

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

<https://www.bradford.ac.uk/courses/pg/practitioners-advanced-extended-roles-dementia/>

Academic Year:	2025/26
Degree Awarding Body:	The University of Bradford
Target Award:	Postgraduate Certificate for Practitioners with Advanced or Extended Roles in Dementia [FHEQ L7]
Programme Admissions:	September
Programme Mode of Study:	Part-time distance learning of 12 months

This programme is accredited by Alzheimer's Disease International (ADI) as meeting its standards for integrity, quality, education and training for the needs of people living with dementia and their carers.

Please note: Information about this programme and its modules 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.

Minor Modification Schedule

1. July 2025 - Annual Changes for the 2025 academic year, including changes to academic regulation.

Programme overview

This innovative Postgraduate Certificate for Practitioners with Advanced or Extended Roles in Dementia is designed for healthcare professionals from a variety of backgrounds (such as GPs, Advanced Nurse/Care practitioners, and similar) working in settings where diagnostic services and ongoing support for people with dementia are provided. 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.

We work closely with experts by experience (people living with dementia and their carers) to create, inform, develop and evaluate the curriculum and teach relevant subjects. This reflects the UK Department of Health's (DoH) implementation plan for the Prime Minister's 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 also aligns with the University of Bradford's strategic goals to be a place where people feel valued to make a difference, acting with inclusion and trust as core values and involving stakeholders in all University activities.

The Bradford Dementia Group within the Faculty of Health and Social Care has been recognised internationally, [achieving accreditation from Alzheimer's Disease International in 2023](#) for its excellence in dementia education and training. As of 2025 the University of Bradford is the only university in Europe to have one of its units accredited with this standard, reflecting our leadership in addressing global dementia care challenges and advancing best practices through education.

Potential students should bear in mind, however, that this programme is not accredited or approved by any British professional bodies for health and social care and does not entitle a degree holder to professional registration in the UK.

Practice oriented

This Postgraduate Certificate 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 online 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 **This programme** follows the Assessment, Continuation and Award regulations published on the University's website (<https://www.bradford.ac.uk/about/legal-and-governance/governance/regulations/>) for postgraduate taught courses (Regulation 9).

Admission Requirements section for more details.

Dementia diagnosis and support in the UK: the national context

The landscape of dementia care has changed significantly in the last 20 years. In England, the landmark Dementia UK report (Knapp et al 2007) commissioned by the Alzheimer's Society called for dementia to become a national priority and for comprehensive care models to be developed. This led to the first National Dementia Strategy (NDS, DoH 2009) which focused on:

- public and professional awareness
- early diagnosis
- and quality of care.

In 2013, the Department of Health published the State of the Nation on Dementia Care and Services report identifying where progress has been made - for example, in assessing people with dementia in hospitals, and in reducing the use of anti-psychotic medications - but recognising there was still a lot of work to do. It highlighted the following key areas where action was needed:

- prevention
- diagnosis
- living with dementia
- training and education
- dementia-friendly communities
- and research.

Since then, the World Alzheimer's Report (7th edn, 2016) and National Institute for Health and Care Excellence (NICE, 2018) have continued to stress the importance of person-centred care and staff training in person-centred and outcome-focused care. More urgently, the 2024 Alzheimer's Society's report, "Because we're human too", highlights a critical gap in dementia education across the care sector and calls on national governments to ensure all care staff undertake dementia

training. The Bradford Dementia Group within the University of Bradford Institute of Health and Social Care Research (formerly the Centre for Applied Dementia Studies) actively contributes to these priorities through applied research and expertise.

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 FHEQ Level 7 Certificate award, 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.

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 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 (1-6). Students will also undertake 30 hours of clinical work-based learning per module (learning outcomes 1-6). 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. Students can access this face-to-face, 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 summative assessment. The assessments are designed to relate directly on the clinical work-based learning the student undertakes. Both modules include an assessment 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).

Postgraduate Certificate Curriculum

The curriculum consists of 60 core credits rated at FHEQ Level 7 studied across a year.

Module Title	Credit Value	Study Period	Module Code
Assessment and diagnosis of dementia	30	Semester 1	DEM7001-C
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, Continuation and Award Regulations

This programme follows the Assessment, Continuation and Award regulations published on the University's website (<https://www.bradford.ac.uk/about/legal-and-governance/governance/regulations/>) for postgraduate taught courses (Regulation 9).

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.

Skills and qualification requirements

The standard entry 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 virtual learning environment does not allow students to submit assignments, and so laptop or desktop access using a modern web browser such as Chrome, Edge, or Firefox is essential.

Work requirements

Additionally, applicants are required:

- 1) To be currently working within a service that provides diagnostic and ongoing support services for people living with dementia, to ensure requirements for module assessments 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.
- 2) 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.
- 3) To have the support of their employer to undertake this programme of study.
- 4) 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/>

Information in this document is for the contemporary recruitment cycle and was accurate at time of publication. The current tariff and accepted qualifications for entry onto the programme is published at the online course page: [bradford.ac.uk/courses/pg/practitioners-advanced-extended-roles-dementia/](https://www.bradford.ac.uk/courses/pg/practitioners-advanced-extended-roles-dementia/)

The University has a set of terms and conditions for all students accepting an offer to study on a course here at Bradford. This is called the Student Contract. This document sets out the Terms and Conditions which apply when you accept an offer of a place on a programme of study at the University of Bradford. View our Student Contract for further details:

<https://www.bradford.ac.uk/student-contract/>