Module Descriptor

Title	Oral Health Promotion with Technology		
Session	2026/27	**Status**	Published
Code	NURS08069	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Kirsty Ferrie		

Summary of Module

This module is designed to develop the skills, knowledge, and expertise of dental nurses to enable them to evaluate the social determinants that influence general and oral health. This will enable the dental nurse to use initiative to influence the planning and delivery of oral health promotion activities with the use of technology targeted at a range of individual patients.

The student will apply a theory of health promotion to facilitate the delivery of holistic oral health advice across a variety of client groups. The student will be expected to evaluate and apply contemporary approaches to health promotion activities for an oral health topic. This includes participation in a range of dental related health promotion and technology-based activities to empower overall oral health and wellbeing. The module will include technology enabled care to assist in patient education, acknowledging, that it provides interactive personalised and accessible resources and tools to empower patients with knowledge and understanding of their oral health.

The dental nurse will understand the benefits of technology-enabled care, improved treatment outcomes, increased patient satisfaction, and better oral health management. The benefits and limitations of using technology enabled care are also explored.

Technology enabled care is being integrated into dental patient care, offering benefits in diagnostics, treatment planning, patient management, and patient education. This includes learning and teaching in relation to the use of interactive educational tools, visualisation and simulation, personalised treatment plans, remote telephone consultations and health monitoring devices.

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 Coabridge 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	Explore models and concepts of health and oral health promotion.
L2	Examine the social determinant influences of health and oral health and their effects on general health and wellbeing.
L3	Apply knowledge and skills in the delivery of health education and the use of technology enabled care in the context of oral health promotion.
L4	Discuss an oral health promotion activity underpinned by contemporary evidence and practice.
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 8** Demonstrate an understanding of the principles and concepts of health promotion, education, prevention, protection, and empowerment
Practice: Applied Knowledge and Understanding	**SCQF 8** Use a range of professional skills, techniques, and practices that demonstrate a professional approach in supporting technology enabled care.
Generic Cognitive skills	**SCQF 8**

[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

	Explore health promotion issues at local, national, and international levels. Plan and evaluate health promotion activities according to individual needs.
Communication, ICT and Numeracy Skills	**SCQF 8** Undertake critical evaluations using a range of numerical and graphical data. Search literature and present information using technology.
Autonomy, Accountability and Working with Others	**SCQF 8** Assess, plan, implement and evaluate an independent health promotion activity. Practice in ways which draw on reflection on own and other roles and responsibilities

Prerequisites	**Module Code**	**Module Title**
	Other All L7 modules (BSc Dental Nursing) must be complete	
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 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	24
Independent Study	152
n/a	
n/a	
TOTAL	200

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 Education and Promotion (Basic Guide Dentistry Series) 3rd ed. Oxford: John Wiley & Sons

Davenport, T. and Kalakota, R. (2019). The Potential for Artificial Intelligence in Healthcare. Future Healthcare Journal Available at Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6616181/ (Accessed: 27 May 2024)

Schwendicke, F., Samek, W. and Krois, J. (2020). Artificial Intelligence in Dentistry: Chances and Challenges. Journal of Dental Research, 99(7), pp.769–774. https://doi.org/10.1177/0022034520915714.

(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.

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	☐ **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	Beverley Young
External Examiner	V Hewson
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presentation 40%
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**
Presentation	☒	☒	☒	☒	☐	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, Moderator, External Examiner, Added Module code	24/04/25	J Orr
Moderator change	March 2026	Anne Marie Craig