



Module Descriptor

Title	Achieving change in dementia care		
Session	2024/25	Status	
Code	NURS 11125	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	
School	Health and Life Sciences		
Module Co-ordinator	Rhoda MacRae		

Summary of Module

People with dementia are often overlooked in policy, practice and education. To enhance the quality of care of people with dementia qualified practitioners need to be equipped with evidence based knowledge, skills and attitudes to effect cultural, attitudinal and evidence based change in their practice. This module will use experiential learning (learning through reflection and action) to facilitate the sharing of knowledge amongst the students who have a common interest in achieving change in dementia care.

This module will use discussion forums to share best practice, prepare, lead and implement practice based change in their workplace. Active engagement with these throughout the module will stimulate discussion and networking between students. Students will use a European Best Practice Statement on advanced dementia care as a framework to identify opportunities and challenges to achieving change in dementia care within their own practice. The module will provide students with the knowledge and skills to share, prepare, lead and implement practice based change in dementia care in their workplace. It aligns with the UN Sustainable Development Goal 3 - Ensure healthy lives and promote well-being for all at all ages.

Students will develop UWS graduate attributes including critical, analytical, enquiring thinking and cultural awareness. Students will be research minded, digitally literate, motivated, creative and resilient, leading to success and enhanced work related opportunities.

Module Delivery Method	On-Campus¹	Hybrid²	Online³	Work -Based Learning⁴
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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

	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input checked="" type="checkbox"/>	
Long-thin Delivery over more than one Term	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
L1	Identify and conceptualise an area of current practice that is perceived as in need of improvement.
L2	Identify opportunities and challenges to achieving change in dementia care within their own practice.
L3	Demonstrate competency in designing and implementing a test of change in partnership with colleagues, people with dementia and their families.
L4	Conceptualise and evaluate their learning, and provide evidence of changes and improvements they have facilitated in dementia care in the workplace.
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 11 Demonstrate extensive knowledge and critical theory of contemporary concepts in relation to advanced dementia Critically appraise experience and / or systems of care Demonstrate cognisance of changing needs among different cultures and in different contexts
Practice: Applied Knowledge and Understanding	SCQF 11 Source, apply and demonstrate use of specialised research literature and materials associated with the subject Further enhance professional development by making use of evidence based resources that may assist in decision making in the workplace
Generic Cognitive skills	SCQF 11 Apply critical analysis, evaluation and synthesis to contemporary issues affecting people with advancing dementia. Develop creative and original responses to presenting issues. Identify, conceptualise and define new and abstract problems and issues.

Communication, ICT and Numeracy Skills	<p>SCQF 11</p> <p>Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose.</p> <p>Undertake critical evaluations of a range of statistical and graphical data.</p> <p>Communicate using appropriate method to a range of audiences with different levels of expertise.</p>
Autonomy, Accountability and Working with Others	<p>SCQF 11</p> <p>Demonstrate autonomy and/or initiative and make an identifiable contribution to change and development and/or new thinking.</p> <p>Critical understanding of complex ethical issues in relation to promoting the autonomy of individuals in advanced dementia</p>

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

Learning and Teaching	
<p>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.</p> <p>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).</p> <p>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.</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Asynchronous Class Activity	48
Personal Development Plan	6
Tutorial / Synchronous Support Activity	6
Independent Study	140
Please select	
Please select	
TOTAL	200

Indicative Resources

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

Homerova, I., Waugh, A., MacRae, R., Sandvide, A., Hanson, E., Jackson, G., Watchman, K and Tolson, D (2016) Dementia Palliare Best Practice Statement. University of the West of Scotland, University of the West of Scotland

(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.

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

(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	Please select
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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
Moderator	A Jack-Waugh
External Examiner	L Macaden
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1.06

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Prepare a 20 minute webinar using at least one section in the European Best Practice Statement on Advanced Dementia Care, to demonstrate how you have designed and implemented a test of change in your current or within a previous workplace. If that is not feasible then describe and illustrate how you would design and implement a test of change.
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
Presentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>						

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>						
Combined total for all components						100%	hours

Change Control

What	When	Who