Module Descriptor

Title	Comprehensive Approaches to Ageing and Dementia Care		
Session	2026/27	**Status**	Published
Code	NURS11179	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Bryan Mitchell		

Summary of Module

This module provides students with a comprehensive understanding of the complexities of ageing and dementia care, enabling them to critically evaluate diverse perspectives and approaches to supporting older individuals. It explores the interplay between the ageing process and dementia, considering how biological, psychological, social, cultural, spirtial, environmental, and economic factors shape experiences in later life. Students will examine

human rights and values, person-centred, relationship-centred, and holistic care approaches that address the needs of individuals with and without dementia, with a particular emphasis on promoting dignity, independence, and quality of life. The module also includes understanding diagnosis, transitions in care, and end-of-life considerations, ensuring that students are equipped to respond effectively to the complex challenges of ageing populations.

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)	

[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

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	Critically analyse the interplay between the neurological, physiological, and medical aspects of ageing and dementia, and their impact on individuals and care practices.
L2	Evaluate a range of biopsychosocial spiritual and environmental approaches aimed at supporting the wellbeing, outcomes, and aspirations of older individuals, with and without dementia, in diverse care settings.
L3	Examine and debate ethical considerations in ageing and dementia care, including rights and value-based and participatory approaches that uphold dignity, autonomy, and personhood.
L4	Reflect on and develop strategies for enhancing your leadership role in fostering effective, compassionate, and holistic care within interdisciplinary health and social care 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 11** Develop a critical awareness of contemporary issues in Ageing and Dementia Care. Develop an analytical understanding of relevant conceptual frameworks in Ageing and Dementia Care. Understand the impact that specific views of the illnesses involved have on care delivery for those experiencing Ageing and Dementia. Develop an ability to synthesise the key concepts that underpin modern Ageing and Dementia care.
Practice: Applied Knowledge and Understanding	**SCQF 11** An ability to demonstrate creative and innovative approaches to Ageing and Dementia practice development. Relate key concepts examined to a variety of possible Ageing and Dementia care settings. Explain how the use of a variety of rights and value-based and person-centred approaches to care can contribute to the health and well-being of people who are Ageing and living with Dementia. Develop greater assertiveness skills through an improved understanding of rights-based and participatory forms of care and the contribution that this view can make to the quality of life of people.
Generic Cognitive skills	**SCQF 11** Critically reflect, review and extend knowledge of issues in Ageing and Dementia Care.

	Identify evidence of stigma and discrimination in society and health that can affect those Ageing and those with Dementia and analyse the impact that this may have within their workplace. Make use of a variety of evidence-based resources that may assist in decision making in the workplace.
Communication, ICT and Numeracy Skills	**SCQF 11** Demonstrate an ability to communicate effectively with people impacted by a condition, their carers, and other healthcare professionals. Critically reflect on your own interpersonal and inter-professional communication skills. Develop further library, e-library and online searching and retrieval skills to evidence your work. Improve word processing and digital literacy.
Autonomy, Accountability and Working with Others	**SCQF 11** Address ethical and professional issues that may arise in Ageing and when caring for people living with Dementia. Promote the use of current best practice in Ageing and Dementia care. Work effectively with others to provide good quality care. Critically reflect on, identify, and address their own learning needs and the needs of others within their workplace.

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. Those studying this module on a P/T basis will have optional bi/fortnightly drop-in sessions for support activity.	
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:

Browne, B., Kupeli, N., Moore, K.J., Sampson, E.L. and Davies, N., 2021. Defining end of life in dementia: a systematic review. Palliative medicine, 35(10), pp.1733-1746.

Healthcare Improvement Scotland. (2024). Ageing and Frailty: Draft Standards. Edinburgh: Healthcare Improvement Scotland. Available at: https://www.healthcareimprovementscotland.scot/wp-content/uploads/2024/04/AGEING_FRAILTY_DRAFT_STAND_APRIL_2024.pdf [Accessed 15 January 2025].

Jackson, G. and Tolson, D. eds., (2019). Textbook of Dementia Care: An Integrated Approach. Routledge.

Papadopoulou, C., Duffy, R., Andrew, M., Barrie, J., Martin, J., Birt, A. and Hendry, A., (2023). The Frailty Matters Project. British Journal of Community Nursing, 28(7), pp.324-330.

Scottish Government. (2023). Dementia in Scotland: Everyone's Story. Edinburgh: Scottish Government. Available at: https://www.gov.scot/publications/new-dementia-strategy-scotland-everyones-story/ [Accessed 15 January 2025].

Scottish Government. (2019). A Fairer Scotland for Older People: Framework for Action. Edinburgh: Scottish Government. Available at:

https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2019/04/fairer-scotland-older-people-framework-action/documents/fairer-scotland-older-people-framework-action/fairer-scotland-older-people-framework-action/govscot%3Adocument/fairer-scotland-older-people-framework-action.pdf [Accessed 15 January 2025].

Seifert, I., Wiegelmann, H., Lenart-Bugla, M., Łuc, M., Pawłowski, M., Rouwette, E., Rymaszewska, J., Szcześniak, D., Vernooij-Dassen, M., Perry, M. and Melis, R., 2022. Mapping the complexity of dementia: factors influencing cognitive function at the onset of dementia. BMC Geriatrics, 22(1), p.507.

(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:

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.

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	**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	Helen Rainey
External Examiner	G Truscott
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Case Study and Reflection (4000 words)
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**
Case study	☒	☒	☒	☒	☐	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