

University of the West of Scotland

Postgraduate Programme Specification

Session: 2023/24

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Status: Published

| | |
|---------------------------|--------------------------|
| Named Award Title: | MSc Dementia Care |
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|------------------------------------|---|
| Award Title for Each Award: | MSc Dementia Care PG Cert Dementia Care PG Dip Dementia Care |
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|---------------------------------------|--|
| Date of Validation: | September 2022 |
| Details of Cohorts Applies to: | September 2015 and September 2016 (With Dementia Care) pathway added in Academic Year 2018-19. 2022-23 Name change only from MSc in Gerontology (with Dementia Care) to the new title MSc in Dementia Care. No other change to the programme has been made. 2018-19 to 2021-2022 cohorts will be affected. |

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|---|------------------------------------|
| Awarding Institution/Body: | University of the West of Scotland |
| Teaching Institution: | University of the West of Scotland |
| Language of Instruction & Examination: | English |
| Award Accredited By: | University of the West of Scotland |
| Maximum Period of Registration: | |
| Mode of Study: | Part Time |
| Campus: | Distance/Online Learning |

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|--------------------------|------------------------------------|
| School: | School of Health and Life Sciences |
| Programme Board | Mental Health Nursing & IP |
| Programme Leader: | Bryan Mitchell |

Admission Criteria

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

Appropriate Undergraduate Qualification

An Undergraduate Degree or Graduate Certificate

Other Required Qualifications/Experience

An applicant, who has successfully completed a relevant first degree or equivalent qualification at SCQF Level 9 (i.e. Graduate Certificate in Working with Older People) normally within the past 5 years and has a command of current, evidence-based knowledge within their chosen subject.

Consideration will be given to applicants who have a degree in an unrelated topic at the discretion of the Programme Leader.

Consideration will be given to applicants who have gained their degree several years ago where continued further development in knowledge through postgraduate studies would demonstrate currency in certified learning.

Copy of original academic transcript.
Satisfactory academic and personal references.
English language proficiency with candidates expected to achieve an IELTS standard of 6.5.

Applicants with relevant professional experience will also be considered for entry to the programme on an individual basis.

Further desirable skills pre-application

Health and/or social care experience of older adults in either employment or the third sector (employed or voluntary).

Good communication and interpersonal skills.

Good information technology skills.

Academic reading, writing and referencing skills commensurate with graduateness

General Overview

General Overview

Changing demographics have focused attention on later life on a global scale. One area of concern now and into the future are the difficulties faced by those living with dementia, their carers and their families. Dementia affects almost 50 million people worldwide, with a new case of dementia occurring somewhere in the world every 3 seconds. 131.5 million people will be living with dementia by 2050. This unprecedented rise will create a number of issues affecting health and social care delivery worldwide (Alzheimer's Disease International, 2015). This programme has been designed for healthcare professionals wishing to be involved in addressing this worldwide challenge. The pathway incorporates the work of the EU funded Palliare Project, a project aimed to support the dementia workforce to champion improvements to the care of those people living with dementia who are advanced in their illness. See: <http://www.uws.ac.uk/palliareproject/>

The **MSc in Dementia Care** aims to develop the knowledge, skills and confidence of practitioners, carers and older people by introducing debate around ageing, demographic changes, globalisation and their subsequent impact on those living with dementia. The programme has been developed by placing the experience of the older person with dementia at the centre, recognising the importance of policy and the need to make direct links from learning to practice. Students will be supported throughout the programme to share their experiences and to transfer their new learning to their own environments.

Key Features

Our ongoing national and international collaborations and cross-sector partnerships ensure that we are at the forefront of issues affecting individuals and populations as they age. This makes this MSc in Dementia Care an attractive option for both employers and students. The programme will combine wider learning about the issues affecting those experiencing dementia and their carers in a range of national and international settings. The emphasis is on developing critical evaluation skills and evidence-based knowledge that encompasses holistic care. This will widen understanding of global issues of concern in dementia care, whilst developing a greater appreciation of the need to challenge assumptions and stereotypes around the illnesses which cause dementia. It will look in depth at how people living with advanced dementia and their carers live and cope with these disease processes.

