MODULE SPECIFICATION

Part 1: Information			
Module Title	Complexities of Caring for Older People		
Module Code	UZTRWN-20-M	**Level**	Level 7
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 Masters Apprenticeship – Advanced Clinical 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
This module aims to provide registered health or social care practitioners working within primary and / or secondary care settings 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. Over the duration of the module key aspects will be examined such as • 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 M students are expected to critically evaluate, synthesise and provide independent perspectives regarding the delivery of service to older people. This should include a critical exploration of literature and debate the wider socio-political implications of older adult care.

Identify final timetabled piece of assessment (component and element)	Component A: Element 1	
% 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	On Successful completion of this module students will be able to
	    1. Demonstrate in-depth and advanced knowledge and analysis of the literature, research and policy related to the complex care of older adults
	    2. Synthesise a wide range of evidence in order to initiate and lead service improvement reaching judgements which extend beyond taught concepts
	    3. Critically evaluate the opportunities for and challenges to integrated practice in managing complex care needs in older people
	    4. Evidence comprehensive knowledge and understanding of health promotion and disease prevention in older people and evaluate their application to practice
	    5. Critically appraise ethical and legal issues relating to their professional practice in the care of older people
	
	All learning outcomes are assessed by Component A

Key Information Sets Information (KIS) **Contact Hours** **Total Assessment**	(see tables below)
Reading List	[Complexities of Caring for Older People Reading List](#)

Key Information Set - Module data

Number of credits for this module				20	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
200	36	164	0	200	✅

The table below indicates as a percentage the total assessment of the module which constitutes a

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)

Total assessment of the module:		
Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

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First Approval Date (and panel type)	*Date of first {panel} approval*

Revision ASQC Approval Date *Update this row each time a change goes to ASQC*		Version	*1*	*Link to RIA*