Module Descriptor

Title	Innovative Practices in Ageing, Frailty and Dementia		
Session	2026/27	**Status**	Pending
Code	NURS11183	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Anna Jack-Waugh		

Summary of Module

Globally, ageing populations, especially those experiencing frailty and dementia,face a complex web of challenges that span health systems, social structures, and economic realities. These include health system strain and inequality, workforce and infrastructure deficits and policy and innovation gaps. Working collaboratively on innovations which address these areas are the challenges for todays leaders and learners.

In this module learners will be introduced to a range of innovative approaches in ageing, frailty and dementia care and practice. These include but are not limited to multi-species ageing and dementia care, community focused and led initiative to bolster communities and reduce social isolation and unpaid caregiver strain, the use of education as an intervention and facilitator and innovation in biopsychosocial and brain health. The cross-cutting themes of this module are living a purposeful life, the ageing workforce, community based support, workforce development and technological integration.

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]**

[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 global strategies, legislative frameworks, and best practice models in ageing, frailty, and dementia care, and assess their applicability to diverse care contexts.
L2	Design and justify an evidence-informed innovation, intervention or improvement initiative that addresses a defined need in ageing, frailty, or dementia care, incorporating perspectives of individuals, families, and interdisciplinary teams.
L3	Critically reflect on the implementation and potential impact of proposed practice innovations, demonstrating the ability to synthesise learning and evidence to support sustainable change in care delivery.
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** Critically evaluate global challenges in ageing, frailty, and dementia, including health system strain, social inequality, and policy gaps. Demonstrate advanced understanding of innovative and interdisciplinary approaches to care and practice in ageing populations.
Practice: Applied Knowledge and Understanding	**SCQF 11** Apply theoretical frameworks to real-world innovations such as multi-species care, community-led initiatives, and education as intervention. Integrate knowledge of physical and brain health innovations into practice-based scenarios.
Generic Cognitive skills	**SCQF 11** Analyse complex and unpredictable care environments using abstraction and synthesis. Exercise critical thinking and problem-solving in the context of ageing, frailty and dementia care innovation.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicate complex ideas effectively using digital tools and collaborative platforms.

	Demonstrate digital literacy in accessing, evaluating, and presenting research and practice innovations.
Autonomy, Accountability and Working with Others	**SCQF 11** Exhibit professionalism and autonomous decision-making in leadership and care contexts. Collaborate across disciplines and cultures to co-create solutions for ageing and dementia-related challenges.

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. For part time students, a focus on active and interactive learning, delivered asynchronously and supported by optional synchronous activities will be provided 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:

Martin Skoumal, Martina Honegger, Regina Roller-Wirnsberger, (2024) Frailty and innovative participatory rehabilitation, The Journal of Nutrition, Health and Ageing, Volume 28, Issue 3, https://doi.org/10.1016/j.jnha.2023.100012.

BSG (2023) Joining the dots: A blueprint for preventing and managing frailty in older people

Jenkins, N., Jack-Waugh, A., Ritchie, L. (2025) Multi-species dementia studies: Towards an Interdisciplinary approach. Bristol: Policy Press.

A full module resource list will be available on the virtual learning platform.

(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:

For students studying part time, attendance and engagement will be monitored regularly by routinely checkpointing engagement with the VLE and other associated components of the programme. There is a high degree of student-led flexibility. You will be considered as academically engaged if you are regularly engaged with online learning activities in your own time, course-related learning resources, engaging with optional scheduled live sessions online,and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participationchallenging, 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	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
A briefing paper critically reviewing the research evidence, international policy and theoretical frameworks concerning one of the innovative practices introduced in the module.
Assessment 2
Essay- Based on assignment 1, design, justify and critically reflect on the implementation and potential impact of proposed evidence-informed innovation, intervention or improvement initiative that addresses a defined need in ageing, frailty, or dementia care. Reflect on how you would incorporate the perspectives of individuals, families, and interdisciplinary teams at each stage of the process.
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**
Review/ Article/ Critique/ Paper	☒	☐	☐	☐	☐	20	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☒	☒	☐	☐	80	0

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