This part-time postgraduate programme is aimed at health, social care and social work professionals and others involved in the care and support of the older people living with dementia either professionally or personally. It has been developed in partnership with other Higher Education Institutes, voluntary, health and social care sector organisations and older people to ensure that a relevant postgraduate programme offering maximum flexibility in mode of study has been created. Students can study part-time online from anywhere in the world. Therefore reliable internet access is necessary, no matter how you participate.

Part-time students typically study 3 modules per year (60 credits) over all three university terms. It is expected that most students will be in employment whilst studying and this is reflected in the links made throughout the programme between theory and practice.

The MSc in Dementia Care is delivered in three stages:

Stage One - Postgraduate Certificate, involves participation in 3 modules over three terms (total 60 credits)

Stage Two - Postgraduate Diploma, involves participation in a further 3 modules, so six modules over six terms (total 120 credits),

Stage Three - MSc Dissertation which takes the form of a rigorous research proposal on a topic of the student's choice. This allows students to develop essential skills for research, practice and career enhancement (60 credits). This is done over an academic year.

The MSc programme will usually take three to four years to complete on a part-time basis. However, each stage is recognised as a distinct qualification and participants may choose, if necessary, to take a break between stages. In such cases, they are required to complete the Master's programme within five years.

Career Prospects

The School of Health and Life Sciences is recognised nationally as a provider of quality education and training and this programme will generate graduates who are highly specialised in the field of Dementia Care. Students will develop an understanding of both national and international contexts related to all aspects of dementia care and will be equipped with skills to apply this knowledge. This programme is particularly useful for those looking to further their careers in a health or social care environment. Graduates will have high-level transferable skills including complex problem-solving, conceptual skills, communication of complex ideas, leadership, decision-making skills and the ability to work and engage with others in an online environment.

Pointers to Further Study - Progression Routes

This programme offers a progression route for the University of the West of Scotland students completing undergraduate degrees, for example in social sciences, integrated health and social care, nursing, psychology and those who have completed the school's Graduate Certificate in Working with Older People. The Alzheimer Scotland Centre for Policy and Practice is increasingly developing PhD opportunities and these may provide a progression route for some students following successful completion of the MSc programme should they wish to continue. The School's approach to the programme is directed by the UWS Strategy 2025 and is focused on optimising student engagement in learning and the development of personal growth and professional autonomy.

This programme is supported by the staff of the **Alzheimer Scotland Centre for Policy and Practice**, who have widely regarded expertise at national and international level in this field. See <https://www.uws.ac.uk/research/research-institutes-centres-groups/alzheimer-scotland-centre-for-policy-and-practice/>

The online delivery of the programme means that students can participate in this MSc from anywhere in the world as it offers maximum flexibility for learners. Online learning approaches include group discussion and seminars, lectures from experts in the field, videos and podcasts and enquiry based learning using studies of older persons' experiences.

The University VLE will be used by all students for all learning, teaching and assessment. This is to ensure equity of experience and allow groups and cohorts of students to work together to maximise their learning opportunities. All materials, handbooks and assessment information will be available 24/7 via the VLE. Asynchronous discussion is considered a key aspect of teaching and support in all of the modules. IT support is available from the University with online tutorials giving assistance available 24/7 and helpdesk support also offered to all participants. Personal development planning and reflection is incorporated into the programme and students will be encouraged to fully engage in the process of identifying, reflecting and developing goals to address their learning needs. It is recognised that students who enter this programme of study may come from different professional and academic backgrounds and the assessments reflect this diversity. The modules in the programme will use a progressive approach to assessment with an initial formative assignment providing useful feedback to students before a summative assessment is submitted

References

Alzheimer's Disease International (2015) World Alzheimer Report (2015) The Global Impact of Dementia: An analysis of prevalence, incidence, cost and trends. London, ADI. Available at: <https://www.alzint.org/resource/world-alzheimer-report-2015/#:~:text=Some%20of%20the%20key%20findings,trillion%20dollar%20disease%20by%202018>

Graduate Attributes, Employability & Personal Development Planning

In the current financial climate, the employability aspects of academic modules is a vital component of this learning experience. This programme will provide students with a postgraduate qualification in specialised subject areas that are features of a variety of health and social care workplace settings. Working with people living with dementia is an area of expanding rather than contracting employment opportunities given the demographic changes and the care integration agenda embraced in older people care provision worldwide. At the same time, employment and promotion are increasingly competitive and this programme provides students with some clear advantages in relation to employability.

