



MSc Advanced Dementia Studies Programme Specification

Academic Year:	2020-21
Degree Awarding Body:	University of Bradford
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 7] MSc Advanced Dementia Studies Postgraduate Diploma Advanced Dementia Studies Postgraduate Certificate Dementia Studies
Programme duration:	Postgraduate Certificate 1-year part-time distance learning Postgraduate Diploma 2 years part-time distance learning MSc 3 years part-time distance learning
Date last confirmed and/or minor modification approved by Faculty Board	January 2021

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

The national context of dementia care has changed significantly in the last 10 years. Knapp et al's landmark (2007) Dementia UK report, commissioned by the Alzheimer's Society, called for action to make dementia a national priority and develop comprehensive dementia care models. This was followed by the first National Dementia Strategy (NDS) was published by the Department of Health in 2009. The NDS had called for a transformation in how we care for people with dementia and their families through a focus on 1) public and professional awareness; 2) early diagnosis; and 3) quality of care.

This was followed in 2012 by the Prime Minister's Challenge on Dementia (DoH, 2012) which sought to accelerate the pace of change identified in the NDS. The Prime Ministers Challenge (DoH, 2012) emphasised the need to improve health and social care. In 2013 DoH published the State of the Nation on Dementia Care and Services identifying where progress has been made (e.g., assessing people with dementia in hospitals and in reduced use of anti-psychotic medication) and recognising there was still a lot of work to do. It highlighted the following key areas where action was needed i.e., prevention; diagnosis; living with dementia; training and education; dementia-friendly communities; and research.

The work of the Centre for Applied Dementia Studies recognises these themes and has a profile of cutting edge applied research and expertise to address these areas of national concern. The Masters in Advanced Dementia Studies is a research informed part-time distance learning programme which equips health and social practitioners to lead evidence-based practice change within their field. Students on the programme have 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.

The postgraduate programme is predicated on working closely with experts by experience (service users) to develop, evaluate and inform the curriculum. This reflects the DoH Implementation Plan for the PM Challenge on Dementia (2012) to engage directly with people living with dementia, their families, and carers to examine the extent to which a tangible difference is being made to the lives of people living with dementia in our communities. It is essential that we know how dementia care, support and research is being delivered from the perspective of people with dementia and carers.

This Postgraduate programme in Dementia Studies promotes a rights-based approach to dementia care. The programme offers all students the same core modules on Critical Perspectives on Dementia: A rights-based approach, Evidence Appraisal and Synthesis and Advancing Practice: skills and research methods. Optionality within these modules enables students to focus on their own area of practice. In year 2 there are option modules on Post diagnostic Support Pathways, Enhanced Communication Methods and Arts and Activities in Dementia Care. The final stage dissertation offers students the chance to undertake an implementation and evaluation dissertation which facilitates the application of learning into practice.

The Bradford dementia studies graduate will be a leader in the field of dementia care. They will be equipped to represent the views of marginalised groups, be an evidence-based practitioner, apply a human rights-based approach, and be able to apply creative and evaluative research methods in order to evaluate dementia care practice. The programme offers a unique opportunity for multi-disciplinary study for national and international students from all areas of health and social care and the voluntary and private sectors. It affords opportunities for intercultural awareness, promotes inter-professional team working and encourages a global perspective on dementia. Graduates from previous years have continued to progress into leadership roles, have been awarded grants to continue practice change initiatives that were commenced during study, and have taken up posts in higher education teaching dementia studies.

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. In 2015 the Dementia Core Skills Education and Training Framework was commissioned and funded by the Department of Health and developed in collaboration by Skills for Health and Health Education England (HEE) in partnership with Skills for Care. The Framework supports implementation of the HEE mandate and the objectives for education, training and workforce development set out in the Prime Minister’s Challenge on Dementia 2020. In particular, the aim is to support the development and delivery of appropriate and consistent dementia education and training for the health and care workforce. The framework is organized around three tiers: 1 - awareness, which everyone should have; 2 - basic skills which are relevant to all staff in settings where people with dementia are likely to appear and 3 - leadership. Within this programme we have matched the core learning outcomes to those within the Framework so that graduates will meet tiers 2 and 3 across many of the core subjects. 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 students 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 for the duration of the programme. This can be on a voluntary basis, but if so, the placement must already be ongoing at time of application.

The programme is delivered online via distance learning by research active members of academic staff from the Centre for Applied Dementia Studies, which has an international reputation for excellence in dementia education, research, training, and consultancy. Our cutting-edge research and practice development expertise directly informs our education programmes.

Recruitment is from a multidisciplinary student group. Students learn from as well as with each other and are able to discuss aspects of service provision that they would not normally encounter in the context of their day-to-day work. For example, a social worker with responsibility for Deprivation of Liberties safeguarding (DoLS) discusses a specific case (anonymously) with a care home manager concerned about safeguarding issues.

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.
	Additionally, if students who wish to study one or more core research modules or management modules for a post graduate diploma or undertake a Master's 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:

- LO1 Demonstrate a detailed knowledge and understanding of the research evidence-base that relates to dementia care.
- LO2 Reflect upon and demonstrate knowledge of values and ethical thinking and demonstrate mastery within the field of dementia care.
- LO3 Demonstrate the ability to articulate sound arguments using a variety of formats including written and oral communication skills.
- LO4 Demonstrate the ability to become an autonomous learner through independent study and critical reflection on continuing development needs.
- LO5 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:

- LO6 Critically appraise and synthesise research evidence in order to analyse, evaluate and apply principles of dementia care appropriately to ensure efficacy of contemporary dementia practice.
- LO7 Evaluate and critically apply theoretical concepts and where appropriate, master practical skills for the management of complex issues associated with contemporary dementia services provision.
- LO8 Demonstrate management and leadership through effective communication, problem solving, and decision making.

