

Advanced Dementia Studies Programme Specification

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

Academic Year:	2026/27	
Degree Awarding Body:	The University of Bradford	
Main Location:	Online distance learning	
Qualifications Framework:	Framework for Higher Education Qualifications in England (FHEQ) (QAA 2014)	
Target Degree Award:	Master of Science (MSc) Advanced Dementia Studies	[FHEQ Level 7]
Target/Intermediate awards:	Postgraduate Diploma (PGD) Advanced Dementia Studies	[FHEQ Level 7]
	Postgraduate Certificate (PGC) Dementia Studies	[FHEQ Level 7]
Programme Admissions:	UK and international students	
Programme Start Dates:	September	
Programme Modes of Study:	12-36 months part-time distance learning	

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. April 2025: Changes for 2025 academic year
2. September 2025: Specification reformatted for accessibility and moved to new academic regulations.
3. May 2026: Annual changes for 2026 entry, updated references.

Programme overview

Advanced Dementia Studies is a research-informed, part-time distance learning programme designed for health and social care professionals, and those working closely with people with dementia in voluntary organisations and private sectors. It equips students with skills to lead evidence-based changes in dementia care. Graduates 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 methods to assess dementia care practice. This unique programme attracts professionals from health and social care, voluntary organisations, and private sectors worldwide. It fosters intercultural awareness, promotes inter-professional teamwork, and encourages a global perspective on dementia. Many of our graduates have gone on to leadership roles, secured grants for practice change initiatives, taken up teaching positions in higher education, or pursued PhDs.

We work closely with experts by experience, including people living with dementia and their supporters, to co-produce, inform, develop and evaluate the curriculum and contribute to teaching across the programme. This approach reflects the University of Bradford's commitment to inclusive education and to ensuring that the voices and lived experiences of people affected by dementia shape both learning and practice.

The Department of Applied Dementia Studies within the Faculty of Health and Social Care has received international recognition for its work in dementia education and research. In 2023, it achieved accreditation from Alzheimer's Disease International for excellence in dementia education and training, and as of 2026 the University of Bradford remains the only university in Europe with a department accredited to this standard. In addition, the programme was shortlisted for a Times Higher Education Award in 2024 for its outstanding contribution to the community, recognising its impact in supporting people living with dementia, their families and the wider care sector.

Potential students should note that this programme is not accredited or approved by a UK professional regulatory body for health or social care and does not confer eligibility for professional registration in the UK.

National context

The landscape of dementia care continues to evolve in response to demographic change, the increasing prevalence of dementia, and growing recognition of the need for co-ordinated health and social care responses. In the United Kingdom, dementia policy has developed significantly since the publication of the *National Dementia Strategy for England* (Department of Health, 2009) and the *Prime Minister's Challenge on Dementia* (2012), which established dementia as a national priority and emphasised improvements in public awareness, early diagnosis and quality of care.

More recently, international and national policy frameworks have reinforced the importance of strengthening dementia care, prevention and workforce development. The *World Health Organization's Global Action Plan on the Public Health Response to Dementia (2017–2025)* and the *NHS Long Term Plan (2019)* both position dementia as a major public health priority and highlight the need for coordinated responses across health and social care systems. Shared priorities include improving awareness and reducing stigma, promoting dementia risk reduction, improving diagnosis and post-diagnostic support, strengthening integrated and community-based care, supporting carers, and investing in research, innovation and workforce education to deliver high-quality, person-centred dementia care.

Further developments in national policy are anticipated through the proposed Modern Service Framework for Frailty and Dementia, which is expected to outline a renewed strategic approach to ageing, long-term conditions and dementia care within the UK health and care system. While details are still emerging, the framework is expected to emphasise integrated care pathways, community-based services and workforce capability across health and social care sectors.

These policy developments highlight the importance of a skilled workforce capable of delivering evidence-based, person-centred dementia care and leading practice improvement initiatives. The MSc Advanced Dementia Studies programme responds directly to these priorities by equipping health and social care professionals, voluntary organisations and private sector, with the knowledge, critical skills and leadership required to support people living with dementia and influence service development and practice improvement at local, national and international levels.

Programme aims

In summary, the Advanced Dementia Studies programme is 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. 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 the knowledge and methodological skills required to design, implement and evaluate practice development or service improvement initiatives and to translate evidence into dementia care practice and policy.

Programme Learning Outcomes

The core programme learning outcomes are matched to the UK's Dementia Training Standards Framework (Skills for Health & Skills for Care, 2015/2018). We are confident that this programme can help meet the needs for national dementia workforce development.