This programme also fully embraces the concept of Masterness described in the QAA Scotland (2013) Facets of Masterness described within their Masterness Toolkit. See <https://www.qaa.ac.uk/scotland/development->

projects/learning-from-international-practice/taught-postgraduate-student-experience

In accordance with the University Personal Development Planning Policy and Framework, personal development planning is embedded within each module in the programme to enable students to become aware of their knowledge, skills and abilities and how these have been developed within each module. Students are encouraged to reflect on learning achievements and experiences and the implications these have for their future development.

In alignment with all programmes at UWS this programme embraces the three overarching UWS Graduate Attributes that state that our students on graduation will be Universal (have globally relevant skills and abilities) will be Work-ready (dynamic and prepared for employment in a complex and ever-changing environment) and successful (be in a position to be successful and realise their potential in a variety of different contexts. See <https://www.uws.ac.uk/current-students/your-graduate-attributes/>

Work Based Learning/Placement Details

This programme does not include opportunities for work-based learning, however, it is anticipated that the assessment strategy will allow students to contextualise learning to current and/or future professional employment within the field of Dementia Care and/or Older Peoples' Care. The focus is predominantly on theoretical Masters Level study, but there are examples of skills-based practice throughout the programme.

Engagement

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time.

Where a programme has Professional, Statutory or Regulatory Body requirements these will be listed here:

No additional requirements.

Equality and Diversity

Further information on the institutional approach to Equality, Diversity and Inclusion can be accessed at the following link: <https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/>

At UWS and within the School of Health and Life Sciences we are committed to advancing and promoting equality and diversity in all of our activities and aim to establish an inclusive culture, free from discrimination and based upon the values of fairness, dignity and respect.

We do this by promoting equality, valuing diversity and communicating the importance of dignity both at work and study. We are committed to enhancing wellbeing; see <https://www.uws.ac.uk/current-students/supportingyour-health-wellbeing/> and have the structures, leadership and support in place to embed equality. For further information, see <https://www.uws.ac.uk/aboutuws/uws-commitments/equality-diversity-inclusion/>

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

A. PG Cert

Learning Outcomes (Maximum of 5 per heading)

| Knowledge and Understanding | |
|--|--|
| A1 | Demonstrate extensive knowledge and critical understanding of contemporary theory, principles and concepts in relation to understanding issues in dementia care. |
| A2 | Critical understanding in an international context of the cultural, economic, social and environmental circumstances in which people age and develop dementia-causing illness. |
| A3 | Demonstrate extensive, detailed and critical knowledge of the principles of research methodology including recognising and addressing ethical concerns. |
| Practice -Applied Knowledge and Understanding | |

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|---|---|
| B1 | Apply research-based evidence and contemporary and reflective approaches to inform knowledge of dementia care in a variety of health and social settings. |
| B2 | Demonstrate competency in creative and innovative approaches to improving the perceived quality of life of people requiring dementia care. |
| B3 | Evaluate practice and support in terms of the outcomes for people living with dementia in a manner which overcomes methodological and practical challenges. |
| Communication, ICT and Numeracy Skills | |
| C1 | Develop an approach to sharing skills and studying independently both on and offline. |
| C2 | Interpret, use and evaluate statistical data appropriately. |
| C3 | Develop IT literacy that enables discussion, presentation and analysis of relevant information. |
| Generic Cognitive Skills - Problem Solving, Analysis, Evaluation | |
| D1 | Demonstrate a detailed and critical understanding of the major determinants of cognitive decline and the subsequent requirements for health and social care |
| D2 | Systematically analyse policy and economic issues impacting on dementia development amongst different populations. |
| D3 | Apply critical analysis, evaluation and synthesis to contemporary issues which may impact on the lives and care needs of people living with dementia and their carers. |
| Autonomy, Accountability and Working With Others | |
| E1 | Critical understanding of complex ethical and professional issues in relation to promoting the autonomy of older people living with dementia, including those in marginalised groups. |
| E2 | Engage in critical reflection in order to advance academic, personal, professional and career development. |
| E3 | Promote advocacy and empowerment in all issues that relate to the care of older people living with dementia. |

