**Module Descriptor**

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| **Title** | Technologies in Dentistry | | |
| **Session** | 2025/26 | **Status** | Published |
| **Code** | NURS09046 | **SCQF Level** | 9 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Health and Life Sciences** | | |
| **Module Co-ordinator** | Pamela Young | | |

**Summary of Module**

General Dental Practices are essentially small businesses that function in the health care sector, either publicly (NHS) or privately (funded by client fees). Most dental practices compete in the mixed market economy where their funding is a combination of both. Paying clients demand for better aesthetic outcomes is a driver of change in this sector. Dental practices must feed client demand by using all available new technology to maintain their competitive edge.

The dental workforce is evolving to embrace these new technologies with new skills and expertise to provide the best outcome for clients. This module is designed to develop the dental nurse's autonomy and initiative as they engage with clients undergoing aesthetic rehabilitation of the dentition. Through critical analysis of the extensive range of technologies, the dental nurse can help clients navigate the psychological, physical, and social impact of aesthetic rehabilitation of their dentition. In addition, ethical, moral, and professional issues will be appraised.

Dental nurses will experience first-hand the practical application of an extensive range of technologies which impact on client aesthetic treatment. This will include Computer Aided Design/Computer Aided Manufacturing, Digital Imaging, Smile Design©, and specialist software. This experience will enhance the dental nurse's role, who will have a key role within the team. Following consultation with the dentist, they will exercise responsibility as they support clients enabling them to make an informed decision relating to treatment provision involving aesthetic treatment.

| Module Delivery Method | On-Campus[1] ☐ | Hybrid[2] ☒ | Online[3] ☐ | Work -Based Learning[4] ☐ |
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| **Campuses for Module Delivery** | ☐ Ayr<br>☐ Dumfries | ☐ Lanarkshire<br>☐ London<br>☐ Paisley | ☐ Online / Distance Learning<br>☒ Other (specify)<br>NCL<br>Coatbridge Campus | |

| 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** | |
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| **L1** | Demonstrate a range of technologies which support aesthetic dental treatment. |
| **L2** | Evaluate a range of specialist technology applications to support and enhance practice. |
| **L3** | Appraise the physical, social, and psychological impact of new technologies and treatment on the patient. |
| **L4** | Critically analyse the developing role of the dental team responsible for aesthetic dental treatment. |
| **L5** | Review the ethical, moral, and professional determinants associated with aesthetic dental treatments. |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **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**<br>Demonstrate a critical understanding of dental technologies and the application to clinical practice.<br>Determine the factors influencing aesthetic dental care and impact on individuals. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 9**<br>Use critical appraisal skills to evaluate aesthetic dental technology and its potential contribution to dentistry. |

[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

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| **Generic Cognitive skills** | **SCQF 9**<br>Employ critical analysis skills to appraise evidence of aesthetic advancements in dentistry and the evolving needs of society. |
| **Communication, ICT and Numeracy Skills** | **SCQF 9**<br>Interpret and evaluate numerical and graphical data when appraising literature.<br>Make effective use of information technology and other sources to retrieve information. |
| **Autonomy, Accountability and Working with Others** | **SCQF 9**<br>Identify and acknowledge specialist aesthetic dental technologies expertise.<br>Consider and address learning needs for specialist aesthetic dental technology practice.<br>Recognise ethical, moral, and professional issues arising from aesthetic dental applications. |

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| **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>A variety of learning and teaching strategies will be utilised including lectures, workshops, tutorials, simulation, enquiry-based learning, and group activities. Support and guidance will be available from the module team. Additional support including reasonable adjustments for teaching and learning can be individualised for those students with enabling support needs. The learning and teaching strategies on this module contribute to the development of UWS graduate attributes as outlined in "I am UWS" see link:<br>https://www.uws.ac.uk/current-students/your-graduate-attributes/ | |
| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture / Core Content Delivery | 12 |
| Tutorial / Synchronous Support Activity | 18 |
| Laboratory / Practical Demonstration / Workshop | 6 |
| Independent Study | 164 |
| n/a | |
| n/a | |
| **TOTAL** | 200 |

**Indicative Resources**

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

Koenig, L.J; Tamini, D. Petrikowski, C.G. and Perschbacher, D.D.S. (2017) Diagnostic Imaging: Oral and Maxillofacial. 2nd ed. Philadelphia: Elsevier.

Sheridan, P. (2019) Clinical Photography in Dentistry: A New Perspective. London: Quintessence Publishing.

**(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 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:**

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

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 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 you have not been attending sessions or completing 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. 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 duration of 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 a student has disclosed specific requirements.

| **(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**

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| **Divisional Programme Board** | **Adult Nursing Community Health** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<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** | Community and Health |
| **Moderator** | Lindy Morrison |
| **External Examiner** | V Hewson |
| **Accreditation Details** | |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | 2.0 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| Essay Pass mark 40% |
| **Assessment 2** |
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| **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>(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 | ☒ | ☒ | ☒ | ☒ | ☒ | 100 | 0 |

| **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% | 0 hours |

**Change Control**

| **What** | **When** | **Who** |
|---|---|---|
| Co-ordinator | 13/2/25 | JO |
| Moderator | 13/2/25 | JO |
| External examiner | 13/2/25 | JO |
| Added Module code | 17/2/25 | JO |
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