

Programme Specification

Programme title: MSc Dementia Studies

Academic Year:	2017-18
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	N/A
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 7] MSc Dementia Studies/(Training in Dementia Care) Postgraduate Diploma Dementia Studies/(Training in Dementia Care) Postgraduate Certificate Dementia Studies/(Arts and activities in Dementia Care)
Programme accredited by (if appropriate):	N/A
Programme duration:	Postgraduate Certificate 1 year part-time Postgraduate Diploma 2 years part-time MSc 3 years part-time
QAA Subject benchmark statement(s):	N/A
Date of Senate Approval:	
Date last confirmed and/or minor modification approved by Faculty Board	2014

Introduction

Dementia is the biggest health and social challenge facing the developed world. Five percent of people over 65 and 20% of those over 80 have dementia, with 700,000 in the UK alone. As the prevalence of dementia increases with age, this number will continue to rise as the age of the population rises (Knapp et al. 2007). The cost and care implications of current and increasing numbers of people with dementia are now well documented, nationally (National Audit Office 2007; The Committee of Public Accounts 2008) and internationally (Alzheimer's Disease International 2010) making quality of care and the knowledge and skills of the dementia care workforce a key concern for politicians, commissioners and care providers.

This Postgraduate programme in Dementia Studies offers students the opportunity to gain an in-depth knowledge of key topic areas in the field of dementia practice as

well as gaining knowledge and skills in relation to creating sustainable change. All students take the same core modules on *Understanding the experiences of people with dementia* in Year 1, and *Practice development and organisational change* in Year 2. Optionality within the generic PG Cert and PG Dip in Dementia Studies permits students to undertake in-depth study in areas of dementia care practice that are of interest to them, whilst additional core modules within the specialist Training and Arts and Activities pathways enable students to develop their understanding of theory and evidence to support their specialist area of practice. The final stage dissertation offers students the chance to undertake a service evaluation and facilitates the application of learning into practice.

The programme offers a unique opportunity for multi-disciplinary study for students from all areas of health and social care and the voluntary and private sectors. Students typically come from a wide range of health professional backgrounds, social care and management roles and from regulation and commissioning. Due to the prominence of dementia within national policy and its position as a priority area, there is increasing demand from employers for people with specialist knowledge and skills in dementia care. This programme therefore helps meet the needs for national dementia workforce development. Potential students should note, however, that this programme is not accredited or approved by any professional bodies and does not entitle a degree holder to professional registration.

Students who will benefit from undertaking this programme will be those who work in services or organisations which provide care or support to people living with dementia. This can be in community or formal care settings and range from specialist dementia to more general health or social services, which people with dementia may access. To undertake this programme successfully you will need a considerable amount of direct access to people with dementia and to a service or organisation that provides care or support to people with dementia. This can be on a voluntary basis, but if so the placement should already be ongoing at the time when you apply.

The programme is delivered online via distance learning by research active members of academic staff from the Bradford Dementia Group, Division of Dementia Studies. The Bradford Dementia group has an international reputation for excellence in dementia education, research, training and consultancy. Team members hold research grants from funders such as the ESRC, MRC, NIHR and Department of Health. Our cutting edge research and practice development expertise directly informs our education programmes.

School of Health Studies Continuing Professional Development (CPD) Framework for Flexible Learning

The PG Cert/Dip/MSc in Dementia Studies and its nested awards are part of the multidisciplinary Continuing Professional Development Framework within the School of Health Studies. The School of Health Studies is a major provider of education and training for individuals working within the health, social, independent and community/voluntary sector organisations across, the Yorkshire and Humber Region and beyond. The School's focus on excellence through knowledge, practice, research, leadership and management aims to support the future sustainability of the individuals, through lifelong learning and improved employability and thereby influencing the future adaptability of individual organisations and service delivery to promote change.

The CPD framework offers a structure within which the majority of the named awards are provided across the School in conjunction within a large number of modules available to students. The modules are presented in themed areas representing employment practice or work based disciplines. Whilst students can build their own awards by choosing their own menu of module options the majority of named award pathways offer students the option of studying at least one module from across the School portfolio with a combination of clearly defined core and optional *diversity* focused modules.

Your programme of study and the collection of modules you may choose to study will contextualise your learning by addressing the Aims and Learning Outcomes for the programme which are outlined in the next section of this document. The flexibility offered by the School of Health’s CPD framework will enable you to take forward your current experience whatever the area of your work in collaboration with the University of Bradford. You will be able to obtain credits for short episodes of study, transfer credits from prior certificated or experiential learning, undertake a single module or combine studying a choice of modules over time. An academic advisor will discuss with you and support your choices.

