Module Specification

Principles of Dementia Care

Version: 2026-27, v2.0, Approved

Contents

Module Specification 1

Part 1: Information 2

Part 2: Description 2

Part 3: Teaching and learning methods 4

Part 4: Assessment 5

Part 5: Contributes towards 6

Part 1: Information

Module title: Principles of Dementia Care

Module code: UZTRWR-20-M

Level: Level 7

For implementation from: 2026-27

UWE credit rating: 20

ECTS credit rating: 10

College: College of Health, Science & Society

School: CHSS School of Health and Social Wellbeing

Partner institutions: None

Field: Continuing Care Adult Nursing

Module type: Module

Pre-requisites: None

Excluded combinations: Principles of Dementia Care 2026-27

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This is a multi-professional Masters (L7) module designed for all dementia care contexts.

The module is relevant to all healthcare professions and will develop their critical knowledge and understanding of contemporary practice in dementia care and quality improvement. It is also beneficial for all services and organisations in improving care for people with dementia and supporting carers and families. Critically exploring

models and theories which can be applied to practice and services. The impacts on people living with dementia in their daily lives and with biopsychosocial complexities.

Features: Module Entry requirements: Registered Practitioner in Health or Social Care. Including Nursing Associates supported by Line Management.

Educational aims: This module aims to develop advanced critical thinking and synthesis skills to evaluate and apply key theories, concepts, and evidence-based practices for delivering person-centred dementia care that promotes dignity, agency, and well-being.

Equip learners to apply and critically appraise biopsychosocial, legal, and ethical frameworks in complex dementia care contexts, enabling sound decision-making, risk management, and strategies to address unmet needs.

Foster leadership and advocacy for collaborative, innovative practice by applying service improvement principles and evidence-informed approaches to communication and relational care, challenging malignant social psychology and strengthening partnerships with people living with dementia and their families.

Prepare healthcare professionals to lead transformative change within clinical settings, integrating research, reflective practice, and partnership working to enhance quality of care and promote emotional and psychological well-being for individuals affected by dementia.

Outline syllabus: The syllabus will typically cover the following topics:

Person Centred Care: Development of theories relating to person centred dementia care. Maintaining identity / Promoting Agency through occupation / Sharing decision making. The promotion of personhood and selfhood despite dementia. Global psychological and emotional considerations of the person with dementia.

Complexities of care: The inter relationship of physical and mental health in people with dementia. Psycho-social approaches to challenging issues in care; non-pharmacological approaches in dementia care. Ethical aspects of dementia care and ethical decision making. Aspects of positive communication with people with

dementia. Malignant social psychology and care cultures. The assessment of people with learning disability and dementia. Behavioural and psychological symptoms and dementia and promoting working with unmet need.

Family work & dementia: Creating effective partnerships with carers and families and the impact of caring for a person with dementia on family relationships. Anticipatory death/grief.

Socio-cultural aspects of dementia: The experience of the diverse UK population, and dementia, including socio-cultural differences in care giving roles. Exploring contemporary research with people from ethnic minority backgrounds.

Patho-physiology: Patho-physiology of dominant dementia syndromes and lifestyle associated risk factors for dementia. Relevant pharmacological approaches and outcomes.

Practice development: Models of change to enhance aspects of clinical practice. Resistors to change in clinical practice. Partnership approaches to aspects of services that can enhance the lives of people with dementia and their carers.

Part 3: Teaching and learning methods

Teaching and learning methods: The approaches which comprise of: Seminars, group work, problem solving exercises, critical review of contemporary research and policy, utilisation of prior knowledge, experience, reflection and discussion from peers.

These will take the form of group activities, case study, work-based learning or project supervision, workshops and online activities. Contact hours will be in virtual form, live online through the use of MS Teams discussion groups linked to Blackboard Ultra, virtual learning environments (VLEs) and other technology-aided means.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Critically analyse and synthesise chosen key theories, concepts, and evidence-based practices used to deliver person-centred dementia care, along with communication strategies and challenge the impact of malignant social psychology.

MO2 Apply and critically evaluate selected biopsychosocial, legal, and ethical frameworks through case study analysis to address unmet needs, enhance emotional and psychological well-being, and justify complex decision-making and risk management in dementia care contexts.

MO3 Critically evaluate evidence informed service improvement strategies to lead collaborative and innovative dementia care, integrating advanced communication and relational practices that challenge malignant social psychology and enable dignity, agency, and transformative partnership working with people living with dementia and their families/carers.

Hours to be allocated: 200

Contact hours:

Independent study/self-guided study = 152 hours

Staff-guided learning = 48 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/index.html

Part 4: Assessment

Assessment strategy: Assessment Task: Written Assignment (3000 words maximum)

Based on a case study/people with dementia using the service, that incorporates aspects of the module content, students will complete a critical account of the implementation of quality improvement practice development or initiative in their

practice area. Evidence based perspectives must support the student's argument.

At level 7 students are expected to critically evaluate, synthesise and provide independent perspectives regarding the practice / service development. This should include a critical exploration of the literature and a debate of the wider socio-political implications of dementia care that may impact on the successful implementation of the development.

Formative Assessment:
Knowledge exchange is facilitated by specialists within dementia care. Discussions, peer shared learning and formative progress assessment are features of the module. These approaches assist students to enhance their own critical thinking, reading and writing skills to the successful completion of the summative assessment assignment at M level.

Assessment tasks:

Written Assignment (First Sit)
Description: 3000 word maximum assignment
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3

Written Assignment (Resit)
Description: 3000 word maximum assignment
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Rehabilitation [DL][Glenside] MSc 2025-26

Rehabilitation [DL][Glenside] MSc 2025-26

Rehabilitation [DL][Glenside] WITHDRAWN MSc 2026-27

Supportive, Palliative and End-of-Life Care PGCert 2026-27