

Practitioners with Advanced or Extended Roles in Dementia: Postgraduate Certificate Programme Specification

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

Academic Year:	2022/23
Degree Awarding Body:	The University of Bradford
Target Award (FHEQ Level 7):	Postgraduate Certificate for Practitioners with Advanced or Extended Roles in Dementia
Programme Admissions:	September
Programme Mode of Study:	Part-time distance learning of 12 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: Initial delivery and annual changes for 2018/19
2. April 2019: Updated references and links
3. July 2019: Rearranged modules to permit a second intake if needed
4. January 2021: Specification reformatted and made accessible
5. July 2021: Annual changes for 2021/22
6. July 2022: Annual changes for 2022/23

Introduction

Programme Overview

This innovative Postgraduate Certificate for Practitioners with advanced or extended roles in Dementia is designed for practitioners from a variety of clinical backgrounds (such as GPs, Advanced Nurse/Care practitioners, and similar) working in care settings where diagnostic services and ongoing support for people with dementia are provided. It is currently the only postgraduate programme of this nature in England.

The programme will equip the student with the knowledge and skills to undertake person-centred assessment, diagnostic, and ongoing support/management duties for people with dementia, commensurate with their role and in accordance with current best practice guidelines. It will equip the student to seek local recognition as an Extended role practitioner in Dementia, where a recognition scheme of this type is operational.

The programme has been developed by the Centre for Applied Dementia Studies. The Centre has an international reputation for excellence in dementia education, research, training, and consultancy. Our cutting-edge research and practice development expertise directly informs our courses of study. The Centre's highly regarded team work closely with the NHS on education programmes and in practice-based research. We also involved

honorary clinical experts in the design and the delivery of the programme.

Dementia diagnosis and support in the UK: the national context

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 were slowly increasing, government directives include a commitment to further improve both the quantity and quality of the assessment and diagnosis of dementia (DH 2016). The National Dementia Strategy for England (DH 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. Further, NICE (2018) guidelines have been identified to support the advancement of assessment, management and support for people living with dementia and their carers. The global COVID-19 pandemic has impacted on diagnosis rates and has pushed practitioners to consider alternative methods and pathways to diagnosis. The pandemic has also had significant impact on post-diagnostic support services. The pandemic will have lasting implications for the design of services and on professional practice.

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.

Practice oriented

This programme combines study and assessment of theory alongside its application within a clinical setting. Study is through a blended learning approach. It includes online tutorials, facilitated discussion groups 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.

To successfully undertake this programme, applicants will need to meet the requirements for the course for skills, qualifications, and being in a supportive and appropriate working environment. Please see the **Admission Requirements** section for more details.

Programme Aims

The programme is intended to:

- Support the student to develop high level skills in assessment, diagnosis, clinical management, and ongoing support for people with dementia and their carers.
- Enable the student to gain appropriate knowledge and skills to seek local approval to work as a Practitioner with an Extended Role in Dementia, where such schemes are operational.

Programme Learning Outcomes

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

1. 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.
2. Demonstrate mastery in applying a person-centred approach to the assessment, diagnosis and ongoing support of people living with dementia and their carers.
3. Critically appraise and apply evidence about the ongoing experiences of adjusting to, and coping with, living with dementia including the associated implications for help seeking and help provision. Synthesise and critically appraise evidence-based best practice on the psychosocial and pharmacological treatment and support of people living with dementia.
4. Evaluate the impact of multidisciplinary working on post-diagnostic support.
5. Demonstrate mastery in communication with people living with dementia and their families in relation to diagnosis, and support options.
6. Practise critical and effective problem solving and decision making in complex and unpredictable situations, including exercising personal responsibility for decision making.
7. Work and learn independently.

