Module Descriptor

Title	Dementia Champions: Enhanced Care Practice		
Session	2026/27	**Status**	Published
Code	NURS10044	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Anna Jack-Waugh		

Summary of Module

Worldwide, dementia affects over 55 million people, with numbers expected to rise to 139 million by 2050 (WHO, 2021). Age remains the most significant risk factor, with one in twenty over sixty-five and one in three over eighty developing dementia. As populations age globally, hospital use by people with dementia will increase, creating significant challenges.

Experiences in general hospitals are often suboptimal due to co-morbidities, longer stays, and avoidable issues such as dehydration, falls, and difficulties coping with care.

The COVID-19 pandemic exacerbated challenges worldwide, with people with dementia facing higher mortality, mental health deterioration, and isolation (Alzheimer's Disease International, 2020). The pandemic underscored the need for human-rights-based, person-centred approaches to dementia care. Family carers endured immense burdens, contributing an estimated 260 billion hours globally (Alzheimer's Disease International 2021). Rising living costs worldwide further threaten unpaid carers, likely increasing demand for health and social care services. Stigma and discrimination towards people with dementia and family carers remain a significant problem, with many healthcare professionals mistakenly believing dementia is a normal part of ageing, (ADI 2024). International guidelines call for an appropriately educated dementia workforce to support the ongoing recovery from Covid-19, reducing stigma, supporting family carers and delivering services which are fit for all people with dementia.

Scotland's National Dementia Champions programme was developed with people with dementia, family carers and experts in health and social care and delivered for ten years. This module offers students from any health and social care profession the opportunity to become a Dementia Champion with enhanced values, knowledge and skills on an internationally recognised education programme (Surr 2023, Jack-Waugh et al 2018, Banks 2014).

Educate students to understand knowledge, skills and attributes required for dementia care in health and social care settings. In particular, problem solving to the complexities of quality dementia care underpinned by professional development and quality standards when working with patients, carers and multi-agency teams. This module contributes to the UN Sustainable Development Goals (SDGs) (2023) SDG 3 Good Health and Wellbeing, SDG - 4 Quality Education, and SDG-10 Reduced Inequalities.

United Nations (2023) Sustainable Development: The 17 Goals. Available from: https://sdgs.un.org/goals

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☐	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate a critical understanding of the knowledge, skills, values, and attitudes required for dementia care in health and social care settings.
L2	Identify, analyse and find solutions to the complexities in dementia care and apply evidence-based and ethical best practice to improve the physical and mental health care for people living with dementia.
L3	Discuss and apply a critical understanding of how to lead fundamental healthcare delivery with people with dementia and family carers.
L4	Critically analyse how professional practice, professional development, and/or service standards are maintained when working with people with dementia, family carers, and multi-agency staff teams.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 10** Demonstrate or work with a critical understanding of the principles, contemporary specialisms and concepts in relation to dementia.
Practice: Applied Knowledge and Understanding	**SCQF 10** Apply knowledge, skills and understanding in the use of research literature and materials associated with the subject

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	Demonstrate skills in supporting people with dementia and their families to live well, including delivery, coordination and leadership of fundamental care delivery.
Generic Cognitive skills	**SCQF 10** Identify and analyse contemporary issues affecting people with dementia. Critically review and consolidate knowledge, skills, practices and thinking when working with people with dementia and their families.
Communication, ICT and Numeracy Skills	**SCQF 10** Use a range of ICT applications to support and enhance work at this level and adjust features to suit the purpose. Extend knowledge, skills, practice and thinking in relation to dementia care.
Autonomy, Accountability and Working with Others	**SCQF 10** Exercise autonomy and initiative in professional/equivalent activities. Manage complex ethical and professional issues by current professional and ethical codes or practices. Practice in ways which draw on critical reflection on own and others' roles and responsibilities.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. You will be taught through a combination of lectures, tutorials, workshops and, if part of this module, guided activity in our clinical skills laboratories. This will be supported by materials hosted on our virtual learning environment. Your time on campus is also designed to support your professional development as you work towards becoming a Registered Nurse. Group work, role play, and presentations help you to develop the communication, teamworking and leadership skills needed for professional practice.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	18
Tutorial / Synchronous Support Activity	18
Personal Development Plan	10
Asynchronous Class Activity	24
Independent Study	130

n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Hughes, Julian. (2023) Dementia and ethics reconsidered [electronic book] . Maidenhead : McGraw-Hill Education.

Jackson, G.A & Tolson, D. (eds.) (2019) Textbook of dementia care : an integrated approach . London : Routledge.

Jack-Waugh, A., Ritchie, L. and MacRae, R. (2018) 'Assessing the educational impact of the dementia champions programme in Scotland: Implications for evaluating professional dementia education', Nurse Education Today. DOI:https://doi.org/10.1016/j.nedt.2018.09.019

Jack-Waugh, A., Brown, M., Henderson, J., Holland, S. and Sharp, B. (2020) 'Delivering personal care for people with advanced dementia.', Nursing Older People, 32, pp. 36-41. DOI: 10.7748/nop.2020.e1193.

Kurrle, S., Brodaty, H. & Hogarth, R. (eds.) (2012) Physical Comorbidities of Dementia [electronic book]. Cambridge : Cambridge University Press.

Oliver, K., Reinhard, G., Bartlett, R. (2023) Talking with Dementia Reconsidered. Open University press: Maidenhead.

Surr, C., Smith, S, J., Latham, I. (2023) Education and Training in Dementia Care: A Person Centred Approach. Open University Press: Maidenhead.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, if you are studying F/T, there is an on-campus expectation. You are expected to attend these campus sessions each week to keep up with the module page and learning material. If you are studying P/T, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with online learning activities in your own time, course-related learning resources, engaging with scheduled live sessions online, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate and complete your self-directed learning activities in a timely manner. It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

For student who are undertaking this module as part of a Nursing Programme, The Nursing and Midwifery Council require that students complete 2300 hours of theoretical preparation.

Therefore, there is an expectation that all students attend all scheduled activities associated with the module. This includes on campus and synchronous online activities.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. The Nursing and Midwifery Council (2019) have additional information regarding reasonable adjustments which can be found here: https://www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment/student-empowerment/what-to-expect/reasonable-adjustments-if-applicable/
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Mental Health Nursing Midwifery Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	MHMH L9-11
Moderator	Rhoda Macrae
External Examiner	TBC
Accreditation Details	NMC
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Critically reflect on one of three vignettes from practice, identifying the key areas for improvement for people with dementia, family carers and multi-professional teams.
Assessment 2
Based on the chosen vignette in Assessment 1, write and present an evidence-based development plan for the care area and multi-disciplinary team.
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Report of practical/ field/ clinical work	☒	☐	☒	☐	☐	40	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☒	☐	☒	☐	60	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
Update to 25/26 template and resolution of hours to meet 200 hour total	18/6/25	Betty Scholes