UNIVERSITY OF KENT

MODULE SPECIFICATION TEMPLATE

SECTION 1: MODULE SPECIFICATIONS

1. **Title of the module:**
   WL534: Topical Fluoride and Practical Competence

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:**
   Autumn 2015

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 **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal:**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]):**
   I Level (FHEQ Level 5)

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
   Term times will be from the beginning of September until the end of December. Specific dates will be provided within the Programme Handbook

9. **Prerequisite and co-requisite modules:**
   Prerequisite: Modules WL322, WL323, WL324, WL321, WL319, WL325, WL533

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

11. **The intended subject specific learning outcomes:**
    At the end of the module, students will be able to demonstrate:

   11.1 Knowledge and understanding of the caries process
   11.2 Critical knowledge and understanding of fluoride and evaluation of its role in caries control.
   11.3 Critical understanding of evidence-based practice (EBP) as related to fluoride application and dental nurse involvement, including the influences on team working and impact on oral health delivery.
   11.4 Critical understanding and analysis of the role of communication in implementing safe and effective application of fluoride varnish.
   11.5 Clinical competence in, and evaluation of, skills in safe and effective fluoride varnish application.
12. **The intended generic learning outcomes:**
On completion of this module students will be able to:

12.1 Demonstrate the ability to use a range of established techniques to critically analyse arguments, assumptions, concepts and data, and to propose, and apply where applicable, solutions to issues arising from the analysis.

12.2 Effectively communicate information, arguments and analysis in a variety of forms, to specialist and non-specialist audiences demonstrating key interpersonal skills.

12.3 Demonstrate the capacity for autonomous learning, and the ability to apply reflection and self-understanding in order to evaluate the need to undertake further training, develop new and/or existing skills, and acquire new competencies commensurate with assuming greater personal responsibility and/or responsibility within organisations.

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

12.5 Demonstrate the qualities and skills necessary for direct engagement with patients requiring the exercise of personal and professional responsibility and decision making.

13. **A synopsis of the curriculum:**

The application of fluoride varnish should occur as part of a wider package of preventive care as outlined by ‘Delivering Better Oral Health – an evidence based toolkit for prevention’. It is only one tool for caries control and advice about other interventions should form part of any preventive treatment plan.

The application of fluoride varnish is deemed to have high quality evidence of its caries prevention properties. The General Dental Council booklet ‘Scope of Practice’ confirms that dental nurses may apply fluoride varnish. It states that dental nurses need to ensure that they are trained and competent. The dental nurse must ensure that they are trained and competent and able to justify that if needed.

This module aims to engage students in peer led and tutor led sessions which will encourage discussion related to examining the evidence-base underpinning fluoride application, and exploring the wider influences on a patient's oral health status, in a professional and academic context. It examines how and why effective communication may contribute its effective use and considers the importance of the regulations, processes and protocols governing its use. Through the building of a portfolio, students will have the opportunity to consider the evidence base, arguments for and against the use of fluoride in a wider context and the impact of this advanced duty on the wider dental team and dental patients.

The module also aims to equip students with the clinical, professional and ethical skills required to be sure that they are trained and competent to undertake the application of fluoride varnish in practice.
14. **Indicative Reading List:**

**Core Text:**


Students may be asked to read additional material.

**Recommended Text:**


**Background:**


**Recommended 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 one extended weekend (Thursday, Friday, and Saturday), and one further session (Thursday and Friday), and supported with a preparation guided study package.
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:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Methods of Delivery</th>
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<tbody>
<tr>
<td></td>
<td>Guided Study Package</td>
</tr>
<tr>
<td>11.1</td>
<td>X</td>
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<tr>
<td>11.2</td>
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<tr>
<td>11.3</td>
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<td>11.5</td>
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<td>12.3</td>
<td>X</td>
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<td>12.4</td>
<td>X</td>
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<tr>
<td>12.5</td>
<td>X</td>
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</tbody>
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Approximate Number of Hours

15 15 9 1 225 15 20 75
Assessment methods and how these relate to testing achievement of the intended module learning outcomes:

The assessment comprises two pieces of work. A pass must be gained for each element to successfully complete the module.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Method of Assessment</th>
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<tbody>
<tr>
<td>The student will undertake a clinical skills competence assessment which will include the completion of evidence log sheets and an OSCE (objective structured clinical examination). Evidence log sheets will be completed in the student’s dental workplace and be supervised by the practice based mentors. Patients will be referred by a referring dentist. The OSCE will be undertaken in appropriate HEKSS facilities during the taught session.</td>
<td>The student will produce a written assignment of 1800 words to include the following elements: The assignment should show critical knowledge and understanding of caries, fluoride, and the application of evidence-based practice, communication skills and professionalism / ethics. The assignment should also discuss the impact of extended competence on team working and any impact on oral health delivery to patients. It should incorporate a brief section containing critical self-reflection and identify potential areas for personal development.</td>
</tr>
</tbody>
</table>

| 11.1 | X | X |
| 11.2 | X | X |
| 11.3 | X | X |
| 11.4 | X | X |
| 11.5 | X | X |
| 12.1 | X | X |
| 12.2 | X | X |
| 12.3 | X | X |
| 12.4 | X | X |
| 12.5 | X | X |

% of Mark 40% 60%

16. 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 service, and specialist support will be provided where needed.

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
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

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