Module Descriptor

Title	Complex Care in Ageing and Frailty		
Session	2026/27	**Status**	Published
Code	NURS10039	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Stephen Mullay		

Summary of Module

Contemporary policy frameworks in Scotland, the United Kingdom and internationally, emphasise the importance of supporting older people's health and wellbeing, with a focus on integrating care across services and promoting independence and dignity. This module explores frailty in later life, aligning with the policy context, including Healthcare Improvement Scotland (2024) 'Ageing and frailty: Standards for the care of older people'. focusing on the needs of individuals affected by frailty

Students will examine the concept of frailty, including the stages of pre-frailty and frailty, along with its functional and health impacts. Students will develop enhanced clinical assessment and management skills required to nurse the person living with frailty; they will explore evidence-based interventions and service models that encourage wellbeing, social participation, and independence and improve outcomes, reflecting Scotland's commitment to delivering person-centred care through policies like the "National Health and Wellbeing Outcomes" and "Self-Directed Support."

The module covers the full spectrum of care, from prevention to palliative and end-of-life support, in line with Scotland's emphasis on "Ageing in Place" and a rights-based approach to care. Students will engage with the ethical considerations of practice, addressing key policy concerns around autonomy, decision-making, capacity and safeguarding, in alignment with Healthcare Improvement Scotland policy standards and human rights-based care frameworks and legislation such as the Adults with Incapacity (Scotland) Act 2000 and the Adult Support and Protection (Scotland) Act 2007.

By the end of the module, students will possess the knowledge and skills required to provide enhanced nursing care for individuals with complex needs, demonstrating professionalism and a commitment to improving patient outcomes, while also aligning to the graduate attributes of UWS; universal, work-ready and successful.

Formative opportunities will be provided during this module in a variety of mechanisms which may include: feedback on classroom-based activities from academics and/or peers, feedback on performance of nursing skills and procedures, feedback on assessment plans or short pieces of formative work and feedback from wider university support services (e.g. Academic skills team).

This module contributes to the UN Sustainable Development Goals (SDGs) (2023) SDG 3 Good Health and Wellbeing, SDG - 4 and Quality Education.

United Nations (2023) Sustainable Development: The 17 Goals. Available from: https://sdgs.un.org/goals

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)	
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 the physiological, psychological, and social factors that contribute to ageing and frailty, and their implications for care delivery and patient outcomes.
L2	Demonstrate enhanced skills in the assessment and management of frail individuals, using appropriate tools and frameworks to identify/assess care needs and implement person-centred interventions.
L3	Demonstrate skills in facilitating complex integrated multidisciplinary processes, such as hospital discharge planning with frail older people and carers.
L4	Develop evidence-based care plans in collaboration with people affected by frailty, incorporating interdisciplinary approaches and strategies for managing frailty and comorbid conditions.
L5	Critically analyse current policies, ethical considerations and service models related to the care of ageing and frail populations and propose innovative new solutions for improving care quality and outcomes.

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:**

[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

Knowledge and Understanding (K and U)	**SCQF 10** The student will develop a critical understanding of the physiological factors, psychological theory and social policy that impact and influence care in ageing and frailty. Demonstrating knowledge and understanding of the assessment skills & tools needed to complete a health needs assessment for those affected by ageing and frailty. Increased knowledge & understanding of complexity and decision-making in caring for those affected by ageing and frailty. Increased knowledge and understanding of the contemporary evidence base that underpins care of those affected by ageing and frailty. Increased knowledge and understanding of the professional, legal, and ethical considerations required in managing those affected by ageing and frailty.
Practice: Applied Knowledge and Understanding	**SCQF 10** The student will develop and apply enhanced safe assessment skills, using a variety of assessment tools, in the care of individuals affected by ageing and frailty. Applied knowledge and understanding of national guidelines/intervention bundles in the clinical management of those affected by ageing and frailty. Applied knowledge and understanding of a variety of assessment tools that assist in the safe assessment of those affected by ageing and frailty.
Generic Cognitive skills	**SCQF 10** The student will critically identify, define, conceptualise and analyse complex/professional problems and issues relating to ageing and frailty. The student will critically review and consolidate knowledge, skills, practices and thinking, relating to ageing and frailty. Critically identifying and analysing complex professional issues concerning the care of those affected by ageing and frailty. Problem solving and analytical skills in clinical decision making.
Communication, ICT and Numeracy Skills	**SCQF 10** Students will use enhanced communication skills in the delivery of care to people who are ageing and frail, peers and multidisciplinary colleagues. Using a variety of both routine and advanced communication skills to support established practices. Demonstrating the importance of communication with patients, families, peers, and senior colleagues to provide effective care of the acutely unwell adult. Numeracy skills related to Medicines: safe interpretation of physiological measurements, scoring systems, and understanding and interpretation of same. Use of relevant ICT to support care management (e.g. Early Warning Scores Apps, Biometrics).
Autonomy, Accountability	**SCQF 10**