Programme Aims

The programme is intended to:

	Level 7
A1	Provide a flexible educational framework that is vocationally relevant, which meets the professional development needs of the student, as well as the organisational needs of employers.
A2	Stimulate students to become autonomous self-directed learners who are motivated to sustain and advance their own continuous professional learning with a confidence to support the professional development of colleagues and the work of their organisations.
A3	Develop the skills , knowledge, critical understanding and awareness of the depth and breadth of knowledge applicable to their own fields of practice
A4	Further develop the students cognitive and practical skills to undertake data synthesis, complex problem solving, the articulation of competing perspectives and competence in their field of practice
A5	Provide opportunities for interprofessional teaching and learning to share the knowledge, skills and experience common to a range of different health and social care disciplines.
A6	Develop critically reflective, competent practitioners, managers and leaders who will inform and shape or change inclusive, fair and ethically sensitive service provision.
A7	Provide a framework within which the curriculum, where required, meets the regulatory needs of professional bodies such as the NMC and HPC or is kite marked by the CMI.
A8	Develop the skills required for life-long learning and professional development
	Additionally if you wish to study one or more core research modules or

	management modules for a post graduate diploma or undertake a Masters dissertation
A9	Develop an understanding of the theoretical constructs underpinning research, service evaluation or project management which will inform the undertaking of an ethical piece of research or a work based project and the ability to demonstrate how the findings can influence practice and policy.

Programme Learning Outcomes

To be eligible for the award of Postgraduate Certificate at FHEQ level 7, students will be able to:

Study to Post Graduate Certificate	
1.	Develop a detailed knowledge and understanding of the literature that relates to inclusion and diversity.
2.	Reflect upon and demonstrate knowledge of values and ethical thinking and demonstrate mastery within the field of diversity management.
3.	Develop and demonstrate the ability to articulate sound arguments using a variety of formats including written and oral communication skills.
4.	Demonstrate the ability to become an autonomous learner through independent study and critical reflection on continuing development needs
5.	Demonstrate the ability to use IT skills to gather and synthesise information, and to access course materials

Additionally, to be eligible for the award of Postgraduate Diploma at FHEQ level 7, students will be able to:

Study to Post Graduate Diploma	
6.	Critically appraise and synthesise research evidence in order to analyse, evaluate and apply principles of inclusion appropriately to ensure efficacy of contemporary practice.
7.	Evaluate and critically apply theoretical concepts and where appropriate, master practical skills for the management of complex issues associated with contemporary diversity management.
8.	Demonstrate management and leadership through effective communication, problem solving, and decision making
9.	Evaluate changes in practice to contribute to the development of quality systems and frameworks, which embrace inclusive leadership, management and organisational governance.
10.	Critically evaluate theoretical perspectives, methodologies and methods associated with knowledge development

Additionally, to be eligible for the award of Degree of Master at FHEQ level 7, students will be able to:

Study to Masters' degree	
11.	Demonstrate a critical awareness and understanding of different theoretical constructs underpinning pluralistic evaluation, project management and service improvement.
12.	Design, undertake and report on a systematic evaluation, a work based project or management project that contributes to or extends the body of knowledge for your field of practice.

Curriculum

Postgraduate Certificate in Dementia Studies (generic)

FHEQ Level	Module Title	Type (Core/Option/Elective)	Credits	Semester (s)	Module Code
7	Understanding the experiences of people with dementia	Core	30	1	DEM7006-C
7	People with Dementia and their families OR Evidence-based dementia practice	Option	30	2	DEM7009-C DEM7008-C

Students will be eligible to exit with the award of Postgraduate Certificate if they have successfully completed 60 credits and achieved the award learning outcomes.

Postgraduate Certificate in Dementia Studies (Arts and Activities)

FHEQ Level	Module Title	Type (Core/option/elective)	Credits	Semester (s)	Module Code
7	Understanding the experiences of people with dementia	Core	30	1	DEM7006-C
7	Arts and Activities in Dementia Care	Core	30	2	DEM7012-C

Students completing either of these awards, or the PG Cert Dementia Studies for practitioner with a Special Interests, will be eligible to progress to the PG Dip Dementia Studies.

