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: 2026/27
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.

Minor Modification Schedule

1. July 2025 - Annual Changes for the 2025 academic year, including changes to academic regulation.
2. May 2026: Annual changes for 2026 entry, updated references.

Programme overview

This innovative Postgraduate Certificate for Practitioners with Advanced or Extended Roles in Dementia is designed for healthcare professionals working in settings where dementia assessment, diagnosis and ongoing support are provided. The programme is aimed at practitioners such as GPs, Advanced Nurse Practitioners, Advanced Clinical Practitioners and other professionals working in services that support people living with dementia.

The programme equips students with the advanced knowledge and skills required to undertake person-centred assessment, diagnostic decision-making and ongoing management of dementia, within the scope of their professional role and in accordance with current clinical guidelines and best practice. Students will develop the capability to assess cognitive impairment, contribute to diagnostic processes, and support people living with dementia and their families through effective post-diagnostic care and management.

The programme is designed to support practitioners seeking to develop or formalise extended roles in dementia care, including recognition as a Practitioner with an Extended Role in Dementia where local recognition schemes are in operation. It also reflects the increasing emphasis within UK health policy on improving access to timely dementia diagnosis and strengthening post-diagnostic support pathways.

The curriculum is co-produced with experts by experience, including people living with dementia and their supporters, who contribute to the design, development and delivery of teaching and learning activities. This approach ensures that the programme remains grounded in the lived experiences of people affected by dementia and reflects the University of Bradford’s commitment to inclusive education and stakeholder engagement.

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

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Disease International (ADI) for excellence in dementia education and training. As of 2026, the University of Bradford remains the only university in Europe with a department accredited to this standard.

Students should note that this programme is not accredited by a UK professional regulatory body and does not confer eligibility for professional registration in the UK.

Practice oriented

This Postgraduate Certificate programme integrates the study of theoretical principles with an application in clinical practice. Teaching is delivered through a blended learning approach that includes online tutorials, facilitated discussion groups and independent study guided by a distance learning study guide. The study guide provides required readings and structured learning activities delivered through the University's virtual learning environment, alongside opportunities for clinical work-based learning supported by external mentor supervision.

Assessment within the programme evaluates both academic learning and clinical competence.

To undertake the programme successfully, applicants must meet the specified entry requirements and be working within a suitable clinical environment that enables them to develop and demonstrate the required competencies.

Dementia diagnosis and support in the UK: the national context

Dementia is an increasing public health priority in the UK, with growing emphasis on improving access to timely diagnosis and strengthening post-diagnostic support for people living with dementia and their supporters. National guidance, including the National Institute for Health and Care Excellence (NICE) dementia guideline (2018), highlights the importance of co-ordinated assessment processes, multidisciplinary diagnostic pathways and high-quality memory assessment services.

Recent reports, including the Alzheimer's Society report *Because We're Human Too* (2024), have also identified significant gaps in dementia training across the health and social care workforce and emphasised the need for improved professional education for practitioners involved in dementia assessment, diagnosis and ongoing care.

Alongside these developments, the scientific landscape of dementia diagnosis is evolving rapidly. Advances in biomarker research, including the development of emerging blood-based biomarkers, are beginning to influence international research and policy discussions about earlier and more precise detection of dementia. While these approaches are still developing within routine clinical practice, they are expected to influence future diagnostic pathways and the organisation of memory assessment services. The programme therefore engages students in critical discussion of the evolving evidence base and the implications of emerging diagnostic technologies for clinical practice.

These developments are expected to be further reinforced through anticipated reforms in health policy, including the proposed Modern Service Framework for Frailty and Dementia, which is expected to emphasise earlier diagnosis, improved dementia care pathways and strengthened workforce capability in dementia services. In this context, practitioners working within memory assessment services require advanced knowledge and skills to navigate a rapidly changing diagnostic and service landscape.

The Department of Applied Dementia Studies at the University of Bradford contributes to these priorities through internationally recognised research, education and training in dementia care, supporting the development of practitioners capable of delivering high-quality dementia assessment, diagnosis and post-diagnostic support.
Programme Aims

The programme is intended to:

- • Support students to develop advanced knowledge and skills in dementia assessment, diagnosis, clinical management and ongoing support for people living with dementia and their supporters.

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- Enable students to apply person-centred and evidence-informed approaches to dementia assessment, diagnosis and post-diagnostic support within their professional scope of practice.
- Develop practitioners' ability to critically evaluate clinical evidence, diagnostic approaches and care pathways in order to support high-quality dementia services.
- Prepare students to seek local recognition as a Practitioner with an Extended Role in Dementia, or gain Advanced Practitioner roles, where such schemes/opportunities are operational. Programme Learning Outcomes

To be eligible for the FHEQ Level 7 Certificate award, students will be able to:

1. Critically apply appropriate cognitive screening measures and clinical assessment approaches to support the diagnosis of dementia in accordance with current policy and guidelines.