Learning and Teaching Strategy

Study is through a blended learning approach which includes independent study guided by a distance learning study guide and readings. All Learning, teaching and assessment activities are delivered by distance learning, unless they relate to the clinical placement or assessment of clinical skills. Using a virtual learning platform students will be provided with scheduled learning activities: synchronous tutorials, and asynchronous facilitated discussion groups. 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 the student apply theory directly to their own practice and to help them to tailor work-based learning to their own specific learning needs. The teaching and learning strategies utilised are designed to help the student to meet the programme learning outcomes (1-7). Students will also undertake 30 hours of clinical work-based

learning per module (learning outcomes 1-7). This may be observation or participation within a specific service outside of their own workplace (for example visiting a local memory clinic) or individual supervised practice within their own workplace, undertaking activities specific to the modules. The composition of the work-based learning will be negotiated between the student, and their clinical mentor based on their existing role, experience and learning needs. The clinical mentor will need to provide the student with up to 10 hours of support during each of the modules (learning outcomes 1, 4, 5, 6, 7). Students can access this face-to-face, or by telephone or video conferencing. These meetings will provide the student with an opportunity to discuss their own clinical experiences during the module and support them to demonstrate how they have met the module learning outcomes. The clinical mentor will also conduct assessments of the student's clinical competence in relation to the module learning outcomes, based on observation of their practice.

Assessment Strategy

Each module includes two components of assessment. The assessments are designed to relate directly on the clinical work-based learning the student undertakes. Both modules include an assignment which is marked and will constitute 100% of the grade. The student will also have to successfully achieve the clinical competencies associated with each module and have this signed off by their clinical mentor (pass/fail).

Curriculum

The curriculum consists of 60 core credits studied across a year.

Postgraduate Certificate

FHEQ Level	Module Title	Credits	Study Period	Module Code
7	Assessment and diagnosis of dementia	30	Semester 1	DEM7001-C
7	Psychosocial and Pharmacological support for people with dementia	30	Semester 2	DEM7024-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.

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 applications. It's not just about grades;

we take the time to understand the applicant's personal circumstances and make decisions based on their potential to thrive at university and beyond. Applications are welcome from mature students returning to study (aged 25 or over upon entry) or students with non-standard qualifications.

Please note: The information below 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/pwsi-dementia/>

Skills and qualification requirements

The standard requirements are:

- 1) A good first degree (2:2 or above) or equivalent qualification in a relevant subject area.
- 2) Current registration with a professional body.
- 3) Computing skills commensurate with the demands of distance learning study at postgraduate level, access to a computer with a broadband connection and ability to access the University's online learning platform and on-line resources. Please note that the mobile app for the platform does not allow students to submit assignments, and so laptop or desktop access using a modern web browser such as Chrome, Edge, Firefox or Safari is essential.

Work requirements

Additionally, applicants are required:

- 4) To be currently working within a service that provides diagnostic and ongoing support services for people living with dementia, to ensure requirements for module assignments and practice experience can be achieved. If the service where the applicant works undertakes only assessment or only post-diagnostic support, the applicant will need access to a service or team that provides the other function also, so that they can gain relevant experience to support their learning. This needs to be organised before starting the course.
- 5) To be currently working in or have support from employer to move into a role where diagnosis and ongoing support for people with dementia is involved for the duration of the programme.
- 6) To have the support of their employer to undertake this programme of study.
- 7) To locate an appropriately qualified and experienced, local Clinical Mentor/Assessor for each module who will provide clinical supervision and undertake clinical based assessments of competence. This needs to be in place before starting the programme.

International and language requirements

This programme welcomes applicants classed as international students who can meet the other requirements for work and registration. We cannot accept overseas prescribing

qualifications or registrations only with professional bodies located outside the UK. For comparing international undergraduate degrees to the UK scale, visit the Entry Requirements page at: <https://www.brad.ac.uk/international/country/>

Candidates for whom English is not a first language must have an IELTS score of 7.0 or equivalent with no sub-test result less than 5.5. If an applicant does not meet the IELTS requirement, they 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

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 parts of the programme. On this programme, RPL can be applied to 1 of the 2 modules. For more details about our Recognition of Prior Learning procedures visit:

<https://www.bradford.ac.uk/teaching-quality/prior-learning/>

References

Audit Commission (2000) *Forget-me-not: mental health services for older people*. London, Audit Commission.

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

Department of Health (2016) *Prime Minister's Challenge on Dementia 2020: implementation plan* (eds. Dementia Policy Team). London, Department of Health.

NHS Digital (2017) *Recorded Dementia Diagnoses: 2016-17* (ed. Kathryn Salt). Leeds, Health and Social Care Information Centre.

Relkin, N (2000) Screening and early diagnosis of dementia. *American Journal of Managed Care*, 6(22; SUPP), pp.1111-1124.
