

Programme Specification

Programme title: Postgraduate Certificate in Dementia for Practitioners with a Special Interest

Academic Year:	2019/20
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	NA
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 7] Postgraduate Certificate
Programme accredited by (if appropriate):	NA
Programme duration:	1 Year Part time
QAA Subject benchmark statement(s):	NA
Date last confirmed and/or minor modification approved by Faculty Board	April 2019

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Introduction

This innovative Postgraduate Certificate in Dementia for Practitioners with a Special Interest is designed for practitioners from a variety of clinical backgrounds (GPs, Nurse Prescribers etc) working in health care settings where diagnostic services and ongoing support for people with dementia are or are planned to be provided. It is currently the only postgraduate programme of this nature in England. The programme will equip you with the knowledge and skills to undertake person-centred assessment, diagnostic, prescribing and ongoing support/management duties for people with dementia, commensurate with your role and in accordance with current best practice guidelines. It will equip you to seek local recognition as a Practitioner with a Special Interest in Dementia, where a recognition scheme of this type is operational.

The programme is delivered by research active members of academic staff from the Centre for Applied Dementia Studies and Bradford School of Pharmacy. The Centre for Applied Dementia Studies has an international reputation for excellence in

dementia education, research, training and consultancy. Staff hold research grants from funders such as the Economic and Social Research Council, Medical Research Council and the National Institute for Health Research. Our cutting edge research and practice development expertise directly informs our education programmes. The Bradford School of Pharmacy (BSP) has a national reputation for the education of pharmacists who are fully equipped to practise within a dynamic healthcare system. Its highly regarded Professional Practice team work closely with the NHS in BSP's programme of education and practice-based research.

Early diagnosis and support for people with dementia is cost-effective and is a governmental priority (Department of Health 2009). Early diagnosis of dementia enables people with dementia and their families to work alongside clinicians to plan their future needs more effectively and can improve quality of life for the person with dementia and their carers (Relkin 2000). Early diagnosis enables more timely access to support services and treatments and thus is one strand to reducing the costs of dementia care in England through delaying entry to long term care (Audit Commission 2000). Although the diagnosis rates are slowly increasing, with latest figures showing they have risen to 67% per cent (NHS, 2017), new government directives include a commitment to further improve both the quantity and quality of the assessment and diagnosis of dementia (DoH, 2016). The National Dementia Strategy for England (2009) recommends that specialist services should be commissioned locally to provide a high-quality single point of access for diagnostic and intervention services. Such services need to be staffed by relevant skilled practitioners and should see people outside of hospital settings. In order to increase diagnosis rates, reduce the length of the diagnostic process and improve the diagnostic experience and ongoing support for people with dementia, it is important to increase the number of practitioners with the knowledge and skills to undertake this role. Therefore, this course aims to provide the knowledge and skills to practitioners who wish to develop a specialist interest in the diagnosis and ongoing support of people with dementia.

This programme combines study and assessment of theory alongside its application within a clinical setting. Study is through a blended learning approach. It includes two days of face-to-face lectures/tutorials per module alongside independent study, guided by a distance learning study guide. The study guide includes relevant required readings and a range of guided activities including on-line tutorials via a virtual learning environment, clinical work-based learning and mentor supervision. Assessment of the programme includes theoretical as well as clinical competence assessment. The programme will have one intake in the academic year 2019/20, which will commence in Semester 2, at the beginning of February 2020.

To successfully undertake this programme you will need to work within a service that provides or is planning to provide diagnostic and ongoing support services for people with dementia and their families. You should currently be working in, or have your employers support to commence working in, a role where dementia diagnosis and ongoing support, including prescribing, forms a component of the work. You will also need access to a computer with broadband connection and the ability to connect to the University's online learning platform. You will also need/be provided with an appropriately qualified and experienced, local Clinical Mentor/Assessor for each module who will provide clinical supervision and undertake clinical based assessments of competence.

Programme Aims

The programme is intended to:

- Support you to develop high level skills in assessment, diagnosis, clinical management and ongoing support for people with dementia and their carers.
- Enable you to gain appropriate knowledge and skills to seek local approval to work as a Practitioner with a Special Interest (PwSI) in Dementia, where PwSI schemes are operational.