2. Critically apply person-centred principles to the assessment, diagnosis and ongoing support of people living with dementia and their supporters, integrating clinical evidence and professional judgement. Critically appraise and synthesise evidence relating to the experiences of living with dementia and apply this knowledge to evidence-based psychosocial and clinical approaches to treatment and support. Critically evaluate the role and impact of multidisciplinary working in the provision of post-diagnostic dementia support. Demonstrate advanced communication skills when discussing diagnosis, care planning and support options with people living with dementia and their supporters.

3. Apply critical problem-solving and decision-making skills in complex and unpredictable clinical situations, exercising personal responsibility for professional decisions.

Learning and Teaching Strategy

Study is delivered through a blended learning approach that combines independent study with structured online learning activities. Students engage in guided self-directed learning using a distance learning study guide and directed readings. Teaching, learning and assessment activities are delivered primarily through distance learning, supported by the University's virtual learning environment. Scheduled learning activities include synchronous online tutorials and asynchronous facilitated discussion groups.

Teaching on the programme is research-informed and draws on the applied research expertise of the Department of Applied Dementia Studies, ensuring that learning reflects contemporary developments in dementia assessment, diagnosis and care. Learning activities are designed to promote critical thinking, reflective practice and the application of evidence to clinical decision-making in dementia care.

The design of the programme enables flexible study that can be undertaken alongside professional employment. Learning and teaching approaches are intended to support the integration of theoretical knowledge with clinical practice and to enable students to apply learning directly within their own professional contexts. Online tutorials and discussion activities provide opportunities for students from a range of professional backgrounds to share perspectives on dementia assessment and care, supporting interprofessional learning.

The teaching and learning strategies are designed to support students in achieving the programme learning outcomes. As part of the programme, students will undertake 30 hours of clinical work-based learning within each module. This involves observation or participation within relevant services (for example memory assessment services) or supervised practice within the student's own workplace. The structure of work-based learning activities will be agreed between the student and a suitably experienced practice-based clinical mentor, taking account of the student's existing role, experience and learning needs.

Students are required to identify and arrange a clinical mentor within their own workplace or practice setting prior to commencing the programme. The mentor is not appointed by the University but is a practitioner with appropriate experience in dementia assessment and care who agrees to support the student's learning in practice. The clinical

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mentor will provide up to 10 hours of supervision during each module. These meetings may take place face-to-face or through telephone or video conferencing and provide opportunities for students to discuss clinical experiences, reflect on learning needs and demonstrate how they are developing the knowledge and skills required to meet the module learning outcomes. The clinical mentor will also assess the student's clinical competencies through observation of practice. .

Assessment Strategy
Each module includes two components of summative assessment. The assessments are designed to relate directly to the clinical work-based learning undertaken by the student and require students to apply theoretical knowledge to practice within dementia assessment, diagnosis and post-diagnostic support. For each module, students complete a written academic assessment which constitutes 100% of the module mark. In addition, students are required to demonstrate achievement of the clinical competencies associated with the module. These competencies are assessed on a pass/fail basis and must be successfully signed off by the student's practice-based clinical mentor in order for the module to be passed.

The assessment strategy is designed to evaluate both academic learning and the development of professional capabilities relevant to advanced or extended roles in dementia care. Written assessments require students to critically engage with the evidence base, reflect on clinical practice and demonstrate the application of knowledge to real-world practice contexts.

Formative assessment opportunities are embedded within each module to support learning and provide developmental feedback prior to submission of the summative assessment. These may include draft submissions, case discussions, guided exercises and structured feedback provided through tutorials and online learning activities.

Together, the summative and formative assessment approaches are intended to support students in achieving the programme learning outcomes while ensuring that theoretical understanding and clinical competence are developed in parallel. 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	ACYR	DEM7001C
Post-diagnostic support and living well with dementia	30	NSYR	DEM7025-C
Post-diagnostic support Clinical Competencies	0	NSYR	DEM7027-Z

Students will be eligible to exit with the award of Postgraduate Certificate if they have successfully completed 60 credits, the clinical competencies module 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
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.

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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) Applicants must have computing skills appropriate for postgraduate distance learning study, including access to a computer with a reliable broadband connection and the ability to use the University's virtual learning environment and online resources.

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 to gain the required experience to support their learning. This must be arranged prior to starting the programme.
2) To have the support of their employer to undertake this programme of study.
3) Identify an appropriately qualified and experienced practice-based Clinical Mentor/Assessor for each module who will provide clinical supervision and assess clinical competence. The mentor must be in place prior to commencing 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 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.

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 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

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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/

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

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