



Module Descriptor

Title	Values in Dental Practice		
Session	2024/25	Status	
Code	NURS07057	SCQF Level	7
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Julie Orr		

Summary of Module

The module is designed to facilitate the students' understanding of values-based practice and to demonstrate the proficiencies required to deliver compassionate person centred care within a range of health and social care environments. This will include activities designed to connect the student with their own values and ethical beliefs, exploring the influences on the development of personal values and considering how personal professional values influence how care is delivered. The module has shared components exploring core elements of values-based practice that the student can then relate to themselves and to their own field of practice during dental practice. The module is delivered using a blended approach to education that involves guided study, tutorials/workshops and linked to level 7 practice related activities. Students will study online and have campus-based sessions designed primarily as workshops, tutorials or sessions to develop skills to prepare them for a practice learning experience where they will consolidate learning and further develop values-based practice. The module concludes with a review of learning and an opportunity for reflection and personal development planning. Sessions in the module and on-line resources will cover topics including an understanding of values, ethics and compassion; the role of culture and society in the formation of values and beliefs; links between values and experience. The relationship between personal and professional values will be examined and the connections between personal experience, values and health behaviours. The module also covers professional values, definitions of values-based practice and the links between values-based practice and person-centred care. Skills will be developed during work-based learning (384 hours). Students will be encouraged to consider issues relating to moral courage, speaking out and raising concerns, diversity and viewpoint diversity. The importance for dental nursing practice of intelligence, problem solving and evidence will be discussed and explored.

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input checked="" type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input checked="" type="checkbox"/> Other (specify) New College Lanarkshire Coatbridge campus	
Terms for Module Delivery	Term 1 <input checked="" type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input type="checkbox"/>	
Long-thin Delivery over more than one Term	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
L1	Reflect on the role of culture and society in the development of personal and professional values
L2	Demonstrate understanding of how previous experiences shape values and health related behaviours.
L3	Discuss the importance of service user and family involvement in the planning and delivery of care.
L4	Demonstrate evidence of ongoing achievement of the relevant General Dental Council professional standards.
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)	<p>SCQF 7</p> <p>Appreciation of the body of knowledge that underpins the delivery of values-based compassionate nursing care.</p> <p>Awareness of the ethical issues related to care and partnership working.</p> <p>Understanding of the factors influencing the development of values and beliefs and their impact on health outcomes.</p>

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

	<p>Awareness of their own values and beliefs and understanding of how they influence delivery of compassionate dental nursing care.</p> <p>Understanding of the impact of stigma around some clinical presentations.</p> <p>Understanding the principles and implications of the relevant professional regulatory codes of practice</p> <p>An understanding of the role of values in evidence-based dental nursing.</p> <p>Understanding of the values underpinning the delivery of safe and effective practice.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 7</p> <p>The delivery of compassionate, evidence-based care with people from diverse population who may be experiencing a degree of vulnerability.</p> <p>The delivery of compassionate care involving the practical application of knowledge, skills and professional values.</p> <p>The delivery of compassionate, values and evidence based dental nursing care within care delivery situations that are planned and unplanned.</p>
Generic Cognitive skills	<p>SCQF 7</p> <p>Present and evaluate arguments, information and ideas routine to deliver values-based compassionate dental nursing care.</p> <p>Apply values based clinical decision making to address defined and/or routine problems and issues within routine dental nursing care situations.</p> <p>Use appropriate search strategies to review literature that explores the influences, nature and impact of values-based care delivery in dental nursing.</p>
Communication, ICT and Numeracy Skills	<p>SCQF 7</p> <p>Use a wide range of routine skills and some advanced skills associated with the compassionate delivery of safe and effective dental nursing care.</p> <p>Understand the requirement for compassion when delivering or preparing to deliver common dental techniques.</p> <p>Sensitively record the assessment, planning and evaluation of care using the placement providers, frameworks, processes, equipment and programmes.</p> <p>Use a range of methods to communicate dental health related concepts effectively to people, their families, carers and professionals.</p> <p>Use a range of digital resources to enhance learning.</p>
Autonomy, Accountability and Working with Others	<p>SCQF 7</p> <p>Exercise some initiative and independence in carrying out essential care tasks and do this through values based compassionate care delivery.</p> <p>Use resources in a respectful and considerate manner.</p> <p>Take the lead in implementing agreed plans in familiar or defined contexts.</p> <p>Take account of own and others' roles and responsibilities when carrying out and evaluating tasks.</p>

	<p>Demonstrate the ability to work within professional, legal and ethical frameworks underpinning dental nursing practice.</p> <p>Practice under supervision and, when appropriate, demonstrate the ability to show initiative in specific areas of care whilst recognising their limitations.</p> <p>Work, under guidance, with others to acquire an understanding of current professional practice.</p>
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Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<p>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.</p> <p>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/</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	6
Tutorial / Synchronous Support Activity	12
Work-based Learning	192
Please select	
Please select	
Please select	
TOTAL	210 Hours Total

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Braithwaite, B (2020) Diversity and cultural awareness in nursing practice. LA: Sage</p> <p>Holland, K (2018) Cultural awareness in nursing and healthcare: an introductory text. LA, Sage, Learning Matters.</p>

Wilson, C (2019) The language of kindness: a nurse's story. London: Chatto & Windu

(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)

Supplemental Information

Divisional Programme Board

Adult Nursing Community Health

Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	Anne Marie Craig
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	V1.0

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Portfolio of evidence
Assessment 2
Successful completion of a placement as evidenced by achievement of competencies
Assessment 3
N/A
(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
Portfolio of Evidence	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Achievement of competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who