The Dementia Training Standards Framework is organised around three tiers: awareness, which everyone should have; basic skills, relevant to staff in settings where people with dementia are likely to appear; and leadership. Within this programme, we have matched the core learning outcomes to those within the Framework so that graduates will exceed the requirements of the skills and leadership tiers across many of the core subjects.

The programme offers all students core modules on Understanding the me in Dementia, Post-diagnostic Support and Living Well with Dementia, Evidence-based Dementia Practice, 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.

To be eligible for the FHEQ Level 7 Certificate in Dementia Studies, students will be able to:

- 1. Critically evaluate the evidence-base underpinning contemporary dementia care.
- 2. Critically reflect on ethical principles, values and rights-based approaches underpinning dementia care.
- 3. Communicate and justify evidence-informed arguments to specialist and non-specialist audiences.
- 4. Demonstrate autonomous learning through independent study and critical reflection on personal and professional development needs.
- 5. Critically appraise and apply approaches that facilitate meaningful interaction with people with dementia to understand lived experience and inform person-centred care.
- 6. Critically challenge stigma, discrimination and language related to dementia while recognising and respecting cultural and experiential

Additionally, to be eligible for the FHEQ Level 7 Postgraduate Diploma in Advanced Dementia Studies, students will be able to:

7. Critically appraise and synthesise evidence to analyse, evaluate and apply principles of dementia care to contemporary dementia practice.
8. Critically apply theoretical concepts and evidence-informed approaches to address complex issues in contemporary dementia services provision.
9. Critically evaluate the role of leadership and decision-making in improving dementia care practice and services. Critically evaluate and apply methods used to evaluate practice and gather data from a range of stakeholders, including people with dementia.
10. Synthesise evidence and evaluation findings into recommendations for improving dementia care practice and services.

Additionally, to be eligible for the FHEQ Level 7 Degree of Master of Science in Advanced Dementia Studies, students will be able to:

11. Demonstrate extended critical awareness and understanding of different theoretical constructs underpinning project management, dementia service improvement and evaluation. 12. Design, implement and critically evaluate a small-scale practice development project that contributes to improving dementia care practice.

Learning and Teaching Strategy

This part-time distance learning programme is delivered through a range of digitally supported learning and teaching methods including real-time tutorials, inter-professional discussion groups, practice-based exercises, and guided self-directed study. Teaching is research-informed and draws on the applied research expertise of the Department of Applied Dementia Studies.

Module materials provided consist of:

- A structured study guide
- Online learning resources including podcasts, videos and readings
- Online real time tutorials
- Closed online discussion groups that facilitate peer interaction, collaborative learning and professional networking

The study guide provides:

- An overview of the module aims and structure
- The learning outcomes students are expected to achieve
- Guidance for completing in-text and online learning activities
- Details of formative and summative assessments
- A study planner including key dates and timelines for the module activities.
- Directed reading and further learning resources.

The programme welcomes national and international applicants. The use of digitally supported teaching enables students to engage in inter-professional and multidisciplinary learning with peers from a wider range of health and social care, voluntary and private sector organisations worldwide. This diverse learning environment supports the exchange of professional experiences and perspectives and promotes a global understanding of dementia care practice.

Enquiry-based learning and experiential learning are embedded within the curriculum design. Students are encouraged to apply theoretical knowledge to their own professional contexts and to critically reflect on dementia care practice within their organisations. Within each module, students are provided with a broad outline of assignment topics and can select areas of focus relevant to their own practice settings, enabling the direct application of learning to real-world practice challenges.

Learning materials are designed to support diverse learning needs. Written resources are developed in line with accessibility guidance to support students with learning differences, including dyslexia, and the programme uses a range of multimedia formats to support different learning preferences.

The curriculum is research-informed and draws on the applied research expertise of the Department of Applied Dementia Studies within the Faculty of Health and Social Care. Teaching materials are informed by contemporary research on dementia care, including developments in person-centred practice, methodological innovation and emerging approaches to dementia support and service development.

Assessment Strategy

The programme employs a diverse range of assessment methods designed to evaluate students' achievement of the programme learning outcomes and to support the development of advanced knowledge and skills appropriate to Level 7 study. Assessments include a combination of written assignments, case studies, portfolios, and audio, visual or multimedia presentations, enabling students to demonstrate both critical engagement with theoretical concepts and their application to dementia care practice.

