

Programme Specification

Programme title: MSc Advanced Dementia Studies

Academic Year:	2023/24
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] MSc Advanced Dementia Studies Postgraduate Diploma Advanced Dementia Studies Postgraduate Certificate Dementia Studies
Programme accredited by (if appropriate):	NA
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
QAA Subject benchmark statement(s):	NA

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 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.

Graduates will be leaders 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, have taken up posts in higher education, teaching dementia studies or pursuing PhD qualifications.

The national context of dementia care has changed significantly in the last 15 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) published by the Department of Health in 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 (DoH, 2012) which sought to accelerate the pace of change identified in the NDS. The Prime Minister's 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. More recently, the National Institute for Health and Care Excellence (NICE, 2018), highlighted the importance of person-centred care and staff training in person-centred and outcome-focused care. 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.

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, revised and updated to Dementia Training Standards Framework in 2018, 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.

The programme offers all students core modules on *Understanding the me in Dementia Post-diagnostic Support and Living Well with Dementia, Advanced Evidence Appraisal and Synthesis; and Evaluating Dementia Practice*. The final stage dissertation (*Leading change in practice*) offers students the chance to undertake an implementation and evaluation dissertation which facilitates the application of learning into practice.

We work closely with experts by experience (people living with dementia and carers) to create, inform, develop and evaluate the curriculum and teach relevant subjects. 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. It also aligns with the University Strategy 2020-25 which places inclusion as a central value and highlights the importance of involving stakeholders in all University activities.

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 D Develop the students' enterprise abilities and skills, including creativity and innovation, problem identification and solving and communicating ideas to others.
- 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 Foster practice which is inclusive of views of people living with dementia and their families and rooted in their everyday lived experience.
- A8 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

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 articulate sound arguments using formats appropriate to specialist and non-specialist audiences.
4. Demonstrate the ability to become an autonomous learner through independent study and critical reflection on continuing development needs.
5. Independently implement a range of methods of facilitating interaction with people with dementia in order understand their experience and inform care practice.
6. Appropriately challenge discrimination and stigma against people with dementia including inappropriate terms or language whilst recognising, valuing, and respecting the differences in culture and experience of fellow students.
7. Use IT skills to gather and synthesize 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:

8. Critically appraise and synthesize evidence in order to analyze, evaluate and apply principles of dementia care appropriately to ensure efficacy of contemporary dementia practice.
9. Evaluate and critically apply theoretical concepts and where appropriate, master practical skills for the management of complex issues associated with contemporary dementia services provision.
10. Demonstrate management and leadership through effective communication, problem solving, and decision making.
11. Evaluate practice and contribute to the development of quality systems and frameworks, which embrace inclusive leadership, management, and organizational governance.
12. Demonstrate a comprehensive understanding of the various methods and techniques that can be used to evaluate practice and effectively gather data from a range of stakeholders, including people with dementia.

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

13. Demonstrate extended critical awareness and understanding of different theoretical constructs underpinning project management, dementia service improvement and evaluation.
14. Design, undertake and evaluate a small-scale change 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	Understanding the <i>me</i> in dementia	Core	30	Sem 2	DEM7022-C
7	Postdiagnostic Support Pathways for People with Dementia	Core	30	Sem 2	DEM7025-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	Evidence-based dementia practice	Core	30	Sem 1	DEM7026-C
7	Evaluating Dementia Practice	Core	30	Sem 2	DEM7027-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 outcome

Degree of Master

FHEQ Level	Module Title	Core/ Option/ Elective	Credits	Study Period	Module Code
7	Leading change in practice	Core	60	FLYR	DEM7020-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 reflection on video materials.

Module materials provided consist of:

- A study guide
- Online supplementary resources including podcasts, videos and readings
- Online real time tutorials
- Closed module discussion groups and opportunity for module networking

The 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
- A study planner including key dates and timeline for completing the module activities.
- 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 and experiential learning are 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. 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. Each module will have two formative assessments (assessment for learning), as well as a summative assessment (assessment of learning). Experts by experience contribute to the creation, design, delivery, assessment and/or evaluation of the modules.

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:

1. Permission to permit automatic re-submission for second attempts at assessment following confirmation of marks at an Assessment Committee.

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 ability to study at level 7 will be considered on an individual basis and may include the completion 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 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 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, implementing 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.

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	Minor change to the module titles	April 2019
3	Late change: Teaching period updated	June 2019
4	New code created for the Service Evaluation module accessed by the Advanced Dementia Studies students	July 2019
5	New module added, tidying typographical errors and updating information on Centre information	February 2022
6	Annual changes for the 2022 academic year	March 2022
7	Annual changes for the 2023 academic year	April 2024

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>