Module Descriptor

Session: 2023/24

Title of Module: Frailty in Later Life			
Code: NURS11094	**SCQF Level: 11 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Health and Life Sciences		
Module Co-ordinator:	Helen Rainey		

Summary of Module
A hallmark of ageing is diversity, and while many people around the world will live relatively healthy independent later lives, there will also be many individuals of the same age who struggle with complex syndromes and comorbidities and a range of social disadvantages and vulnerabilities. This module focuses on developing an appreciation of the concept of frailty and the experiences and needs of people living with frailty in later life. Students will explore the nature of pre-frailty and frailty, the functional and health trajectories of frailty and advanced later life and the range of evidence-based interventions and service models that foster wellbeing, independence and ongoing social participation.
The module contents embrace the care spectrum from prevention to palliative and end of life care aligned with ageing in pace and contemporary interpretations of long term care, including care at home and care within nursing homes. Ethical dimensions of practice and policy related to protecting vulnerable people will include consideration of rights-based approaches, abuse, restraint, risk taking, capacity and self-determination.
This module will contribute to the development of UWS graduate attributes including critical thinking, an analytical, enquiring and culturally aware collaborative research minded graduate. One that is digitally literate and motivated; creative and resilient. Leading to success and enhanced work-related opportunities.
The learning from this module will also allow students to demonstrate the following Mastersness Skills - Abstraction from theory, Dealing with complexity and unpredictability, application of research to practice and encourage professionalism and autonomous decision making. See:https://www.qaa.ac.uk/scotland/development-projects/learning-from-international- practice/taught-postgraduate-student-experience

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☐	☒	☐	☐	☐

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☐	☐	☐	☐	☒	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☐	Term 2	☐	Term 3	☒

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

L1	Conceptualise and evaluate the influence of current knowledge on the concept of frailty.
L2	Critically review a range of assessment tools that may assist in the detection of frailty in older people.
L3	Critically appraise evidence informed approaches to managing frailty, working with the older person, their family, and caregivers.
L4	Analyse the experience of frailty for the older person and their family
L5	Appraise current government directives and standards of care for older people living with frailty.

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 Level **11** Critical review and appraisal of literature on the meaning of age, life events and illness to an individual and their significant others. A command of the impact that the transition to frailty will have on an individual and their significant others.

	Demonstrate competency in awareness of a range of medical, social, psychological and spiritual coping-based strategies for acute and chronic presenting symptoms
Practice: Applied Knowledge and Understanding	SCQF Level **11** Demonstrate competency in creative and innovative approaches to improving perceived quality of life for those experiencing frailty. Clear articulation of the main principles and theories of the physical, psychological, spiritual and social care of frail older people. Critically appraise some of the more specialised challenges facing frail older pea e and their families. Identify challenges in the workplace or care environment and provide possible strategies to meet such challenges.
Generic Cognitive skills	SCQF Level **11** Critical interpretation and extended knowledge of issues in frailty. Competent demonstration of issues of vulnerability in the frail old and evidence of possible abuse. Application of critical analysis, evaluation and synthesis to issues which are at the forefront of developments in the definition, diagnosis and treatment of frailty.
Communication, ICT and Numeracy Skills	SCQF Level **11** Demonstrate a clear ability to communicate effectively with frail older people and carers. Critical reflection on own interpersonal and inter-professional communication skills. Demonstrate competent acquisition, analysis, interpretation and presentation of research data as part of independent study.
Autonomy, Accountability and Working with others	SCQF Level **11** Exhibit skills in the demonstration of leadership and initiative in the development of integrated symptom management of frail older people. Consistent application and promotion of the use of current best practice in the care of frail older people. Critical reflection on current practice and the identification of personal learning needs and the needs of others within own place of work or setting.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

Learning and Teaching	
The learning and teaching has been designed to enhance the master's level attributes of learners and stimulate reflective and critical thinking. It is envisaged that a strong student- centred emphasis will ensure that the teaching process will develop skills that facilitate lifelong learning. Online Learning: Participants will be encouraged to take control of their own learning and become self-motivated learners. This approach recognises the wealth of knowledge and richness of experience students may already have at their disposal. Discussion and sharing of experiences will be encouraged in order to capitalise on this. Delivery methods used will include module specific eLearning objects, case studies and problem-based learning. Our online learning will also utilise video, podcasts and webcasts and other creative commons resources from a variety of key organisations worldwide involved in older peoples' and frailty care. Every effort will be made by the University to accommodate any additional support needs that students may have that are brought to the attention of the School. Reasonable adjustments will be made for any student assessed as requiring enabling support strategies to be put in place.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Asynchronous Class Activity	48
Tutorial/Synchronous Support Activity	6
Personal Development Plan	6
Independent Study	140
	200 Hours Total

Indicative Resources: (eg. Core text, journals, internet access)

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

British Geriatrics Society (2020) BGS Frailty Hub. Available at: https://www.bgs.org.uk/resources/resource-series/frailty-hub

Clegg, A., Young, J., Iliffe, S., Rikkert, M.O. and Rockwood, K. (2013) Frailty in elderly people. The Lancet, 381(9868), pp.752-762.

Hoogendijk E.O., Afilalo J., Ensrud K.E. et al (2019) Frailty (Series). https://www.thelancet.com/series/frailty

National Institute for Health and Care Excellence (NICE) (2023) Improving care and support for people with frailty: How NICE resources can support local priorities. Available at: https://stpsupport.nice.org.uk/frailty/index.html#group-Shared-learning-case-studies - VISVO1s7OH (Accessed: 23/02/2023)

Obbia, P., Graham, C., Duffy, F.J.R., & Gobbens, R.J. (2019). Preventing frailty in older people: An exploration of primary care professionals' experiences. International Journal of Older People Nursing https://onlinelibrary.wiley.com/doi/pdf/10.1111/opn.12297 e12297.

Lorenzo-Lopez, L., Maseda, A., de Labra, C., Regueiro-Folgueira, L., Rodriguez-Villamil, J.L. and Millan-Calenti, J.C., (2017). Nutritional determinants of frailty in older adults: A systematic review. BMC Geriatrics, Vol. 17(1), pp 1-13.

Rahman, s (2018) Living with Frailty. New York: Routledge.

Silvester K,Mohammed M, Harriman P, Girolami A, Downes T. (2014) Timely care for frail older people referred to hospital improves efficiency and reduces mortality without the need for extra resources. Age and Ageing. Vol. 43 (4), pp. 472-7. http://ageing.oxfordjournals.org/content/43/4/472.full.pdf+html

Skilbeck, J. K., Arthur, A., & Seymour, J. (2018). Making sense of frailty: An ethnographic study of the experience of older people living with complex health problems. International Journal of Older People Nursing, 13(1), e12172. Available at: https://onlinelibrary.wiley.com/doi/pdf/10.1111/opn.12172

Theou, 0. and Rockwood, K. (2015) (eds) Frailty in ageing: biological, clinical and social implications. Basel. Karger.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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 regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

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.](#) 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/supporting-your-health-wellbeing/) and have the structures, leadership and support in place to embed equality, diversity and inclusion into everything we do.
(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, Midwifery and Health
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	MHMH L9-11
Moderator	TBC
External Examiner	L Macaden
Accreditation Details	n/a
Changes/Version Number	1.14 Updated DB, SAB

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 – Written Assignment - Essay 100%

> (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.)

Assessment Outcome Grids (**See Guidance Note)**

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
✓	✓	✓	✓	✓	✓	100	0
					Combined Total for All Components	**100%**	**0 hours**