**Module Descriptor**

| Title | Leading Positive Practice in Dementia Care | | |
|---|---|---|---|
| **Session** | 2025/26 | **Status** | Published |
| **Code** | NURS10036 | **SCQF Level** | 10 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Health and Life Sciences** | | |
| **Module Co-ordinator** | Anna Jack-Waugh | | |

**Summary of Module**

People with dementia receive care in most health and social care settings. There remain inconsistencies in the provision of timely and appropriate education for all health and social care professionals. This module is designed for practitioners about to complete their first preparation in their professional fields at Honours level (level 10 SCQF). It will enable students to demonstrate knowledge of how to support people with dementia and their principal carers and significant others to live well and respond in a planned way to changes in care needs experienced by the individual.

Students will demonstrate an understanding of the experience of dementia and skills in communicating with people living with dementia, their principal carers, family members and members of multi-agency teams. Students will demonstrate a critical understanding of the biopsychosocial, spiritual, and fundamental healthcare needs of people experiencing dementia. Students will appraise approaches to delivering person-centred care and the importance of developing care plans informed by the experience of people with dementia and their principal carers and significant others.

This module is suitable for nursing, health and social care students from anywhere in the world as it allows the application of theory to practice regardless of geography or care setting.

This module supports the following UWS Graduate Attributes:

Universal – Critical Thinker, Culturally aware and Research-Minded

Work ready – Knowledgeable, Motivated and Potential leader

Successful – Autonomous, Resilient and Driven

| Module Delivery Method | On-Campus[1] ☐ | Hybrid[2] ☐ | Online[3] ☒ | Work -Based Learning[4] ☐ |
|---|---|---|---|---|
| Campuses for Module Delivery | ☐ Ayr<br>☐ Dumfries | ☐ Lanarkshire<br>☐ London<br>☐ Paisley | ☒ Online / Distance Learning<br>☐ 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 | Demonstrate a critical understanding of the principles of human rights-based biopsychosocial, legal, spiritual and ethical approaches to dementia care. |
| L2 | Discuss and apply a critical understanding of how to lead fundamental healthcare delivery with people with dementia in health and social care settings. |
| L3 | Demonstrate an understanding of leading partnerships and teams in delivering evidence-based care for people living with dementia. |
| L4 | Articulate and discuss how professional practice, professional development, and/or service standards are maintained when working with people with dementia, their principal carers and significant others, and multi-agency staff 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 10**<br>Demonstrate or work with a critical understanding of the principles, contemporary health and social care roles and concepts in relation to dementia. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 10**<br>Apply knowledge, skills and understanding in the use of research literature and guidelines associated with the subject |

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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

| | Demonstrate skills in supporting people with dementia, their principal carers, and significant others to have the best life possible, including delivery, coordination and leadership of fundamental care delivery. |
|---|---|
| **Generic Cognitive skills** | **SCQF 10**<br><br>Identify and analyse contemporary issues affecting people with dementia. Critically review and consolidate knowledge, skills, practices and thinking when working with people with dementia and their principal carers and significant others. |
| **Communication, ICT and Numeracy Skills** | **SCQF 10**<br><br>Use a range of ICT applications to support and enhance work at this level and adjust features to suit the purpose.<br><br>Extend knowledge, skills, practice and thinking in relation to dementia care. |
| **Autonomy, Accountability and Working with Others** | **SCQF 10**<br><br>Exercise autonomy and initiative in professional/equivalent activities.<br><br>Manage complex ethical and professional issues while adhering to current professional and ethical codes or practices.<br><br>Practice in ways which draw on critical reflection on own and others' roles and responsibilities. |

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

| **Learning and Teaching** |
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| 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.<br><br>The module will be guided by social constructivist epistemology, encouraging shared learning and recognising the students' previous experience and knowledge and the value this has in a shared learning process. The module materials will be delivered online and will be supported through augmented by preparatory reading and follow-up discussion. Peer support sessions will be included to accommodate group discussion and supervision. Discussion within these meetings will shape the content of subsequent online discussions. Peer support will also be encouraged through the development of online discussion boards.<br><br>Prior to commencing the module, students should ensure that they have access to the technology and understanding required to access online materials and participate in online video communication.<br><br>Module delivery incorporates a variety of learning and teaching strategies, including online tutorials, practical tasks and synchronous and asynchronous discussion through technology-enhanced learning strategies, which will include the provision of support using e-learning materials (administered through the university VLE). Teaching strategies will include structured homework task setting, modelling, and support, tutorials, group supervision with case presentation and problem-solving. |

| 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) |
|---|---|
| Independent Study | 150 |
| Tutorial / Synchronous Support Activity | 12 |
| Personal Development Plan | 8 |
| Asynchronous Class Activity | 30 |
| n/a | |
| n/a | |
| **TOTAL** | 200 |

**Indicative Resources**

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

Brown, M., Mitchell, B. and Quinn, S. (2020) 'Meaningful activity in advanced dementia.' Nursing Older People, 34, pp. 14-19. DOI: 10.7748/nop.2020.e1171.