LO9 Evaluate changes in practice to contribute to the development of quality systems and frameworks, which embrace inclusive leadership, management, and organisational governance.

LO10 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:

LO11 Demonstrate a critical awareness and understanding of different theoretical constructs underpinning pluralistic evaluation, project management and dementia service improvement.

LO12 Design, undertake and report on a systematic evaluation, a work-based project or management project that contributes to or extends the body of knowledge in the field of Dementia Practice.

Curriculum

Postgraduate Certificate

FHEQ Level	Module Title	Core/ Option/ Elective	Credits	Study Period	Module Code
7	Critical Perspectives on Dementia: A rights-based approach	Core	30	Sem 1	DEM7013-C
7	Evidence Appraisal and Synthesis	Core	30	Sem 2	DEM7014-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 Diploma

FHEQ Level	Module Title	Core/ Option/ Elective	Credits	Study Period	Module Code
7	Post diagnostic Support Pathways for People with Dementia	Option	30	Sem 1	DEM7015-C
7	Enhanced Communication Methods	Option	30	Sem 1	DEM7016-C
7	Arts & Activities in Dementia Care	Option	30	Sem 1	DEM7012-C
7	Advancing Practice: skills and research methods	Core	30	Sem 2	DEM7017-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

FHEQ Level	Module Title	Core/ Option/ Elective	Credits	Study Period	Module Code
7	Service Evaluation in Dementia Care for Advanced Practice	Core	60	FLYR	DEM7018-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 Strategy

This distance learning part-time programme is delivered through digitally rooted learning and teaching methods including real time tutorials, inter-professional discussion groups, practice-based exercises, directed and self-directed study and video materials.

Module materials provided consist of:

An interactive study guide.

Online supplementary resources including podcasts, videos, and readings.

Online real time tutorials

Closed module discussion groups and opportunity for module networking.

A study planner for each module including key dates and timeline for completing the module activities.

The interactive study guide provides:

- An overview explaining the aims of the module.
- The learning outcomes students are expected to achieve.
- Guidance for the in-text and on-line exercises.
- Details of assignments.
- Details of readings.

The programme welcomes national and international applicants: our use of digital teaching enables students to embrace inter-professional and multidisciplinary team working. Students will study alongside a diverse group of professionals from a range of health and social care services from around the world, which imbues students with an appreciation of different cultural and philosophical perspectives on dementia care practice and enhances the collaborative learning experience.

Enquiry based learning, experiential learning and optionality is embedded in the curriculum design. The curriculum offers students choice with regards to the application of learning to their field of practice. For each module students are given a broad outline of the coursework, essay, or case study topic, they can choose the focus of their work and apply it to their own practice setting. The format of the learning materials is diverse;

written, audio, video. All of our written materials have been developed in line with guidance for accessibility for students with learning related disabilities such as dyslexia.

The curriculum is research-led and informed by cutting edge applied research and expertise. The course materials are underpinned by applied research of members of the Centre for Applied Dementia Studies in relation to their specialist research interests, including philosophical and methodological advances and approaches to dementia care.

Assessment Strategy

The programme will employ a diverse range of assessment methods. For example, video, audio and visual presentations and portfolios will be employed in assessment alongside more traditional written assessment methods. The assessment strategy will assess the student's learning of the theoretical principles of dementia care and the ability to transfer this learning to practice. Although there is a distinction between the assessment of theory and the assessment of practice, both are reflected upon or evaluated in the assignments. For those modules incorporating both multiple assessment elements, both elements of the assessment must be passed in order for credit to be awarded for the module. Each module will have a formative assessment (assessment for learning), as well as a summative assessment (assessment of learning).

Assessment Regulations

This Programme conforms to the standard University Regulations which are available at the following link: <https://www.bradford.ac.uk/regulations/>

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

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:

Students 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, i.e., a pass mark of 40%+ in at least 20 credits at FHEQ Level 7

Evidence of previous successful study at FHEQ Level 6, i.e., a mark of at least 48% in at least 20 credits at Level 6.

Evidence of previous study at FHEQ Level 5 (i.e., 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 students will need to achieve a mark of at least 60% at FHEQ level 6.

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

All applicants should be employed in a work role or voluntary placement which regularly brings them into contact with people who have dementia for at least 2 hours a week during the academic year (September to June) prior to starting the programme. Due to the applied nature of the teaching and learning activities on the programme and its direct implications on practice, for example through seeking stakeholder involvement and opinion in projects, and appraising, planning and evaluating practice development initiatives, applicants will be required to seek approval for studying within their work or voluntary setting from a manager prior to commencing the course. Applications are welcome from students with non-standard qualifications.

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	Specification reformatted and made accessible	January 2021

References

Alzheimer's Society (2007). Dementia UK, London, Alzheimer's Society.

Department of Health (2009). Living Well with Dementia: A National Dementia Strategy for England, Department of Health, London

Department of Health (2012). Prime Minister's Challenge on Dementia: Delivering Major Improvements in Dementia Care and Research by 2015. Department of Health, London.

Department of Health (2013). Dementia: A State of the Nation Report on Dementia Care and Support in England. Department of Health, London