



MODULE SPECIFICATION

Part 1: Information			
Module Title	Complexities of Caring for Older People		
Module Code	UZTRWM-20-3	Level	Level 6
For implementation from	September 2020		
UWE Credit Rating	20	ECTS Credit Rating	10
Faculty	HAS	Field	CCAN
Department	Nursing and Midwifery		
Contributes towards	BSc (Hons) Specialist Practice (District Nursing) BSc (Hons) Health and Social Care MSc Specialist practice (District Nursing) MSc Advanced Practice Professional Development Award		
Module type:	Project Module		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	Registered Practitioner in Health or Social Care (to include Nursing Associates). Applications from Associate Practitioners will be considered following discussion and support from applicant's line manager		

Part 2: Description
<p>This module aims to provide registered health or social care practitioners working within primary and / or secondary care settings with the knowledge and skills required to deliver best practice within their professional field to older people. Students will critically consider current policy drivers related to older adult care and develop a proposal for a service improvement initiative or innovation that is related to their field and context of practice.</p> <p>Over the duration of the module key aspects will be examined such as</p> <ul style="list-style-type: none"> • Older people; background and context • Healthy Ageing • Psychosocial theories of ageing • Biological perspective of ageing • Atypical presentation of illness • Multimorbidity's and complex care • Prevention and management of falls • Frailty • Comprehensive Geriatric Assessment • Appropriate / inappropriate prescribing in older adults

- Mental capacity act and decision making
- Dementia, delirium and depression
- Interagency collaboration and integrated teams
- Social care for older people with long term conditions
- Health promotion and self-management strategies
- Digital technologies
- End of life care in older people

This module is an interprofessional taught module and runs over seven days, typically one day a week. This interprofessional educational approach aims to cultivate collaborative practice whilst providing students with an opportunity for networking across professional roles and organisational boundaries.

Students undertaking the module at degree level (level 3) and master's degree level (level M) are co-taught facilitating knowledge exchange through discussions during seminars and group work. Learning is enhanced through the provision of resources and dynamic reading lists on the universities virtual learning environment (Blackboard) which is available on and off campus.

Part 3: Assessment

Assessment Strategy

The assignment brief comprises of both formative and summative assessment where students will be given the opportunity to explore progress and receive support towards the summative submission.

Formative assessment

Formative assessment will take place through supervision of group work and discussion throughout the module as well as peer review /discussion of the student's assignment outline plan at the end of the module, facilitated by the module lead. This promotes peer learning and appreciation of different roles in the delivery of service provision to older adults. This will enable students to explore the foundation of the summative assessment.

Summative assessment

Students will complete a 3000-word written assignment that will enable them to critically consider relevant literature, research and policy to identify a service improvement related to their field / context of practice in the care of older people. This assessment enables the student to achieve the learning outcomes of the module irrespective of their professional role or practice context.

At level 3, students are expected to critically analyse, evaluate and synthesise the delivery of service to older people. This should include some appreciation of how evidence-based practice influences the delivery of older adult care.

Identify final timetabled piece of assessment (component and element)	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A Description of each element	Element weighting (as % of component)	
1. 3000-word written assignment	100%	
Resit (further attendance at taught classes is not required)		
Component A Description of each element	Element weighting (as % of component)	
1. 3000-word written assignment	100%	

Part 4: Learning Outcomes & KIS Data																												
Learning Outcomes	<p>On Successful completion of this module students will be able to</p> <ol style="list-style-type: none"> 1. Analyse literature, research and policy related to the complex care of older adults. 2. Identify areas for service improvement and innovation within their practice and formulate recommendations regarding improvement in care and services. 3. Analyse the opportunities for and challenges to integrated practice in managing complex care needs in older people. 4. Demonstrate knowledge and understanding of health promotion and disease prevention in older people and its application to their practice 5. Critically appraise ethical and legal issues relating to their professional practice in the care of older people <p>All learning outcomes are assessed by Component A</p>																											
Key Information Sets Information (KIS)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="background-color: #cccccc;"><u>Key Information Set - Module data</u></th> </tr> <tr> <td style="width: 30%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 10%;"></td> </tr> </thead> <tbody> <tr> <td colspan="3"><i>Number of credits for this module</i></td> <td style="border: 2px solid red; color: red; text-align: center;">20</td> <td></td> </tr> <tr> <th style="background-color: #cccccc;">Hours to be allocated</th> <th style="background-color: #cccccc;">Scheduled learning and teaching study hours</th> <th style="background-color: #cccccc;">Independent study hours</th> <th style="background-color: #cccccc;">Placement study hours</th> <th style="background-color: #cccccc;">Allocated Hours</th> <td></td> </tr> <tr> <td style="color: red; text-align: center;">200</td> <td style="color: red; text-align: center;">36</td> <td style="color: red; text-align: center;">164</td> <td style="color: red; text-align: center;">0</td> <td style="color: red; text-align: center;">200</td> <td style="text-align: center; color: green;">✔</td> </tr> </tbody> </table>	<u>Key Information Set - Module data</u>										<i>Number of credits for this module</i>			20		Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		200	36	164	0	200	✔
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Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>																											
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