Core Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|------------|-------------|--|--------|------|---|---|-----------|
| | | | | 1 | 2 | 3 | |
| 11 | NURS11018 | Dementia Care Principles | 20 | ✓ | | | |
| 11 | NURS11128 | Rights, Risk and Ethics in Dementia Care | 20 | | ✓ | | |

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|------------|-------------|-----------------------------------|--------|------|---|---|-----------|
| | | | | 1 | 2 | 3 | |
| 11 | NURS11094 | Frailty in Later Life | 20 | | | ✓ | |
| 11 | NURS11125 | Achieving change in dementia care | 20 | | | ✓ | |
| 11 | NURS11151 | Assessment of Capacity | 20 | | | ✓ | |
| 11 | NURS11086 | Complexities of Pain | 20 | | | ✓ | |
| 11 | NURS11064 | Delivering Compassionate Care | 20 | | | ✓ | |

* Indicates that module descriptor is not published.

Footnotes

Option choices should not be limited to just these options. Students will be allowed to consider selecting

other Level 11 modules offered within the University as their option following a discussion with, and approval by, the Programme Leader.

Criteria for Progression and Award

If the student requires to conclude their studies early and upon completion of 60 credits the student may be entitled to an exit award of Postgraduate Certificate in Dementia Care.

B. PG Dip

Learning Outcomes (Maximum of 5 per heading)

| Knowledge and Understanding | |
|---|--|
| A1 | Knowledge that integrates a compassionate approach to caring for people living with dementia and their carers |
| A2 | Critical understanding of the principal theories and concepts of health and social care applied to emerging issues in dementia care. |
| A3 | Critical awareness of issues affecting people in later life, with or without dementia in different contexts influenced by local, national and international policy, practice, research and broader social factors. |
| Practice -Applied Knowledge and Understanding | |
| B1 | Manage change effectively and efficiently, demonstrating originality, creativity, innovation and leadership in the achievement of best practice. |
| B2 | Explain how the use of a variety of approaches and strategies can contribute to the health and well-being of those living with dementia and their significant others. |
| B3 | Demonstrate the ability to discuss and critique approaches to improving the perceived quality of life for people living with dementia and their carers. |
| Communication, ICT and Numeracy Skills | |
| C1 | Undertake critical evaluations of a wide range of statistical data. |
| C2 | Communicate effectively to a variety of audiences as part of responding to specific issues relating to dementia care. |
| C3 | Evidence an effective eLearning approach to sharing skills and independent study. |
| Generic Cognitive Skills - Problem Solving, Analysis, Evaluation | |
| D1 | Identify a range of theoretical explanations in research and evaluation, discriminating between various paradigms and their resulting impact on practice. |
| D2 | Application of critical analysis, evaluation and synthesis to forefront new issues in dementia care for a range of audiences. |
| D3 | Engage appropriately in online activities and engage in online discussion with peers. |
| Autonomy, Accountability and Working With Others | |
| E1 | Demonstrate leadership and/or initiative and make an identifiable contribution to change and development and/or new thinking. |
| E2 | Engage in critical self-reflection to advance academic and professional development. |
| E3 | Evidence ability to collaborate in both an online and off-line environment. |

Core Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|------------|-------------|-------------------------------------|--------|------|---|---|-----------|
| | | | | 1 | 2 | 3 | |
| 11 | MIDW11003 | Research for Health & Social Care | 20 | | ✓ | | |
| 11 | NURS11127 | Contemporary advanced dementia care | 20 | ✓ | | | |
| 11 | NURS11125 | Achieving change in dementia care | 20 | | | ✓ | |

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|------------|-------------|-------------|--------|------|---|---|-----------|
| | | | | 1 | 2 | 3 | |
| | | | | | | | |

* Indicates that module descriptor is not published.

