Module Descriptor

Title	Living Well with Dementia		
Session	2026/27	**Status**	Published
Code	HLTH09008	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Stephen Holmes		

Summary of Module

This module aims to equip health and social care professionals with the essential knowledge andunderstanding required to provide optimal evidence-based care and support to people with dementia andtheir families and friends (significant others).

The module begins by exploring our current understanding of dementia, an umbrella term for a cluster ofprogressive conditions that affect the brain. The module reviews current evidence in the care and support ofpeople with dementia from diagnosis to death and the care and support required by their significant others.Interactive elements of learning will enable students to apply theoretical content to their own practice and thatof others to allow them to evaluate the challenges that may prevent the provision of evidence based care topeople with dementia and their significant others. Engaging in interactive learning will enable students to bework ready and successful in their career as well as becoming critically thinking graduate.

The module will support health and social care professionals from anywhere in the world and within any caresettings in understanding the compexity of dementia through interactive learning activities allowing learners toapply current best practice ideologies to their own role in the workplace. This promotes global citizenship.

This module is fully theoretical and does not have any placements

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) New College Lanarkshire	
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	Discuss in depth our current understanding of dementia and how this illness challenges society,individuals and service providers.
L2	Critically analyse and evaluate best practice in the diagnosis, care and support of people with dementiaand their significant others.
L3	Apply theoretical learning to professional practice to deliberate how evidence based care and support canimprove the care provided to people with dementia and their significant others.
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 9** Knowledge of current dementia strategies and policies. Understanding of the different types of dementia and how these are diagnosed. Knowledge and understanding of the impact that a variety of evidence based approaches can have to the provision of care and support to those with dementiaand their significant others.
Practice: Applied Knowledge and Understanding	**SCQF 9** Explaining how the use of strategies and policies can improve the care and support to people with dementia and their significant others. Debating the challenges that are inherent in providing evidence based dementiacare in health and social care practice. Applying theoretic content to own practice and that of others to promote evidence based practice in dementia care.
Generic Cognitive skills	**SCQF 9** Identifying societal and healthcare challenges impact on the care and supportprovided to people with dementia and their significant others. Critically reviewing the care and support received by the person with a dementiaand their significant others and discussing how the care and support could beenhanced using evidence based approaches.

Communication, ICT and Numeracy Skills	**SCQF 9** Improving communication within the care team to ensure evidence based dementia care is understood by all. Developing further library, e-library and on-line searching and retrieval skills. Improving word processing and spreadsheet usage skills.
Autonomy, Accountability and Working with Others	**SCQF 9** Promoting the use of current best practice in dementia care. Working effectively with others to provide evidence based care for people with dementia and their significant others. Identifying and addressing own learning needs and the needs of others in 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. This module will be delivered by oncampus learning, which optimises on campus tutorials. The module is also delivered online by e-learning. Students will participate in a wide range of classroom activities which will include lectures, tutorials, discussion,group activities and problem-based learning activities which cover the core quality assured resources received by on-line students. These will be hosted on the module virtual learning environment (VLE). Students have access to direct individual and tutorial support from their tutors, will participate in asynchronous discussions, and will bedirected to wider reading including access to electronic library and books. Students supported on-line via the VLE will receive: Core quality assured module resources; individual and group tutorial support by email; synchronous and a-synchronous discussion; directed wider reading including access to electronic library and e-books.

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)
Lecture / Core Content Delivery	20
Tutorial / Synchronous Support Activity	10
Personal Development Plan	6
Asynchronous Class Activity	6
Independent Study	158
n/a	

TOTAL	200

Indicative Resources

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

Ames, D., O'Brien, J. T., & Burns, A. (2020). Dementia (5th ed.). Boca Raton FL: CRC Press.

Andrews, J. (2015) Dementia: The one-stop guide: Practical advice for families, professionals and people livingwith dementia and Alzheimer's disease. London: Profile Books.

Bitenc, R. (2019). Reconsidering Dementia Narratives: Empathy, Identity and Care (1st ed.). Routledge. https://doi.org/10.4324/9780429055263

Brooker, D. Lillyman, S. Bruce, M. 2022. Dementia Care, Routledge.

Christopher, G. (2023). Dementia: current perspectives in research and treatment. Abingdon, Oxon ; New York, NY: Routledge.

de Vugt, M., & Carter, J. (Eds.). (2021). Understanding Young Onset Dementia: Evaluation, Needs and Care (1st ed.). Routledge. https://doi.org/10.4324/9781003099468

Jackson, G.. and Tolson, D. Eds. (2019) Textbook of dementia care: an Integrated Approach. London:Routledge.

Jenkins, C., Keenan, B. and Ginesi, L. (2016) Dementia care at a glance. Chichester: John Wiley.

Rahman, S. and Howard, R. (2018) Essential of Dementia: Everything you really need to know for working indementia care. London: Jessica Kingsley.

Scottish Social Services Council/NHS Education Scotland, (2016).Dementia Skilled Improving Practice: https://www.nes.scot.nhs.uk/media/lp1hh5kt/dementia-skilled-resource-2016-final-web.pdf

(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:

In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, 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 in all scheduled live classes 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 and live classes.

We may reach out to check how things are going and offer support if we observe that your attendance and engagement is lower than expected that is in line with the school policy.

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. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(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	**Biological Sciences 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	Health
Moderator	Anna Jack-Waugh
External Examiner	G Bachi
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Students will use case studies of individuals of different ages with dementia and produce a written piece ofwork which will focus on diagnosis, care and support of the person, their families and wider support networkusing evidenced-based care.
Assessment 2
Students will participate in a class test (written) consisting of twenty questions that embrace students current understanding of dementia and how this syndrome challenges society, individuals and service providers.
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	☐	☒	☒	☐	☐	70	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Class test (written)	☒	☐	☐	☐	☐	30	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**
Module Summary changed inline with oncampus teaching and learning Method of Delivery changes: Removed hybrid Teaching and Learning section changed to reflect oncampus and online only. Reading List updated Assessment component 2 changed from a poster to a class test (written) and the weighting altered from 80% +20% to the new 70% Case study and 30% class test (written)	14/01/26	Stephen Holmes