Module Descriptor

Title	Frailty in Later Life		
Session	2026/27	**Status**	Published
Code	NURS11094	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**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 place 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.

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	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 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.

[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

Practice: Applied Knowledge and Understanding	**SCQF 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 people and their families. Identify challenges in the workplace or care environment and provide possible strategies to meet such challenges.
Generic Cognitive skills	**SCQF 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 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 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.

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. As an approved online module the delivery will equally focus on active and interactive learning, delivered asynchronously and supported by synchronous activities via the Virtual Learning Environment (VLE). Participants are 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 will already have at their disposal. Students will be expected to work through the module materials via the VLE, independently. This will assist in enhancing skills of

collaboration, communication, presentation, problem-solving and critical reflection of themselves.

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)
Tutorial / Synchronous Support Activity	6
Personal Development Plan	6
Asynchronous Class Activity	48
Independent Study	140
n/a	
n/a	
TOTAL	200

Indicative Resources

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

There are no essential core reading materials for this module. The following reading list is recommended to support the content of this module and its 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

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

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 VlSVO1s7OH (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.

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

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. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Every student should be able to experience the full range of the university's activities. If you have a disability, a long-standing medical condition or a specific learning difficulty such as dyslexia, the Disability Service can help you make the most of your time at UWS.
(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	Bryan Mitchell
External Examiner	G Truscott
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Essay (100% of overall module mark).
Assessment 2
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**
Essay	☒	☒	☒	☒	☒	100	0

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

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
Learning Activites identified and Component 1 Assessment Type updated - tick missing for LO4	06-02-25	H Rainey
Moderator updated	28-01-26	Helen Rainey