University of Kent
MODULE SPECIFICATION

1 The title of the module:
WL 853 Dental Key Skills - HEKSS

2 The Department which will be responsible for management of the module
Centre for Professional Practice

3 The Start Date of the Module
September 2014

4 The number of students expected to take the module
60

5 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Departments and Faculties regarding the withdrawal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

6 The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])
M level (FHEQ Level 7)

7 The number of credits which the module represents
20 credits (10 ECTS)

8 Which term(s) the module is to be taught in (or other teaching pattern)
Autumn - Summer Terms

9 Pre requisite and co-requisite modules
N/A

10 The programmes of study to which the module contributes
Postgraduate Certificate in Primary Dental Care for Foundation Dentists

11 The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes
On successful completion of the module students will be able to:
(i). Demonstrate a comprehensive understanding of professional knowledge and competence relating to the management of medical emergencies.
(ii). Demonstrate competence in applying universal precautions for disinfection and decontamination procedures reflecting a sound knowledge of contemporary guidelines and regulations (Infection Control).
(iii). Demonstrate best practice in relation to radiographic examination in line with current legal requirements.
(iv). Illustrate a knowledge of health and safety legislation as it
(v) Demonstrate the ability to adopt reflective and evidenced based approach to clinical and non clinical processes in order to advance professional practice.

12 The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes:
(i). Show evidence of critical self-reflection and the ability to enhance
professional competence on the basis of feedback from self and others.

(ii). Demonstrate an ability to apply theory to evidence based and accepted practice to further enhance professional learning and competence.

(iii). Show ability to effectively manage and present complex information using a comprehensive range of learning resources.

(iv). Demonstrate a capacity for autonomous learning through personal reflective practice and mentor / trainer feedback.

13 A synopsis of the curriculum
This module covers three of the key skills which are considered important to the development of competent dental practice, through the production of a portfolio of evidence the students will research and evaluate current practice. A fourth key skill, Law and Ethics, is address within the Professionalism Module. The subject areas for this module are:

- Medical emergencies
- Disinfection and Decontamination (Cross Infection)
- Radiography

14. Indicative Reading List

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 learning outcomes.

The module includes 50 hours of contact teaching, plus 20 hours of tutorials within practice. The remaining learning will be achieved through a blend of self-study, practice based learning and assessment (which includes the completion of the EPdP).

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 field of dentistry will deliver the theoretical input. An approximate division of the 200 hrs of learning are listed below:

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<tr>
<th>Learning Outcomes</th>
<th>Lectures</th>
<th>Tutorials in Practice</th>
<th>Practice Based Placement</th>
<th>Assessment</th>
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Approximate Number of Hours

<table>
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16. Assessment methods and how these relate to testing achievement of the intended learning outcomes.
The assessment comprises of three written assignments (all equally weighted) contained within the Dental Key Skills Portfolio. The portfolio is considered equivalent to appropriately 6000 words, which will effectively evaluate students’ understanding and reflections on: the taught elements, the level and depth of their own reading, their individual critical analysis of arguments presented during the taught and question practice based sessions and professional practice.

The Dental Key Skills Portfolio (including reflective narratives) will address 3 Dental Key Skills and assess the student’s ability to apply the theoretical concepts into a practice-based context, sufficient to demonstrate evolution of professional FDP practice within dentistry.

**An overall pass must be gained to successfully complete the module.** This assessment is related to the development of practice and congruent with the evidence provided to meet the course learning outcomes and in line with University of Kent QA procedures.

The assessment structure also supports the process of clinical practice assessment and management for ongoing clinical development within the Department of Health’s Foundation Dentist Curriculum.

As the portfolio is constructed it will be formatively reviewed throughout the academic year and then submitted in the final term for summative assessment. This work addresses all learning outcomes: 11i,11ii,11iii,11iv,11v, 12i,12ii,12iii and 12 iv.

**17. Implications for learning resources, including staff, library, IT and space**

As a validated programme this module does not have implications on resourcing – other than in the matters of Quality Assurance, through the CPP Graduate Studies Committee and attendance at the Board of Examiners. As part of a validated programme, this module will be delivered by specialists within the dental sector from Kent, Sussex and Surrey Postgraduate Deanery. All learning and teaching will take place within appropriate KSS facilities, postgraduate centres or dental practice settings.

**18. A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities.**

The validated 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 organisation/University’s disability/dyslexia support service, and specialist support will be provided where needed.

**19. Campus(es) where module will be delivered**

1 - Medway (HEE NHS KSS)

**Statement by the Director of Graduate Studies:** "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................................................................. Date 30th July 2014
Director of Graduate Studies (T)
Statement by the Head of Department: "I confirm that the Department has approved the introduction of the module and, where the module is proposed by Departmental staff, will be responsible for its resourcing"

....D Reed..................................................
Head of Department
Print Name Date 30th July 2014

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

20. Partner College/Validated Institution: Health Education England Kent Surrey and Sussex (HEKSS

21. University School responsible for the programme: Centre for Professional Practice