Programme Learning Outcomes

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

- LO1 Accurately diagnose dementia using appropriate screening measures and assessments, in accordance with current guidelines, or determine when referral onto a specialist diagnostic service is required.
- LO2 Demonstrate mastery in applying a person centred approach to the assessment, diagnosis and ongoing support of people living with dementia and their carers.
- LO3 Critically appraise and apply evidence about the early and ongoing experiences of adjusting to, and coping with, living with dementia including the associated implications for help seeking and help provision in primary care.
- LO4 Synthesise and critically apply evidence-based best practice to the pharmacological and non-pharmacological/psychosocial support and treatment of people living with dementia, including the prescribing and ongoing management of anti-dementia drugs, and support in relation to behaviours others find challenging.
- LO5 Apply critical reasoning to the complexities of prescribing for people with dementia in the context of polypharmacy, and acute and ongoing co-morbidities.
- LO6 Demonstrate mastery in communication with people living with dementia and their families in relation to diagnosis, and treatment or support options.
- LO7 Practise critical and effective problem solving and decision making in complex and unpredictable situations, including exercising personal responsibility for decision making.
- LO8 Work and learn independently.

Curriculum

Postgraduate Certificate

FHEQ Level	Module Title	Type (Core/Option)	Credits	Semester	Module Code
7	Assessment and diagnosis of dementia	Core	30	2	DEM7001-C
7	Pharmacological and psychosocial support for people with dementia	Core	30	1	DEM7002-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.

Learning and Teaching Strategy

Study is through a blended learning approach which includes one face-to-face day per module alongside independent study guided by a distance learning study guide and readings, on-line tutorials via a virtual learning environment, clinical work-based learning and mentor supervision. The design of the programme permits flexible study that can be undertaken alongside working. The teaching, learning and assessment approaches chosen are designed to help you apply theory directly to your own practice and to help you to tailor work-based learning to your own specific learning needs.

The teaching and learning strategies utilised are designed to help you to meet the programme learning outcomes. Teaching and learning approaches include face-to-face teaching sessions which will include some short lectures on key module topics (learning outcomes 1, 3, 4, 5), an assignment preparation and advice session (outcome 8), critical case study reviews in small groups (learning outcomes 2, 4, 5, 7) as well as opportunities to discuss key guidance, practice guidelines and other issues identified by students (learning outcomes 1, 2, 3, 4). The distance learning study guide will guide you through completion of selected required reading alongside completion of exercises that will help you to apply learning to your practice (learning outcomes 1, 2, 3, 4, 5, 6, 7, 8) and to prepare for your assignments. This will be supported by on-line forum discussions for the whole group based on the exercises, plus two to three online tutorials on key issues at set points during each module (learning outcomes 2, 3, 4, 5). You will also undertake 30 hours of clinical work-based learning per module (learning outcomes 1, 2, 3, 4, 5, 6, 7, 8). This may be observation or participation within a specific service outside of your own workplace (for example visiting a local memory clinic) or individual supervised practice within your own workplace, undertaking activities specific to the modules. The composition of the work-based learning will be negotiated between yourself, your clinical mentor and the module leader, based on your existing role, experience and learning needs. You will be allocated a clinical mentor/assessor for each module. They will provide you with ten hours of tutorial support during the module (learning outcomes 1, 4, 5, 7). You can access this face-to-face, or by telephone or Skype. These tutorials will provide you with an opportunity to discuss your own clinical experiences during the module, and support you to demonstrate how you have met the module learning outcomes. Your clinical mentor will also conduct assessments of your clinical competence in relation to the module learning outcomes, based on observation of your practice.

Assessment Strategy

Each module includes up to two components of assessment. The assignments are designed to relate directly on the clinical work-based learning you undertake. Both modules include a portfolio of clinical practice, which will include critical case examples, assessments by your clinical mentor and personal reflections on aspects of your clinical practice.

Assessment Regulations

This Programme conforms to the standard University Regulations which are available at the following link:

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

However, there is one exception to these regulations as listed below:

1. The School of Nursing has a waiver from the regulations allowing automatic re-submission for second attempts at assessment without waiting for Board of Examiners approval.

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:

- A good first degree (2:2 or above) or equivalent qualification in a relevant subject area.
- Current registration with a professional body.
- Have a recorded qualification in prescribing or be a medical practitioner.
- Where English is not your first language you should have an IELTS or equivalent score of 7.0 or above.
- To be currently working within a service that provides or intends to provide diagnostic and ongoing support services for people living with dementia, to ensure requirements for module assignments and practice experience can be achieved.
- Currently working in a role, or support from employer to move into a role where diagnosis and ongoing support for people with dementia comprises part of the role for the duration of the programme.
- Support from your employer to undertake this programme of study.

You will require access to a computer with a broadband connection and ability to access the University's online learning platform and to access on-line resources.

You will require computing skills commensurate with the demands of the course.

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)
2	The Faculty waiver for automatic second attempt, following an Assessment Committee prior to the Board of Examiners meeting is applied to this	April 2019

	programme. Updated references and links.	
3	Addition of a February intake, changes to scheduling of modules.	July 2019