Postgraduate Diploma in Dementia Studies (generic)

FHEQ Level	Module Title	Type (Core/option/elective)	Credits	Semester (s)	Module Code
7	Understanding the experiences of people with dementia	Core	30	1	DEM700 6-C
7	People with Dementia and their families OR Evidence-based dementia practice	Option	30	2	DEM700 9-CT DEM700 8-C
7	Practice development and organisational change	Core	30	1	DEM700 5-C
7	Arts and Activities in Dementia Care OR Pharmacological and psychosocial support for people with dementia	Option	30	2	DEM701 2-C DEM700 2-C

Postgraduate Diploma in Dementia Studies (Training in Dementia Care)

FHEQ Level	Module Title	Type (Core/option/elective)	Credits	Semester (s)	Module Code
7	Understanding the experiences of people with dementia	Core	30	1	DEM700 6-C
7	Dementia training: skills and approaches	Core	30	2	DEM700 3-C
7	Practice development and organisational change	Core	30	3	DEM700 5-C
7	Evidence based training practice	Core	30	4	DEM701 1-C

Students will be eligible to exit with the award of Postgraduate Diploma if they have successfully completed at least 120 credits and achieved the award learning outcomes.

Degree of Master in Dementia Studies/Training in Dementia Care

FHEQ Level	Module Title	Type Core/option/elective	Credits	Semester (s)	Module Code
7	Service evaluation in Dementia Care	Core	60	1 and 2	DEM7010-E

Students will be eligible for the award of Degree of Master if they have successfully completed at least 180 credits and achieved the award learning outcomes.

Learning and Teaching

Whilst following this programme of study you will engage with learning through a range of teaching methods. To a degree these methods will be dependent on modules studied, however student-centred approaches to learning are a feature of all the modules and you will be expected to take responsibility for your learning as you develop your academic skills. There are a number of approaches to module delivery including distance learning and blended learning and 1 or 2-day block attendance for two core modules in the Training in Dementia Care pathway. When devising your study plan you will be informed regarding which delivery methods are used for which module and in which semester your chosen modules are being delivered. You will also be informed about dates and times of any compulsory attendance at the university.

The table below indicates how the modules map to the programme learning outcomes

Learning Outcomes Mapping

Level	Module	Module	L O 1	L O 2	L O 3	L O 4	L O 5	L O 6	L O 7	L O 8	L O 9	L O 10	L O 11	L O 12
7 (C)	DEM7006-C	Understanding the experiences of people with dementia	A	A	A	A	A							
7 (O)	DEM7009-C	People with dementia and their families	A	A	A	A	A							
7 (O)	DEM7008-CT	Evidence-based dementia practice	A	A	A	A	A							
7 (C)	DEM7003-C	Dementia training: skills and approaches	A	A	A	A	A							
7 (C/O)	DEM7012-C	Arts and Activities in Dementia Care	A	A	A	A	A							
7 (C)	DEM7005-C	Practice development and organisational change	A	S	A	A	A	A	A	A	S	A		
7 (O)	DEM7010-C	Evidence-based dementia training practice	A	S	A	A	A	A	A	S	A	A		
7 (O)	DEM7002-C	Pharmacological and psychosocial support for people with dementia	A	A	A	A	A	A	A	S		A		

Level	Module	Module	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11	LO 12
7 (C)	DEM7010-E	Service evaluation in dementia care	A	A	A	S	A	A	A	S	A	A	A	A

A = this outcome is formally assessed in the module

S = this outcome is explicitly supported in the learning and teaching but is not formally assessed

The teaching and learning strategies have been designed to develop your theoretical and experiential understanding (Programme LO's 1, 3, 7, 11), advance your knowledge and critical thinking (Programme LO's 2, 8, 4, 10, 12) and to develop a range of skills appropriate to your professional field your, organisation and workplace setting (Programme LO's 5, 6, 9). The modules and courses nested within the framework enable you to identify and build upon the knowledge and skills you may have acquired through previous learning experiences including those in the work place.

Your course of study will expose you to a range of different teaching, learning and assessment strategies required to achieve the learning outcomes (see the table below).

Teaching and learning map

This table shows the teaching and learning methods which are used across modules and stages:

			Teaching methods					
Stage	Module		1	2	3	4	5	6
7 (C)	DEM7006-C	Understanding the experience of people with dementia	X	X	X	X		X
7 (O)	DEM7009-C	People with dementia and their families	X	X	X			X
7 (O)	DEM7008-C	Evidence-based dementia practice	X	X		X		
7 (C/O)	DEM7012-C	Arts and Activities in dementia care	X	X		X		X
7 (C)	DEM7003-C	Dementia training: skills and approaches	X	X		X	X	
7 (C)	DEM7005-C	Practice development and organisational change	X	X		X		X
7 (C)	DEM7011-C	Evidence-based dementia training practice	X	X		X	X	
7 (O)	DEM7002-C	Pharmacological and psychosocial support for people with dementia	X	X	X	X		
7 (C)	DEM7010-E	Service evaluation in dementia care	X	X	X			X

- 1 Online tutorials/seminars
- 2 Directed study
- 3 Work-based learning
- 4 Discussion forums
- 5 Peer assessment

6 Practice investigation

You will be expected to develop an autonomous learning style and become self-directed as a learner.

