Module Descriptor

Title	Healthy Ageing		
Session	2026/27	**Status**	Published
Code	NURS11180	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Stephen Mullay		

Summary of Module

This postgraduate module provides a critical and interdisciplinary exploration of healthy ageing, grounded in contemporary research and practice. Positioned from a positive ageing perspective, it challenges deficit-based narratives and instead emphasises the strengths, opportunities, and adaptive capacities associated with later life. Students will engage with advanced concepts from psychology, health sciences, and social policy to develop a nuanced understanding of the ageing process.

Key themes include the psychological dimensions of ageing, such as identity, motivation, cognitive change, and emotional resilience. Other areas that will be explored, will include the management of risk-factors for age-associated conditions including frailty and dementia. Rather than framing these conditions as defining characteristics of older age, the module focuses on evidence-based approaches to living well with change, preserving quality of life, and promoting autonomy and social inclusion.

By the end of the module, students will be expected to critically appraise models of healthy ageing, apply theoretical insights to practical contexts, and demonstrate an informed, compassionate, and forward-thinking approach to ageing that is relevant to both professional practice and policy development.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☐	☒	☐

[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

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	Critically evaluate theoretical and empirical perspectives on positive ageing, with reference to psychological, social, and cultural determinants of wellbeing in later life.
L2	Apply advanced knowledge of age-related physical and cognitive changes to assess how health conditions can be managed in ways that support autonomy, resilience, and quality of life.
L3	Synthesize research evidence and policy frameworks to formulate person-centred, strengths-based approaches that promote healthy ageing across diverse populations.
L4	
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 understanding of the key theories and models underpinning positive and healthy ageing. Demonstrate an advanced awareness of the psychological, social, and biological dimensions of ageing. Critically examine how ageing is influenced by cultural, structural, and individual factors across diverse populations. Understand the role of age-related health conditions in later life, while recognising how these can be managed without defining the ageing experience. Analyse the implications of societal attitudes and policy on how ageing is experienced and supported.
Practice: Applied Knowledge and Understanding	**SCQF 11** Apply theoretical models of healthy ageing to evaluate real-world practices and interventions that promote wellbeing in later life. Critically assess strategies for managing age-related health conditions in ways that support independence, dignity, and quality of life. Integrate psychological and sociocultural insights into the development of person-centred approaches to ageing. Demonstrate the ability to interpret and apply research evidence to inform practice and policy relating to healthy ageing.

	Analyse complex case scenarios to propose effective, strengths-based solutions that align with principles of healthy ageing.
Generic Cognitive skills	**SCQF 11** Critically evaluate a range of theoretical, empirical, and policy sources related to healthy ageing. Formulate well-reasoned arguments that challenge deficit-based views of ageing and promote strengths-based perspectives. Synthesize complex and sometimes conflicting evidence to inform decisions in professional practice and policy development. Exercise autonomy in identifying and investigating complex issues related to ageing across psychological, social, and biological domains. Apply reflective and critical thinking to analyse the impact of ageing-related assumptions on individuals and services.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicate complex ideas about healthy ageing clearly and effectively to specialist and non-specialist audiences, using appropriate academic and professional language. Use digital tools and resources to access, analyse, and present research and data relevant to ageing and wellbeing. Interpret and critically evaluate quantitative and qualitative data to inform understanding of ageing-related issues and outcomes. Produce structured, evidence-informed written work and presentations that reflect Masters-level academic standards. Engage in informed discussion and debate, demonstrating sensitivity to diverse perspectives on ageing.Improve word processing and digital literacy.
Autonomy, Accountability and Working with Others	**SCQF 11** Demonstrate initiative and independence in managing learning and professional development in the context of healthy ageing. Exercise autonomy and ethical responsibility when applying knowledge to practice, particularly in sensitive or complex ageing-related scenarios. Collaborate effectively with peers and professionals from diverse backgrounds, valuing interdisciplinary perspectives on ageing and wellbeing. Reflect critically on personal and professional values, assumptions, and practices when engaging with older adults and ageing-related issues.

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:

Ageing and Frailty: Standards for the Care of Older People (2024)

Baughan, P. et al., 2024. Ageing and frailty: Standards for the care of older people. NHS Scotland. Published 20 November 2024. Available from Healthcare Improvement Scotland.

Ageing Well Toolkit (NHS Scotland)

NHS Dumfries and Galloway, Public Health Scotland, and Healthcare Improvement Scotland. (2024). Ageing Well Toolkit. Available at: https://rightdecisions.scot.nhs.uk/ageing-well/about-this-toolkit/?organization=public-health-scotland [Accessed 16 May 2025].Right Decisions

Dementia in Scotland: Everyone's Story (2023)

Scottish Government, 2023. Dementia in Scotland: Everyone's Story. A 10-year national strategy for dementia care and support. Published May 2023

Health and Social Care Strategy for Older People (Scottish Government)

Scottish Government. (2022). Health and Social Care Strategy for Older People. Available at: https://consult.gov.scot/healthcare-quality-and-improvement/health-and-social-care-strategy/ [Accessed 16 May 2025].consult.gov.scot

Age, Home and Community: Next Phase (Scottish Government)

Scottish Government. (2018). Age, Home and Community: Next Phase. Available at: https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-

plan/2018/08/age-home-community-next-phase/documents/00539786-pdf/00539786-pdf/govscot%3Adocument/00539786.pdf [Accessed 16 May 2025].Scottish Government

A Fairer Scotland for Older People: Framework for Action

Scottish Government. (2019). A Fairer Scotland for Older People: Framework for Action. Available at: https://www.gov.scot/publications/fairer-scotland-older-people-framework-action/pages/3/ [Accessed 16 May 2025].Scottish Government

Healthy Ageing in Scotland (HAGIS) Study

Douglas, E., Wilson, T., & Bell, D. (2017). Healthy Ageing in Scotland: The Pilot Survey. Stirling: University of Stirling. Available at: https://www.hagis.scot/ [Accessed 16 May 2025].

(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:

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, course related learning resources, and complete assessments and submit these on time.

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
Students will complete an individual 20-minute presentation recorded and uploaded to the VLE.
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	☒	☒	☒	☐	☐	100	0.33

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%	0.33 hours

Change Control

What	When	Who