

## MSc, PGD Advanced Dementia Studies; PGC Dementia Studies Programme Specification

<https://www.bradford.ac.uk/courses/pg/advanced-dementia-studies/>

<b>Academic Year:</b>	2021/22
<b>Degree Awarding Body:</b>	The University of Bradford
<b>Target Degree Award:</b>	Master of Science in Advanced Dementia Studies (FHEQ Level 7)
<b>Target Diploma Award:</b>	Postgraduate Diploma in Advanced Dementia Studies (FHEQ Level 7)
<b>Target Certificate Award:</b>	Postgraduate Certificate in Dementia Studies (FHEQ Level 7)
<b>Programme Admissions:</b>	September
<b>Programme Mode of Study:</b>	Part-time distance learning of between 12 and 36 months

**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.

### Minor Modification Schedule

1. March 2018: Annual changes for 2018/19
2. April 2019: Updated curriculum
3. June 2019: Corrected teaching period for DEM7012-C
4. September 2020: COVID-19 adjustments confirmed
5. January 2021: Specification reformatted and made accessible
6. July 2021: Updated curriculum and made annual changes/corrections for 2021/22

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## Introduction

### Programme Overview

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 (DH) and developed in collaboration by Skills for Health and Health Education England (HEE) in partnership with Skills for Care. The framework, revised and updated to Dementia Training Standards Framework in 2018, 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. 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 our Dementia Studies Certificate, Diploma and Masters programmes 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. These programmes therefore help 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.

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 change in practice. Students on the programme have the opportunity to gain an in-depth knowledge of key topic areas in dementia practice as well as gaining knowledge and skills in relation to creating sustainable change. The work of the Centre for Applied Dementia Studies recognises clinical priorities in the field and has a profile of innovative applied research and expertise to address areas of national concern.

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. All students are offered modules on Critical Perspectives on Dementia: A rights-based approach, Evidence Appraisal and Synthesis and Advancing Practice: skills and methods, and Post diagnostic Support Pathways.

The MSc in Advanced Dementia Studies provides opportunities for intercultural awareness, promotes inter-professional team working and encourages a global perspective on dementia. The final stage dissertation offers students the chance to undertake an implementation and evaluation dissertation which facilitates the application of learning into practice. 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 academic posts teaching dementia studies.

## Dementia care in the UK: the national context

We recognise that the dementia care discourse has changed significantly in the last 15 years. The landmark Dementia UK report (Knapp et al. 2007), 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) (DH 2009). With a focus on enabling people to live well with dementia, 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 (DH, 2012) which sought to accelerate the pace of change identified in the NDS and emphasised the need to improve health and social care. In 2013 DH published the State of the Nation on Dementia Care and Services identifying where progress has been made (for example, 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. More recently, the National Institute for Health and Care Excellence guidelines for dementia (NG97, NICE 2018) highlighted the importance of person-centred care and staff training in person-centred and outcome-focused care.

The Centre for Applied Dementia Studies promotes a rights-based approach to dementia care. Our Dementia Studies Certificate, Diploma and Masters programmes are predicated on working closely with experts by experience (people with dementia and carers) to inform, develop, and evaluate the curriculum, and teach relevant subjects. This reflects the DH Implementation Plan for the PM's Challenge on Dementia (2015, 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.

## Practice oriented

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.

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) could discuss a specific anonymised case with a care home manager concerned about safeguarding issues.

The programmes are 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. 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 the time of application.

## Programme Aims

**The FHEQ Level 7 Certificate and Diploma programmes are intended to:**

- 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, for students who go on to undertake a Master's dissertation, the FHEQ Level 7 Degree programme is intended to:**

- A7 Develop an understanding of the theoretical constructs underpinning project management which will inform the undertaking of an ethical piece of practice development and demonstrate how the findings can influence practice and policy.

## **Programme Learning Outcomes**

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.

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

1. Demonstrate a detailed knowledge and understanding of the evidence-base that relates to dementia care.
2. Reflect upon and demonstrate knowledge of values and ethical thinking within the field of dementia care.
3. Demonstrate the ability to implement a range of methods of facilitating interaction with people with dementia in order understand their experience and inform care practice.
4. Demonstrate the ability to articulate sound arguments using a variety of formats including written and oral communication skills.
5. Demonstrate the ability to become an autonomous learner through independent study and critical reflection on continuing development needs.
6. 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:**

7. 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.

8. Evaluate and critically apply theoretical concepts and where appropriate, master practical skills for the management of complex issues associated with contemporary dementia services provision.
9. Demonstrate management and leadership through effective communication, problem solving, and decision making.
10. Evaluate practice and contribute to the development of quality systems and frameworks, which embrace inclusive leadership, management, and organisational governance.
11. 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:**

12. Demonstrate a critical awareness and understanding of different theoretical constructs underpinning project management, dementia service improvement and evaluation.
13. Design, undertake and report on a work-based project that contributes to or extends the body of knowledge in the field of Dementia Practice.

## **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:

- Online supplementary resources including podcasts, videos, and readings.
- Online real time tutorials
- Closed module discussion groups and opportunity for module networking.
- A study guide, providing:
  - 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;
  - A study planner, including key dates and timeline for completing the module activities.

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 collaboratively 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 the cultural and philosophical perspectives in dementia care practice and enhances the 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 pioneering 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). Experts by experience contribute to the design, delivery, assessment and/or evaluation of each module.

## Curriculum

Students study 60 core credits per year towards their target award of Certificate, Diploma or Master's Degree.

The curriculum may change, subject to the University's programme approval, monitoring and review processes.

### Year 1 (Postgraduate Certificate)

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

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

## Year 2 (Postgraduate Diploma)

Module Code	Module Title	Credits	FHEQ Level	Study Period
DEM7015-C	Post diagnostic Support Pathways for People with Dementia	30	7	Semester 1
DEM7017-C	Advancing Practice: skills and methods	30	7	Semester 2

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

## Year 3 (Degree of Master)

Module Code	Module Title	Credits	FHEQ Level	Study Period
DEM7020-E	Leading Change in Practice	30	7	Semester 1

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

## Assessment Regulations

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

## 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.

We take into consideration a number of factors when assessing your application. It's not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond.

Successful UK candidates have at least one of the following:

- A first undergraduate degree in a relevant subject area classified at 2:2 or above
- 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.

Please note: The information above relates to the contemporary recruitment cycle at time of publication and therefore may now be out of date. The current tariff and accepted qualifications for entry onto the programmes is published at: <https://www.bradford.ac.uk/courses/pg/advanced-dementia-studies/>

## International students

This programme welcomes international applicants. For information on what qualifications are equivalent to the above, visit the Entry Requirements page for your country by visiting: <https://www.bradford.ac.uk/international/country/>

Candidates 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 with no sub-test result less than 5.5. If you do not meet the IELTS requirement, you can take a University of Bradford pre-sessional English course with our Language Centre:

<https://www.brad.ac.uk/courses/other/pre-sessional-english-language-programme/>

## Recognition of Prior Learning

Applications are welcome from mature students returning to study (aged 25 or over upon entry) or students with non-standard qualifications.

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. For more details about our Recognition of Prior Learning procedures visit: <https://www.bradford.ac.uk/teaching-quality/prior-learning/>

## Work or Volunteering Requirement

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.

## 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

NICE (2018) Dementia: Assessment, management and support for people living with dementia and their carers. <https://www.nice.org.uk/guidance/ng97>