and Working with Others	The student will enhance their skills in delivering care for those affected by ageing and frailty, exercising autonomy and initiative, and showing awareness of their own and others' roles and responsibilities. Students will consider and critically explore ethical issues related to the care needs of the ageing and frail person. Managing complex ethical and professional issues in line with current Nursing and Midwifery Council standards while also recognising the limitations of your practice and when to seek guidance. Understanding the legal boundaries/frameworks within which you practice.

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. You will be taught through a combination of lectures, tutorials, workshops and, if part of this module, guided activity in our clinical skills laboratories. This will be supported by materials hosted on our virtual learning environment. Your time on campus is also designed to support your professional development as you work towards becoming a Registered Nurse. Group work, role play, and presentations help you to develop the communication, teamworking and leadership skills needed for professional practice.	
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	12
Tutorial / Synchronous Support Activity	24
Personal Development Plan	3
Independent Study	161
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: British Geriatrics Society (2024), Be Proactive: Delivering Proactive Care for Older People With Frailty. Available at: https://research-repository.st-andrews.ac.uk/bitstream/handle/10023/30936/Be_proactive_-

_Delivering_proactive_care_for_older_people_with_frailty.pdf?sequence=1 (accessed 25th February 20205)

Healthcare Improvement Scotland (2024) Ageing and Frailty Standards. Available at: https://www.healthcareimprovementscotland.scot/wp-content/uploads/2024/11/Ageing-and-Frailty-Standards-November-2024.pdf (Accessed: 20 February 2025).

Healthcare Improvement Scotland (2024), Frailty Learning System. Available at: https://ihub.scot/project-toolkits/focus-on-frailty/frailty-learning-system/frailty-identification/ (Accessed: 26. February 2025).

World Health Organization (2023) Ageing and health. Available at: https://www.who.int/news-room/fact-sheets/detail/ageing-and-health (Accessed: 20 February 2025).

Sciacchitano, S.; Carola, V.; Nicolais, G.; Sciacchitano, S.; Napoli, C.; Mancini, R.; Rocco, M.; Coluzzi, F. (2024) To Be Frail or Not to Be Frail: This Is the Question—A Critical Narrative Review of Frailty. Journal of Clinical Medicine, 13, 721. https://doi.org/10.3390/ jcm13030721 (Accessed: 26 February 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:

The Nursing and Midwifery Council require that students complete 2300 hours of theoretical preparation. Therefore, there is an expectation that all students attend all scheduled activities associated with the module. This includes on-campus and synchronous 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.

This module is appropriate for all students. 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. To promote inclusive practice, procedures and processes have been subject to Equality Impact.

Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the module. Emphasis is placed on confidentiality of information the benefits of disclosure, and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate. All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students. Professional programmes have Standards of Proficiency which detail the knowledge, skills and understanding required to be met to permit professional registration to be able to practise safely and effectively in the profession. As an education provider for this professional programme, UWS is not able to adjust these

standards. However, we can make reasonable adjustments to assist students in meeting these standards. The Nursing and Midwifery Council (2019) have additional information regarding reasonable adjustments which can be found here: https://www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment/student-empowerment/what-to-expect/reasonable-adjustments-if-applicable/
(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	**Adult Nursing Community 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	Pre-registration Adult Nursing
Moderator	Lynn McCaffer
External Examiner	R Armstrong
Accreditation Details	NMC
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presentation
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	1

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%	1 hours

Change Control

What	When	Who