate with language will probably have been seriously undermined by the experience of a dementia. However people are using other forms of communication and we need to tune in to their ways of communicating. • At this stage of experiencing a dementia the experience of loss is often very strong and people need additional support to help them to cope with this experience. • Comfort objects are important to everyone all through life. They become extremely significant at this stage of experiencing a dementia. • It is possible to undertake activities with people at this stage but they must be adapted with sensitivity to suit the person’s remaining abilities. • Physical care needs become very significant in ‘later stage dementia care’ and need a high degree of skill from staff and 	DEM 301 Understand the process and experience of Dementia DEM 308 Understand the role of communication and interactions with individuals who have dementia DEM 310 Understand the diversity of individuals with dementia and the importance of inclusion	DEM 301 Understand the process and experience of Dementia DEM 304 Enabling rights and choices of individuals with dementia whilst minimising risk DEM312 Understand and enable interaction and communication with individuals who have dementia DEM313 Equality, diversity and inclusion in dementia care practice HSC3048 Support individuals at the end of life	DEM 301 Understand the process and experience of Dementia DEM 304 Enabling rights and choices of individuals with dementia whilst minimising risk DEM312 Understand and enable interaction and communication with individuals who have dementia DEM313 Equality, diversity and inclusion in dementia care practice HSC3048 Support individuals at the end of life

<p>other professionals. This should not, however, mean that we ignore the emotional and spiritual needs of the person concerned.</p> <ul style="list-style-type: none"> • The environment in which the person is living becomes ever more significant as dementia progresses. We need to be prepared to look at the environment with a critical eye, trying to see it through the eyes of the person living with a dementia. • The main training outcome of this workshop is for participants to understand that the emotional life of people experiencing later stage dementia is still functioning even though they are unable to communicate how they feel in speech. • Participants will be aware that people at this stage of a dementia have special needs which require a specialist approach to care. 			
<p>Module eleven <i>Sexuality, intimacy and relationships</i> <i>A kiss is still a kiss</i></p> <ul style="list-style-type: none"> • To discuss attitudes to sexuality in general and within the group in particular. • To explore ways in which living with a dementia has an impact on sexual needs and the way these needs are expressed. • To highlight the experiences and situations of people living with a dementia, their carers and those working in care settings. • To consider a model for identifying reasons, triggers and approaches which will help to prevent a collusion of silence and break the taboo on this subject. • To establish clear guidance on the law and assessing consent. • To discuss the creation of a policy about sexuality in care settings. 	<p>DEM 301 Understand the process and experience of Dementia DEM 308 Understand the role of communication and interactions with individuals who have dementia DEM 310 Understand the diversity of individuals with dementia and the importance of inclusion</p>	<p>DEM 301 Understand the process and experience of Dementia DEM 304 Enabling rights and choices of individuals with dementia whilst minimising risk DEM312 Understand and enable interaction and communication with individuals who have dementia DEM313 Equality, diversity and inclusion in dementia care practice</p>	<p>DEM 301 Understand the process and experience of Dementia DEM 304 Enabling rights and choices of individuals with dementia whilst minimising risk DEM312 Understand and enable interaction and communication with individuals who have dementia DEM313 Equality, diversity and inclusion in dementia care practice HSC 3019 Support individuals in their relationship HSC3028 Support</p>

			individuals to deal with personal relationship problems
<p>Module twelve <i>The homecoming – Developing a continuous learning work plan</i></p> <ul style="list-style-type: none"> To appraise the impact of the course for people living with a dementia. To develop participants' personal action plans 			
<p>Assignment one: Guaranteeing well being in dementia care Part 1: Observing and measuring social psychology – 750 words Describe a care service you have observed using a qualitative observational method to measure peoples well being and the overall care culture. This should include an:</p> <ul style="list-style-type: none"> assessment of the overall care culture evidence of people's measured well being or ill being account of how the plan was carried out and how it went in action <p>Part 2: Evaluating theory into practice – 750 words</p> <ul style="list-style-type: none"> using this piece of observation analyse the care services model of care draw up a plan how to begin to improve the care culture, evidence how you would improve people's well being in the care service an outline of how these findings made you feel as an observer, what you learnt and how you shared this in the care setting 	<p>DEM 301 Understand the process and experience of Dementia</p> <p>DEM 310 Understand the diversity of individuals with dementia and the importance of inclusion</p>	<p>DEM 301 Understand the process and experience of Dementia</p> <p>DEM 304 Enabling rights and choices of individuals with dementia whilst minimising risk DEM313 Equality, diversity and inclusion in dementia care practice</p>	<p>DEM 301 Understand the process and experience of Dementia</p> <p>DEM 304 Enabling rights and choices of individuals with dementia whilst minimising risk DEM313 Equality, diversity and inclusion in dementia care practice</p>
<p>Assignment Two: Understanding the real meaning of person centred care Part 1: Person centred care and self – 750 words Consider what is the real meaning of 'person centred care' and how this is relevant to:</p> <ul style="list-style-type: none"> people living with a dementia 	<p>DEM 301 Understand the process and experience of Dementia</p>	<p>DEM 301 Understand the process and experience of Dementia</p>	<p>DEM 301 Understand the process and experience of Dementia</p>

<ul style="list-style-type: none"> • yourself in your own life and your own life history <p>Part 2: Evaluating theory into practice – 750 words Compare and contrast the theory of ‘person centred care’ with actual practice in your care service. Use a short piece of reflective practice or a case example to demonstrate your idea. Support your assignment with theories and references.</p>			
<p>Assignment Three Applying person centred care in someone’s life with ‘later stage’ dementia</p> <p>Part 1: Evaluating person centred care with people in later stages of a dementia in a care home – 1000 words</p> <p>Consider how a person-centred approach is currently applied to people in later stages of a dementia within your chosen care setting using the Audit Checklist.</p> <ul style="list-style-type: none"> • how are people with these special needs identified? • how are their physical needs assessed and met? • how are their emotional and spiritual needs met? • how is the physical environment and culture of care geared to later stage dementia care? <p>Part 2: Improving the well being of a person in the later stages of a dementia – 1000 words Use a short piece of reflective practice or a case study to examine how you or staff supported and improved the well-being of a person in the later stages of a dementia. Supporting your answer with theories and references.</p>	<p>DEM 301 Understand the process and experience of Dementia DEM 308 Understand the role of communication and interactions with individuals who have dementia DEM 310 Understand the diversity of individuals with dementia and the importance of inclusion</p>	<p>DEM 301 Understand the process and experience of Dementia DEM 304 Enabling rights and choices of individuals with dementia whilst minimising risk DEM312 Understand and enable interaction and communication with individuals who have dementia DEM313 Equality, diversity and inclusion in dementia care practice</p>	<p>DEM 301 Understand the process and experience of Dementia DEM 304 Enabling rights and choices of individuals with dementia whilst minimising risk DEM312 Understand and enable interaction and communication with individuals who have dementia DEM313 Equality, diversity and inclusion in dementia care practice HSC3048 Support individuals at the end of life</p>

References: Jackie Pool Associates www.jackie-pool-associates.co.uk
Skills for Care www.skillsforcare.org.uk