1. **Title of the Module:**
   WL319: Life Long Learning and the Academic Dental Nurse

2. **School or partner institution which will be responsible for management of the module:**
   Centre for Professional Practice (Health Education Kent Surrey & Sussex (HEKSS) Dental)

3. **Start date of the module:**
   September 2014

4. **The number of students expected to take the module:**
   12 (rising to a maximum of 72 in subsequent cohorts).

5. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal:**
   None

6. **The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M]):**
   C Level (FHEQ level: 4)

7. **The number of credits and the ECTS value which the module represents:**
   30 credits (15 ECTS)

8. **Which term(s) the module is to be taught in (or other teaching pattern):**
   Autumn or Spring
   Term times will be from the beginning of September until the end of December for the Autumn Term and the beginning of January until the end of April for the Spring Term. Specific dates will be provided within the Programme Handbook

9. **Prerequisite and co-requisite modules:**
   Pre-requisite: Modules WL322, WL323, WL324, WL321

10. **The programmes of study to which the module contributes:**
    FdSc in Advanced Dental Nursing

11. **The intended subject specific learning outcomes:**
    On successful completion of the module students will be able to:
    - Demonstrate an understanding of the underlying concepts and principles underpinning Life Long Learning (LLL) and Continuous Professional Development (CPD) within a dental workplace setting.
    - Demonstrate through active participation in self-reflection, peer review, and Personal Development Planning (PDP), a commitment to LLL and the ability to address own CPD requirements through the understanding of learning theories and learning styles.
11.3 Recognise, understand and apply academic study skills and conventions to LLL in Higher Education.

11.4 Evaluate the links between LLL, CPD, professionalism and raising standards of patient oral health care within the dental workplace setting, through the preparation of a practice related academic submission, formatted to the set criteria required of an undergraduate.

12 The intended generic learning outcomes:

On completion of this module students would be able to:

12.1 Demonstrate the ability to evaluate arguments, assumptions, concepts and data to develop lines of argument, make informed judgements, and/or solve problems, related to the area of study and/or work.

12.2 Communicate with clarity and accuracy the results of the study / work accurately and reliably, with structured and coherent arguments.

12.3 Demonstrate the capacity for autonomous learning, and the ability to apply reflection and self-understanding in order to evaluate own strengths and weaknesses, commitment to lifelong learning and continuous professional and personal self development.

12.4 Demonstrate the ability to evaluate, interpret and present material, data and scientific literature through word-processing, computer-based presentation and use of the internet.

13 A synopsis of the curriculum:

This module explores the principles of LLL and CPD, in a professional and academic context. It examines the benefits of, barriers to and tools for LLL and the principles, models and application of self-reflection, peer review, collaborative learning and Personal Development Planning within a dental workplace setting. The module offers students an opportunity to examine links between their status as professionals, the professional body, raising patient dental care standards and academic achievement. The module aims to promote the development of the necessary skills for active participation in an academic programme of study. In encouraging participants to explore the established models and theories of development, the module facilitates the student in identifying their own specific academic learning requirements.

This is an extended module which aims to significantly contribute to the development of the essential academic skills necessary to successfully participate, perform and succeed professionally through achievement in Higher Education. Students will engage in peer led and tutor led sessions which will encourage discussion related to the concept of LLL, CPD, self-reflection and development for the dental nurse, and relate those themes to raising patient care standards within the dental workplace setting. Students will engage in tutor led sessions to establish the academic conventions, standards and expectations of submissions in an HE context. Students will undertake a practice related academic submission which will facilitate the review and enhancement of their existing underpinning academic skills, and establish specific individual development needs.

14 Indicative Reading List:

Core Text:


In addition, students may be asked to read other material.

Recommended Text:


Background:


Suggested for Student Purchase:


15 Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes:

This module will be delivered via face-to-face taught sessions over two extended weekends (Thursday, Friday, and Saturday), and supported with a preparation guided study package. The first weekend will incorporate the programme induction and introduction to the module. Students will be asked to deliver an assessed presentation during the second module weekend.