Footnotes

Criteria for Progression and Award

If the student requires to conclude their studies early and upon completion of 120 credits the student may be entitled to an exit award of Postgraduate Diploma in Dementia Care.

C. Masters

Learning Outcomes (Maximum of 5 per heading)

| Knowledge and Understanding | |
|---|--|
| A1 | Demonstrate extensive, detailed and critical knowledge of the principles of research methodology and its application in the design of a research project within the field of dementia care. |
| A2 | Formulate ideas and hypotheses to develop a research project. |
| A3 | Global awareness of contemporary issues affecting people in later life and those receiving dementia care and the ability to share this learning appropriately. |
| Practice -Applied Knowledge and Understanding | |
| B1 | Identify high-quality research, which contributes to a substantial body of knowledge which is at the forefront of the students' area of professional practice. |
| B2 | Evidence a range of standard and specialised research and/or equivalent instruments and techniques of enquiry. |
| B3 | Formulate epistemological approaches to understanding the experience of living with dementia in different contexts and support for older people living with dementia on a global scale. |
| Communication, ICT and Numeracy Skills | |
| C1 | Apply a range of advanced and specialised skills to support and enhance research and professional practice. |
| C2 | Extensive evidence of online searching and review of the literature. |
| C3 | Evidence ability to develop research skills and complete a detailed research proposal within a specified timescale. |
| Generic Cognitive Skills - Problem Solving, Analysis, Evaluation | |
| D1 | Identify a range of theoretical explanations in research and evaluation, discriminating between various paradigms and the resulting impact on practice. |
| D2 | Conceptualise and design a research study for the generation of knowledge or understanding, and to communicate ideas and conclusions clearly and effectively to specialist and non-specialists audiences |
| D3 | Demonstrate the ability to evidence an understanding of different approaches to dementia care internationally and critically assess how this impacts on their own situation. |
| Autonomy, Accountability and Working With Others | |
| E1 | Evaluate and utilise existing research relevant to the field of practice, to conceptualise and design a project. |

| | |
|----|--|
| E2 | Demonstrate capacity as a self-learners with reflection on practice relating to the care of people living with dementia. |
| E3 | Critically debate philosophical, ethical, legal, economic and political issues related to later life and dementia care. |

Core Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|------------|-------------|------------------------|--------|------|---|---|-----------|
| | | | | 1 | 2 | 3 | |
| 11 | NURS11010 | MSc Dissertation (HLS) | 60 | ✓ | ✓ | ✓ | |

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|------------|-------------|-------------|--------|------|---|---|-----------|
| | | | | 1 | 2 | 3 | |
| | | | | | | | |

* Indicates that module descriptor is not published.

Footnotes

Criteria for Award

On successful completion of the Dissertation and 120 credits which include the programme's core modules the student will be eligible to receive the award MSc in Dementia Care.

A Distinction will be awarded to awards of Masters in line with current University Regulations

Regulations of Assessment

Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework.

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for an exit award of PgCert/ PgDip in Combined Studies.

Changes

Changes made to the programme since it was last published:

This Programme Descriptor reflects a name change to MSc in Dementia Care.

Update of the module overview to remove any mention of the MSc in Gerontology and MSc in Gerontology (with Dementia Care).

Alteration of PG Cert Outcomes and Modules and PG Dip Outcomes and Modules to reflect the name change and remove any mention of the previous MSc in Gerontology from this programme specification.

All text associated with providing additional support sessions at Lanarkshire Campus have been removed as this programme will now be delivered solely online.

2023 onwards, the new Programme leader is now Dr Bryan Mitchell

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