Some of these teaching and assessment strategies may change over time and through the ongoing development of the courses. Please see annex for Assessment map:

Assessment Strategy

The teaching and learning strategies have been designed to develop your theoretical and experiential understanding (Programme LO's 1, 3, 7, 11), advance your knowledge and critical thinking (Programme LO's 2, 8, 4, 10, 12) and to develop a range of skills appropriate to your professional field your, organisation and workplace setting (Programme LO's 5, 6, 9). The modules and courses nested within the framework enable you to identify and build upon the knowledge and skills you may have acquired through previous learning experiences including those in the work place.

Your course of study will expose you to a range of different teaching, learning and assessment strategies required to achieve the learning outcomes.. The teaching approaches that are used across the School of Health Studies are informed by the University core values which are for teaching and learning to be: *Reflective, Adaptable, Inclusive, Supportive, Ethical and Sustainable*. You may experience these values across your choice of modules in order to meet both the aims of the programme which may include any number of the following:

Your learning will be assessed against the learning outcomes and programme aims through the use of a range of different assessment techniques as follows:

Assessment map

This table shows the methods of assessments used across different stages and modules (key below):

Stage	Module		1	2	3	4	5	6
7 (C)	DEM7006-C	Understanding the experiences of people with dementia		X		X		
7 (O)	DEM7009-C	People with dementia and their families			X			
7 (O)	DEM7008-C	Evidence-based dementia practice	X					
7 (C)	DEM7003-C	Dementia training: skills and approaches				X	X	
7 (O/C)	DEM7012-C	Arts and Activities in dementia care	X	X				
7 (C)	DEM7005-C	Practice development and organisational change					X	

Stage	Module		1	2	3	4	5	6
7 (O)	DEM7002-C	Pharmacological and psychosocial support for people with dementia		X				
7 (C)	DEM7011-C	Evidence-based dementia training practice		X		X		
7 (C)	DEM7010-E	Service evaluation in dementia care						X

Methods of Assessment in Assessment Map:

- 1 Portfolio
- 2 Practice report
- 3 Case study
- 4 Audio/video/written presentation
- 5 Practice development proposal
- 6 Evaluation report

Assessment Regulations

This Programme conforms to the standard University Assessment Regulations which are available at the link below

<http://www.bradford.ac.uk/aqpo/ordinances-and-regulations/>

However, there is/are [number the waivers] exception(s) to these regulations as listed below:

DEM7003-C Dementia training: skills and approaches, and

DEM7011-C Evidence-based dementia training practice

All components of the module assessment must be passed in order to receive a pass mark for the module as a whole.

Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The standard entry requirements for the programme are as follows:

You should have at least one of the following:

- A first degree with a classification of 2.2 or above in a relevant subject area
- Evidence of previous successful study at postgraduate level, ie a pass mark of 40%+ in at least 20 credits at FHEQ Level 7
- Evidence of previous successful study at FHEQ Level 6, ie a mark of at least 48% in at least 20 credits at Level 6.

- Evidence of previous study at FHEQ Level 5 (ie DipHE, Foundation Degree, NVQ), plus a minimum of at least two years' experience working in a dementia care or dementia service field prior to application. Evidence of advanced standing will be on the basis of a portfolio, for which you will need to achieve a mark of at least 60% at FHEQ level 6.

You should also meet the following practice requirement:

- An established paid or voluntary post which involves regular ongoing contact with a number of people with dementia throughout the whole period of the award programme in question, and which is already in place at the point of application. The contact with people with dementia should be for at least two hours a week during the teaching period of each academic year (September – May). Applicants for the Training pathway should have access to groups of learners involved in providing care or services for people with dementia, and appropriate venues where training can be delivered.
- Students for whom English is not a first language must either have studied previously at Bachelor's degree level or above in English, or have an IELTS score of 6.5 or equivalent
- Students must have access to a computer that has a broadband connection and that can browse the internet and has a word processing programme
- Students must have information technology skills commensurate with the demands of programme.

Applications are welcome from students with non-standard qualifications or mature students (those over 21 years of age on entry) with significant relevant experience.

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1		

