Module Descriptor

Title	Clinical Dental Skills		
Session	2026/27	**Status**	Published
Code	NURS07052	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Kirsty Ferrie		

Summary of Module

A fundamental role of the dental nurse is supporting patient care and the dental team as they engage in a range of clinical skills to support routine and non-routine dental treatment. The student's competence will be assessed within a clinical environment demonstrating evidence of clinical skills and professionalism. The student must discuss clinical standards and professional behaviours, and demonstrate competence at the appropriate level for General Dental Council registration. Students will complete a minimum of 320 work-based learning hours.

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) NCL Coatbridge Campus	
Terms for Module Delivery	Term 1 ☐	Term 2 ☐	Term 3 ☐	

[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

Long-thin Delivery over more than one Term	Term 1 – Term 2	☒	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate competence associated with a range of routine and non-routine clinical skills, via evidence of achievement of the relevant General Dental Council Safe Practitioner Domains.
L2	Demonstrate communication skills and professionalism via engagement with patients and the dental team.
L3	Discuss the role of culture and society in shaping personal and professional values.
L4	Identify the meta-skills required for dental nurses in the dental environment.
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 7** An overall appreciation of the body of knowledge associated with a range of routine and non-routine clinical skills.
Practice: Applied Knowledge and Understanding	**SCQF 7** Apply knowledge, skills and understanding within a practical context and engagement with a range of routine and non-routine clinical skills.
Generic Cognitive skills	**SCQF 7** Use a range of approaches to record accurate information in relation to clinical competence.
Communication, ICT and Numeracy Skills	**SCQF 7** Use a wide range of routine skills to convey complex ideas to patients following routine and non-routine clinical care.
Autonomy, Accountability and Working with Others	**SCQF 7** Practice autonomy, accountability and responsibility in supporting the patient and the dental team whilst providing routine and non-routine clinical care.

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. A variety of learning and teaching strategies will be utilised including lectures, workshops, tutorials, enquiry based learning and simulated practice. 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:

https://www.uws.ac.uk/current-students/your-graduate-attributes/

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	12
Laboratory / Practical Demonstration / Workshop	12
Work-based Learning	320
Independent Study	36
n/a	
TOTAL	392

Indicative Resources

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

Chapman, A. and Felton, S. (2021) Basic Guide to Oral Health Promotion (a basic guide dentistry series) 3rd ed. Oxford: John Willey and Sons

General Dental Council (2023) Safe Practitioner: Dental Nurse. Available at: https://www.gdc-uk.org/docs/default-source/education-and-cpd/safe-practitioner-framework-2024/eqa-gui-011-spf-dental-nurse.pdf?sfvrsn=2e9b563_11 (Accessed: 3 August 2026)

Hollins, C. (2019) Levinson's Textbook for Dental Nurses. 12th ed. Oxford: Wiley Blackwell

(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:

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. This module requires attendance at placement to meet module hours and GDC requirements.

You are academically engaged if you are regularly engaged with scheduled live sessions oncampus and online, including engaging with online learning activities in your own time, courserelated 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. 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 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 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.

(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	Community and Health
Moderator	Veronica McIlroy

External Examiner	V Hewson
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	4

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Placement - achievement of competencies. Pass/Fail.
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**
Performance/ Studio work/ Placement/ WBL/ WRL assessment	☒	☒	☒	☒	☐	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**
Moderator, External examiner, Change to LO3	24/04/2025	J Orr

Moderator change	March 2026	Anne Marie Craig
Change to a single P/F component for GDC requirements	August 2026	Kirsty Ferrie