Module Descriptor

Title	Academic Skills for Dental Nurses		
Session	2024/25	**Status**	
Code	NURS08XXX	**SCQF Level**	8 (Scottish Credit and Qualifications Framework)
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	Please select		
Module Co-ordinator	School of Health and Life Sciences		

Summary of Module

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.

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.

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.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☐	Online[3] ☐	Work-Based Learning[4] ☒
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London		☐ Online / Distance Learning

[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

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

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 8** A range of strategies and approaches to study that facilitate learning. Critical thinking.
Practice: Applied Knowledge and Understanding	**SCQF 8** 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
Generic Cognitive skills	**SCQF 8** Demonstrate a problem-solving approach to learning. Developing a questioning approach to the appraisal of evidence
Communication, ICT and Numeracy Skills	**SCQF 8** 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
Autonomy, Accountability and Working with Others	**SCQF 8** 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

Prerequisites	Module Code	**Module Title** All L7 modules (BSc Dental Nursing) must be complete
	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.
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.
Students are encouraged as they progresses 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.
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.

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	3
Tutorial / Synchronous Support Activity	3
Work-based Learning	192
Independent Study	2
Please select	
Please select	
TOTAL	200 hours

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
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Aveyard, H. Sharp, P. and Woolliams, M (2015) A Beginners Guide to Critical Thinking and Writingin Health and Social Care 2nd Edition. Maidenhead: Open University Press,

Bottomley, J. and Prymachuk S., (2017) Academic Writing and Referencing for your Nursing Degree Herts: Critical Publishing

Day, T. (2018) Success in academic writing. 2nd Ed. Basingstoke: Palgrave MacMillan.

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) (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	☐ **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	tbc
External Examiner	Format: First initial + Surname. No titles. Please only enter if examiner has been approved for this module.
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☐ **No**
Changes / Version Number	V1.0

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

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Work-based Learning	☐	☐	☐	☐	☒	0	

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who