The assessment strategy is designed to assess students' understanding of the theoretical principles underpinning dementia care alongside their ability to critically apply this knowledge to real-world practice contexts. Assessments therefore require students to analyse, evaluate and synthesise evidence, reflect on professional practice, and propose or evaluate improvements in dementia care services.

Although theoretical knowledge and professional practice are conceptually distinct, the programme integrates both within assessment tasks. Assignments are designed to encourage students to apply theory to their own professional contexts and to critically evaluate practice within their organisations and services.

Each module incorporates formative assessment activities that provide opportunities for feedback and support students' development prior to summative assessment. These activities may include draft submissions, discussion activities or structured exercises designed to support learning and the development of academic and professional skills. Each module also includes summative assessment designed to evaluate students' achievement of the module learning outcomes.

Experts by experience, including people living with dementia and supporters, contribute to the design, delivery and evaluation of learning and assessment activities across the programme, ensuring that assessment tasks remain grounded in the realities of dementia care practice and reflect the perspectives of those directly affected by dementia.

Curriculum

University of Bradford modules are studied over an academic Year divided into two Semesters: Semester 1, starting in September, and Semester 2, starting in January/February. All modules on the Dementia Studies and Advanced Dementia Studies programmes are core module and are studied by all students together. The four taught modules are also available as standalones modules and may be taken independently by students enrolled on other programmes.

The Postgraduate Certificate in Dementia Studies is a 60-credit award. In the first year of the programme, students will study two core modules:

Table 1: Dementia Studies Certificate Modules

Module Code	Module Title	Credit	Level	Study Period
DEM7022-C	Understanding the me in dementia	30	FHEQ 7	ACYR
DEM7025-C	Post-diagnostic Support and living well with dementia	30	FHEQ 7	NSYR

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 1-6.

Students progressing to the Postgraduate Diploma, a 120-credit award, will study a further two core modules in year 2 of the programme:

Table 2: Advanced Dementia Studies Diploma Modules

Module Code	Module Title	Credit	Level	Study Period
DEM7023-C	Evidence-based dementia practice	30	FHEQ 7	ACYR
DEM7026-C	Evaluating dementia practice	30	FHEQ 7	NSYR

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 1-9.

In the third year, students undertake the final stage of the programme, in which they design, implement and critically evaluate a small-scale practice development project that contributes to improving dementia care practice. Master's students will study the final 60 credits over both Semesters:

Table 3: Advanced Dementia Studies Degree Project

Module Code	Module Title	Credit	Level	Study Period
DEM7020-E	Leading change in practice	60	FHEQ 7	ACYR

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.

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 courses (Regulation 9).

Admission Requirements

The University welcomes applications from a wide range of prospective students. In considering applications, particular attention is given to an applicant's potential to benefit from the programme and their ability to succeed at postgraduate level.

We are proud to be [one of the most inclusive universities in the UK](#). All our students have potential, and we believe that as many people as possible should have the chance to benefit from higher education, no matter what their background or circumstances.

We take the time to understand the background of our applicants, understand their journey to education, and make decisions based on an applicant's potential to thrive at university and beyond

All applicants must have access to a computer with a reliable internet connection.

For international students, the level of English required is listed on the [University of Bradford English language requirements website](#). Exceptionally, holders of a UK degree awarded within 2 years prior to entry to the Bradford programme may be exempt from these English test requirements.

International applicants who do not meet the IELTS requirement can take a [University of Bradford pre-session English course](#).

Due to the applied nature of the programme, applicants should be employed in a role or voluntary placement that brings them into regular contact with people living with dementia during the academic year (September to June) prior to commencing the programme. Students will be expected to apply their learning to practice-based activities, including seeking stakeholder perspectives and planning, implementing and evaluating practice development initiatives. Applicants will therefore be required to obtain approval from a manager or supervisor within their work or voluntary setting before beginning the programme.

Consideration of all applications will be based on a combination of formal academic qualifications and other relevant experience. Applications are welcome from mature students returning to study (aged 25 or over upon entry) or students with non-standard qualifications. All applicants 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 for these applicants 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.

Recognition of Prior Learning

The University of Bradford is committed to widening participation and welcomes applications from individuals with diverse educational and professional backgrounds.

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University of Bradford has procedures to evaluate and recognise this learning to provide applicants with exemptions from specified modules or parts of the programme. Find more information about [recognition of prior learning decisions](#) on the University website

The University has procedures in place to assess such learning and may grant exemptions from specific modules or elements of the programme where appropriate.

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

Please note: 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 an offer of a place on a programme of study at the University of Bradford is accepted. [View our Student Contract for further details](#). 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.