Teaching will primarily be delivered in the forms of tutor and peer led discussion and study sessions. Both tutors with specialist expertise and those actively working in the dental sector will deliver the theoretical input.

1:1 face to face tutorials are intended to be student focussed and to concentrate on covering any area of the module content, learning outcomes or other area identified to advance learning.

A division of the 300 hours of learning required for this module is outlined below:
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<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Guided Study Package</th>
<th>Lectures</th>
<th>Seminars</th>
<th>Tutorials</th>
<th>Self Study and Assessment</th>
<th>Presentation</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
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<tr>
<td><strong>Approximate Number of Hours</strong></td>
<td>10</td>
<td>30</td>
<td>9</td>
<td>1</td>
<td>210</td>
<td>40</td>
<td>60</td>
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</tbody>
</table>

Final V6-4
16. Assessment methods and how these relate to testing achievement of the intended module learning outcomes

The assessment comprises two separate elements. A pass must be gained for each element to pass the module.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Method of Assessment</th>
<th>% of Mark</th>
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<tbody>
<tr>
<td></td>
<td>2000 word portfolio style submission which demonstrates the use of academic</td>
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<td>convention and referenced literature and includes:</td>
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<td></td>
<td>A written narrative which evaluates the links between LLL, CPD, professionalism and</td>
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<td></td>
<td>raising standards of patient oral health care within the dental workplace setting.</td>
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<td></td>
<td>(1500 words)</td>
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<td></td>
<td>A reflective account which identifies and begins/plans to address the student's own</td>
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<td>specific academic learning requirements. (500 words)</td>
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<td></td>
<td>Students will prepare and deliver an individual presentation of 15 minutes duration.</td>
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<td>The presentation should detail the student’s understanding of the importance of LLL</td>
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<td>to their own practice and the opportunities available to promote and ensure their</td>
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<td></td>
<td>success.</td>
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<tr>
<td>11.1</td>
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<td>11.2</td>
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<tr>
<td>% of Mark</td>
<td>60%</td>
<td>40%</td>
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</tbody>
</table>
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17. Implications for learning resources, including staff, library, IT and space

None.

18. The Collaborative Partner recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the Collaborative Partner’s disability/dyslexia support.

19. Campus(es) where module will be delivered: HEKSS has a number of Post Graduate Education Centres (PGECs) available with both clinical and academic teaching facilities. Most of the teaching and training is expected to take place at the Holiday Inn Conference Facility at Gatwick, West Sussex. The exact location will be chosen according to student numbers and to reflect students’ geographical location and may include: Holiday Inn Conference Facility, Gatwick, West Sussex; Guildford Education Centre, Royal Surrey County Hospital, Surrey; The Education and Training Centre, Tunbridge Wells Hospital, Pembury, Tunbridge Wells, Kent; PGEC, Kent and Canterbury Hospital, Canterbury, Kent; PGEC, East Surrey Hospital, Redhill, Surrey.

If the module is part of a programme in a Partner College or Validated Institution, please complete the following:

20. Partner College/Validated Institution: Mid Kent College and HEKSS

21. University School responsible for the programme: CPP
UNIVERSITY OF KENT

SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL

Statement by the School Director of Learning and Teaching/School Director of Graduate Studies (as appropriate): "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

..............................................M Shaw.............................................. ........................................................
Director of Learning and Teaching/Director of Graduate Studies (delete as applicable) Date

Print Name

Statement by the Head of School: "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

D Reed..........................................................................................................................
Head of School Date

Print Name

SECTION 3: MODULE IS PART OF A PROGRAMME IN A PARTNER COLLEGE OR VALIDATED INSTITUTION

(Where the module is proposed by a Partner College/Validated Institution)

Statement by the Nominated Officer of the College/Validated Institution (delete as applicable): "I confirm that the College/Validated Institution (delete as applicable) has approved the introduction of the module and will be responsible for its resourcing"

.......................................................... ..........................................................
Nominated Responsible Officer of Partner College/Validated Institution Date

Print Name

..........................................................
Post

Partner College/Validated Institution

Module Specification Template
Last updated February 2013