



## Module Descriptor

Title	Academic Skills for Dental Nurses		
Session	2025/26	Status	Published
Code	NURS08068	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Pamela Renfrew		
<b>Summary of Module</b>			
<p>The purpose of this module is to build on students' knowledge of university's systems and resources to further develop academic and scholarly awareness. Students within the University community are confronted with an array of learning platforms and eLearning tools that can be daunting and this module develops these resources as well as increasing their knowledge and understanding the of rigour of academic study.</p> <p>Students will explore, reflect on and develop their academic and graduate skills of finding, searching and appraising evidence; critical thinking; academic writing; digital health and digital literacy/skills and presentation skills. These skills will support the student as they progress throughout their degree and will be applied to clinical practice.</p> <p>A key element in this module is the role of the personal tutor. The personal tutor will work with students to enhance, support and foster a sense of belonging to a peer group where their individual academic needs can be addressed for theory and clinical practice.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input checked="" type="checkbox"/>
<b>Campuses for Module Delivery</b>	<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) NCL	

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

					Coatbridge Campus	
Terms for Module Delivery	Term 1	<input type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input checked="" type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
<b>L1</b>	Use a range of IT and communication skills to gather, analyse and present evidence in different forms
<b>L2</b>	Demonstrate abilities in critical reflection and self-evaluation
<b>L3</b>	Evaluate own development needs in relation to graduate attributes and professionalism
<b>L4</b>	Explore next steps in academic, professional and personal development using an e-Portfolio
<b>L5</b>	Demonstrate evidence of ongoing achievement of the relevant General Dental Council professional standards

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 8</b> A range of strategies and approaches to study that facilitate learning. Critical thinking.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 8</b> Reflecting on personal experience and identifying learning needs within the context of academic and practice settings. Implementing strategies designed to address the demands of the modules in the programme and meet their learning needs. Understanding how knowledge from evidence underpins practice development. Understanding the link between professionalism and graduate attributes
<b>Generic Cognitive skills</b>	<b>SCQF 8</b> Demonstrate a problem-solving approach to learning. Developing a questioning approach to the appraisal of evidence
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 8</b> Communicating effectively and appropriately in speech and writing. Demonstrating key skills in numeracy and literacy. Evidence digital literacy and IT skills to support learning and professional practice
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 8</b> Taking responsibility for identifying and addressing personal learning goals using available resources. Recognising the importance of an individual's accountability and responsibility associated with being an effective team member.

	Evidence of accepting and providing constructive feedback to promote learning in self and others
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Prerequisites	Module Code	Module Title
	<b>Other</b> All L7 modules (BSc Dental Nursing) must be complete	
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>Most of the learning and teaching on this module takes place through work-based learning. Students will be supported by work-based assessors and personal tutors.</p> <p>Students are encouraged as they progress to become more independent in their learning and to identify and address their own learning needs, making use of the range of supports that are available, both within the programme and in the wider University. The learning and teaching strategies on this module contribute to the development of UWS graduate attributes as outlined in I am UWS, specifically the completion of the e-portfolio develops skills in critical thinking, self-reflection, collaboration, problem-solving, and communicating effectively.</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	3
Tutorial / Synchronous Support Activity	3
Work-based Learning	192
Independent Study	2
n/a	
n/a	
<b>TOTAL</b>	<b>200</b>

Indicative Resources
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Aveyard, H. Sharp, P. and Woolliams, M (2015) A Beginners Guide to Critical Thinking and Writing in Health and Social Care 2nd Edition. Maidenhead: Open University Press,</p> <p>Bottomley, J. and Prymachuk S., (2017) Academic Writing and Referencing for your Nursing Degree Herts: Critical Publishing</p> <p>Day, T. (2018) Success in academic writing. 2nd Ed. Basingstoke: Palgrave MacMillan.</p>

Pears, R. and Shields, G. (2019) Cite them right: the essential referencing guide. 11th rev. ed. London: Red Globe Press

**(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. This module requires attendance at a work-based learning environment to work towards GDC Scope of Practice additional competencies.

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 check how things are going and offer support if we observe 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](http://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**

<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	Community and Health
<b>Moderator</b>	Beverley Young
<b>External Examiner</b>	V Hewson
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	2.0

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
Portfolio of evidence to assess learning outcomes 1, 2, 3 and 4. Pass mark 40/100.
<b>Assessment 2</b>
Successful completion of a workbased learning as evidenced by achievement of competencies to assess learning outcome 5. This component is assessed as pass/fail.
<b>Assessment 3</b>
<p>(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.</p> <p>(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.)</p>

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Portfolio of written work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	0

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Performance/ Studio work/ Placement/ WBL/ WRL assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0

<b>Component 3</b>
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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"/>		
<b>Combined total for all components</b>						100%	0 hours

### Change Control

What	When	Who
Coordinator		
Moderator		
External examiner		
Added Module code		