Brown, M. and Tolson, D. (2020) 'Introduction to living with advanced dementia series', Nursing older people, 32(3), pp. 12-16, EBSCOhost. MEDLINE, Available: RCNi. DOI: 10.7748/nop.2020.e1169.

Brown, M., Tolson, D. and Ritchie, L. (2020) 'Changing needs in advanced dementia', Nursing older people, EBSCOhost. MEDLINE, Available: RCNi. DOI: 10.7748/nop.2020.e1204.

Jack-Waugh, A., Brown, M., Henderson, J., Holland, S. and Sharp, B. (2020) 'Delivering personal care for people with advanced dementia.' Nursing Older People, 32, pp. 36-41. DOI: 10.7748/nop.2020.e1193.

Kitson, A. L. (2018) 'The Fundamentals of Care Framework as a Point-of-Care Nursing Theory', Nursing Research, 67(2)

Macrae, R., Duffy, F. J. R., Brown, M. and Lawson, B. (2021) 'Learning and leadership in advanced dementia care.' Nursing Older People, 33, pp. 28-33. DOI: 10.7748/nop.2020.e1189.

Sharp, B., Henderson, J., Brown, M., Jack-Waugh, A. and Macrae, R. (2021) 'Palliative and end of life care for people with advanced dementia', Nursing older people, 33(2), pp. 18-25, Available: London: RCNi. DOI: 10.7748/nop.2020.e1191

Brooker, D., & Latham, I. (2015). Person-centred dementia care: Making services better with the VIPS framework (Second Edition), London, Jessica Kingsley Publishers.

Downs, M., & Bowers, B. (2014). Excellence in dementia care: Research into practice. Berkshire, McGraw-Hill Education (UK).

Fox, C., Smith, T., Maidment, I., Hebding, J., Madzima, T., Cheater, F., Cross, J., Poland, F., White, J. and Young, J. (2014). The importance of detecting and managing comorbidities in people with dementia. Age and Ageing, 43(6), pp.741-743.

Jackson, G. A., & Tolson, D. (Eds.). (2019). Textbook of Dementia Care: An Integrated Approach. Abingdon, Routledge.

> **(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)**

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**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.

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**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.]()**

The School of Health and Life Sciences believe that education and practitioner diversity is central to achieving quality of care.

Within the module, quality of care, inclusiveness and employability are achieved by:

Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to students and prospective students

Promotion of confidence and knowledge of their rights as a student and employee

Promotion of respect and knowledge of client diversity, their needs, rights and associated practitioner responsibilities

The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching and learning, assessment and evaluation.

Disability disclosure is encouraged throughout the recruitment, selection and throughout the duration of this module. Emphasis is placed on confidentiality of information the benefits of disclosure and that no detriment to progress will be experienced.

To enable the module to be responsive to the demand for equality and diversity, procedures and processes have been subject to Equality Impact Screening and, where appropriate, Equality Impact Assessment. Evaluation by all key stakeholders throughout the life of the module is also central to meeting commitments.

**(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)**

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**Supplemental Information**

| Divisional Programme Board | Mental Health Nursing  Midwifery  Health |
|---|---|
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br><br>**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** | Rhoda Macrae |
| **External Examiner** | G Truscott |
| **Accreditation Details** | |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | 2 |

| Assessment (also refer to Assessment Outcomes Grids below) |
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| **Assessment 1** |
| Summative 1 Identify, reflect on and critically analyse a scenario from your practice where a multi-disciplinary team was involved in the health and social care of a person with dementia and their principal carers and significant others. Essay 1,500 |
| **Assessment 2** |
| Summative 2 Based on the scenario in the formative assessment, write and present an evidence-based personal and professional development plan for the multi-disciplinary team and yourself.<br><br>recorded presentation with referenced presentation materials max 2000 words. |
| **Assessment 3** |
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| (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.<br><br>(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** |
| Essay | ☒ | ☒ | ☒ | ☒ | ☐ | 0 | 0 |

| Component 2 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Clinical/ Fieldwork/ Practical skills | ☒ | ☒ | ☒ | ☒ | ☐ | 100 | 0 |

| assessment/ Debate/ Interview/ Viva voce/ Oral | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| **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** |
|---|---|---|
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