Programme Specification

Programme award and title: Cert/Dip/MSc in Dementia Studies

SCQF Level: 11  SCQF Credit Value: 30

Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- The programme has been developed to provide students with an indepth, research-based knowledge of dementia studies as well as a grounding in academic and research skills. The programme consists of six modules which are delivered online, with a student completing two modules each year. The programme has been carefully designed with the six modules forming a coherent and integrated programme.

Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student's personal development planning (PDP) and future employability.

Knowledge and understanding
- This course aims to develop an advanced understanding of multidisciplinary perspectives about dementia and approaches to dementia care. The general educational aim is to provide students with a post graduate qualification in dementia studies upon which students can draw on and develop their own care practice and use this as a basis to critique current care provision and inform future service development. The specific objectives of the programme are to:
  - examine key theoretical frameworks for understanding dementia
  - explore national and international perspectives on contemporary issues in dementia care
  - promote competence in reviewing and assessing applied research (including evaluation research)
  - enable students to critically examine the experiences of people with dementia and their carers
  - critically appraise the ethical, legal, social and political context of dementia
  - develop students’ understanding of the dynamics of inter-agency and multi-disciplinary work
  - develop skills in designing research proposals and skills to undertake social research

Subject-specific skills and other attributes
- The programme outcomes include intellectual, practical and key transferable skills at an advanced level. Subject specific intellectual and practical skills are connected with the knowledge and understanding of dementia care. However many of these skills are transferable more widely. The core skills students are expected to develop and demonstrate can be outlined as follows:
  - Academic skills
    - advanced literacy
    - critical and analytical skills
    - library and database skills
    - problem solving
    - creativity
    - research skills
    - e-learning skills
  - Communication skills
    - communication in group work
    - communication using e-learning mediums (e.g. chat rooms, discussion boards)
    - essay writing
    - research report and dissertation writing
  - Self-management skills
    - planning
    - applying study skills
- organising academic work
- working under pressure
- time management
- meeting deadlines

Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes
- Interpersonal Skills
- Interaction in group work
- sensitivity
- leadership

**Learning, teaching and assessment strategies:**
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

- To achieve the learning outcomes of the Certificate/Diploma/MSc Programme, different teaching and learning strategies have been developed. This mixed mode learning programme uses a number of learning methods, increasingly referred to as ‘blended’ learning. It involves students attending the university for one introductory day at the beginning of each module. A specially designed website is available for students to access course information, core and recommended readings, share expertise and contact the course tutors. A module work book forms the basis of the student’s individual study and is built upon by wider reading mainly accessed online. Individual tutorial support allows the student to clarify information, seek advice and discuss issues relating to the student’s progress on the course. The online nature of the course allows students from around the world to discuss specific concepts with each other and analyse issues arising from the literature in relation to their professional practice. In this way, their critical thinking skills are developed.

- **The Workbook**
  - This is in a written text format and an electronic version is also available on the module website. It provides the guidance for working through each module. The workbook signposts particular activities that should be completed prior to further reading of the workbook.

- **TALIS list**
  - A TALIS list is available for each of the modules. This is an electronic reading list which allows direct access to many of the core reading materials. If direct access is not possible, the list provides information on where that resource may be found.

- **Core texts and reading materials**
  - Up to three books per module will be recommended as core texts. They will be used throughout the module. There will be at least one copy of the core texts in the University library but they will be in heavy demand and students are therefore advised to purchase these texts. Other core reading will be available via the website. Students are expected to read more widely, particularly for assignments, using the University Library, the Dementia Services Development Centre library and local sources available to each student.

- **The Website**
  - Students who register with the university will be given a special password that allows access to this specially designed site. A separate guide for using WebCT (the name of the computer software used) will be provided at the introductory session. Accessing the web site will allow each student:
    - to view the particular themes and discussion topics for each module
    - to participate in discussion forums with other students
    - to view postings from the tutor team to be read and discussed
    - to access an email account
    - to access chat rooms for informal discussion with other students.

- **Tutorial Support**
  - Each registered student will have a named tutor who will oversee the progress of the student throughout a specific module. Contact with the tutor can be by e-mail, telephone or letter.
The notional 300 hours study requirement for each module is broadly broken down in the following way:

- A text based study workbook 100 hours
- Website activity 20 hours
- Website discussion boards 40 hours
- Independent reading 64 hours
- Formative assessment 30 hours
- Final Assignment 30 hours
- Introductory session 16 hours
- Total 300 hours

Each module will normally be assessed by two written assignments; a formative assignment of 2500 words and a summative assignment of 4000 words. Each will include reflection on work based practice. The first assignment will contribute 35% of the final mark for the module and the second assignment will contribute 65% of the final mark.

All assignments will be assessed according to the following core criteria:
- a) Clarity of expression and appropriateness of style for intended audience/purpose.
- b) As appropriate, the use of practice, theory, literature and research in relation to dementia care and service development and delivery.
- c) Attention to ethics, values and anti-discriminatory policy and practice.
- d) Use of personal experience, where appropriate.
- e) Ability to analyse, reflect and discuss.

### Professional/statutory body accreditation or recognition:

Each module is worth 30 credits at level 11

### Further details:

Entry requirements: [http://www.external.stir.ac.uk/postgrad/index.php](http://www.external.stir.ac.uk/postgrad/index.php)

Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)

Relevant Subject Benchmark statement (if applicable): [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)


Introduction/revision date: