Module Details

Module Title	Evaluating Dementia Practice
Module Code	DEM7026-C
Academic Year	2024/5
Credits	30
School	Centre for Applied Dementia Studies
FHEQ Level	FHEQ Level 7

Contact Hours

Type	Hours
Online Tutorials (Synchronous)	39
Directed Study	261

Availability

Occurrence	Location / Period
DLA	University of Bradford / Semester 2

Module Aims

To provide students with:
1. Advanced critical skills to evaluate examples of dementia care practice
2. A comprehensive understanding of the planning process for for evaluating an area of practice
3. A critical appreciation of the role of a leader as a proponent of practice based change
4. A comprehensive understanding of the barriers and facilitators to practice change
5. The ability to forefront the involvement of a range of stakeholders in evaluating dementia care practice
6. A comprehensive understanding and critical appreciation of a range of evaluation methods and their application in practice-based evaluation.

Outline Syllabus

Identifying the steps to evaluate an area of practice; Theories and principles underpinning organisational change, theories of leadership, motivation and team-working and their relationship to evaluation of practice; identifying supports for and barriers to evaluation and change; key concepts of personal practice and service evaluation; features of quality of care from perspective of individuals and families affected by dementia; involving key stakeholders in the evaluation of care practice; partnership working; ethical practice; exploration of evaluation methods for measuring change, exploration of methods of analysis for evaluating change.

Learning Outcomes

Outcome Number	Description
01	Advanced critical skills to evaluate examples of dementia care practice.
02	A comprehensive understanding of the planning process for evaluating an area of practice.
03	A critical appreciation of the role of a leader as a proponent of practice based change.
04	A comprehensive understanding of the barriers and facilitators to practice change.
05	The ability to forefront the involvement of a range of stakeholders in evaluating dementia care practice.
06	A comprehensive understanding and critical appreciation of a range of evaluation methods and their application in practice-based evaluation.

Learning, Teaching and Assessment Strategy

To take this module, students will need regular and ongoing contact with people living with dementia in a paid or voluntary position. This must be in place before starting the module.

All learning outcomes are addressed through a combination of activities: independent completion of tasks and activities provided in the study guide, practice- based work, online resources (such as selected reading, video and audio files), and online group-based discussions using Canvas as the virtual learning platform. This will help to consolidate learning and provide opportunities for discussion and peer support and interaction.

Guided self-directed study is supported by a bespoke distance learning study guide and reading materials. In line with the University's research-informed teaching strategy the module is both research-focused, drawing on inquiry into the existing evidence-base for effective clinical practice, and is research-informed by research active staff within the Centre for Applied Dementia Studies.

The module consists of 300 hours study. Students are expected to spend:

- 261 hours in self-study

-39 hours in eleven formative scheduled learning activities, including six facilitated discussion groups, three 1-hour online tutorials and two formative assignments. While the formative assessment is optional by nature, by submitting the design of the data collection tool as formative assessment you will be able to receive feedback and guidance on collection tool before you collect any data from participants.

Engagement in scheduled learning activities is compulsory and attendance is monitored.

Feedback is provided for activities: written/audio peer and/or tutor feedback on the six discussion groups, oral feedback during online tutorials, and written developmental tutor feedback on formative assignments.

The summative assignment consists of an evaluation report of an area of practice. This will require the students to demonstrate knowledge and understanding of all learning outcomes.

Mode of Assessment

Type	Method	Description	Weighting
Summative	Coursework - Written	Evaluation report on an area of practice (4000 words)	100%
Formative	Not assessed	Design of a data collection tool.	N/A
Formative	Not assessed	Draft of the summative assignment	N/A

Reading List

To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html