Module Descriptor

Title	Complex Oral Health Care		
Session	2026/27	**Status**	Published
Code	NURS09241	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Veronica McIlroy		

Summary of Module

The aim of this module is to develop knowledge of complex oral conditions. The correlation between oral health and systemic disease will be examined. Complex oral health care involves the diagnosis and treatment of a wide range of local and systemic conditions. This includes, for example, cancer, lesions and other related abnormalities. It is essential that the dental nurse understands the relationship between systemic disease and oral health and will assist and support in procedures such as; biopsies, clinical photography, surgical excisions or other treatments depending on the nature and severity of the condition. To support diagnosis, monitoring and treatment planning, the dental nurse will develop relevant clinical skills, for example, venepuncture and cannulation, and be able to recognise a deteriorating patient through monitoring of vital signs.

Students will develop an awareness of a multi-disciplinary approach involving dental and medical specialists to ensure the patient receives comprehensive care resulting in an optimal outcome.

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)	

[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

					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	Critically analyse strategies for screening, assessment and management of oral health conditions.
L2	Demonstrate knowledge and understanding of the pathophysiology which contributes to complex oral conditions.
L3	Appraise the dental nurse's role in supporting multidisciplinary team working in the care of complex conditions.
L4	Evidence skills in patient assessment and health monitoring to identify patient deterioration and management.
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 9** Specialist knowledge of complex oral conditions. Specialist knowledge supporting the correlation between oral health and systematic disease. Using reflection to evaluate and inform clinical practice.
Practice: Applied Knowledge and Understanding	**SCQF 9** Under supervision, working within the professional, ethical and legal frameworks underpinning dental practice. Practising collaborative working within the healthcare environment Utilising a range of interpersonal skills.
Generic Cognitive skills	**SCQF 9** Demonstrating knowledge and understanding of the scope of professional practice Employing problem-solving and decision-making skills. Reflecting on and evaluating evidence-based solutions to care in the perioperative context
Communication, ICT and Numeracy Skills	**SCQF 9** Utilising a range of verbal, non-verbal and written communication skills. Demonstrating effective listening skills, empathy and respect for service users and colleagues.
Autonomy, Accountability	**SCQF 9**

and Working with Others	Working within the professional, ethical and legal frameworks underpinning dental practice Demonstrating initiative in the application of person-centred assessment. Developing autonomous practice in the role of the dental nurse while acknowledging limitations of knowledge and competence

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	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:

Scottish Government (2018) Oral Health Improvement Plan Available at: https://www.gov.scot/publications/oral-health-improvement-plan/pages/4/ (Accessed: 27 May 24)

Scottish Intercollegiate Guidance Network (2023) Care of Deteriorating Patients. Available at:

https://www.sign.ac.uk/media/2091/sign-167-care-of-deteriorating-patients.pdf (Accessed 27 May 24)

World Health Organization (2023) Oral Health Screening for Early Detection of Oral Diseases. Available at: https://www.who.int/data/gho/data/indicators/indicator-details/GHO/oral-health-screening- for-early-detection-of-oral-diseases (Accessed 27 May 24)

Website:

www.clinicalskills.net

(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.

Please ensure any specific requirements are detailed in this section. Module Coordinators should consider the accessibility of their module for groups with protected characteristics..

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	Michelle Harris
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
OSCE Passmark 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**
Objective Structured Clinical Examinations (OSCEs)	☒	☒	☒	☒	☐	100	1

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%	1 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