MODULE SPECIFICATION TEMPLATE

SECTION 1: MODULE SPECIFICATIONS

1. Title of the module
   WL854 Professionalism within Dentistry

2. School which will be responsible for management of the module
   Centre for Professional Practice

3. Start date of the module
   Revised September 2013

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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal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

6. Level of the module
   M

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. Prerequisite and co-requisite modules
   None

10. The programme(s) of study to which the module contributes
    PG Cert in Primary Dental Care for Foundation Dentists

11. The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes
    i. Critically evaluate the structures influencing leadership and team working within Primary Dental Care; the governing and political bodies, the public health services, PDC and professional Regulator; the General Dental Council (Standards Guidance and Scope of Practice), the professional indemnity organisations.

    ii. Critically apply and evaluate selected core theories, concepts, frameworks and principles related to professionalism, communication, leadership, teamwork, mentorship and the continuous development and education of the dental team.

    iii. Critical understanding of the power dynamics within the, leader/teamworkrelationshipincluding:buildingprofessionalandrespectfulrelationships,equalityanddiversity,challengingandpositivelyinfluencingworkingpractice,givingandreceivingfeedback.
iv. Critically evaluate the legal and ethical responsibilities related to the organisational and financial leadership and resourcing of dental practice.

v. Ability to apply the principles of audit within the bounds of ethical frameworks sufficient to enhance; the quality of patient care, leadership, inter-professional and collaborative working practices and patient centred practice.

vi. Critical understanding of the processes and procedures appropriate to the reporting or referral of incidents related to vulnerable or challenging patients and colleagues.

vii. Demonstrate an ability to develop through reflection on personal performance within the dental team, including a critical understanding of the limitation of own level of competence.

12. The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

i. Demonstrate an ability to apply theory to practice to further enhance professional team working.

ii. Prepare and communicate information on evidence based issues to specialist and non-specialist audiences.

iii. Demonstrate the ability to express opinions and engage in critical and reflective thinking both in written format and verbally.

iv. Demonstrate a capacity for autonomous learning through the use of learning resources, collaborative practice and the ability to find solutions.

13. A synopsis of the curriculum

This module will provide students with a range of theoretical and practical knowledge, providing them with an opportunity to think critically and evaluate the theory and practice of team working within primary dental care. Students will be able to develop and apply team working tools and techniques to the specific workplace setting in which they are employed. The main subject areas being studied within this module are:

- Professionalism
- Continuous Development and Education
- Team working
- Leadership
- Communication
- Law, Ethics, Equality and Diversity
- Audit
- Resourcing and Finance

14. Indicative Reading List


the dental team. Cheshire: PasTest.


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 30 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:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Lectures</th>
<th>Tutorials in Practice</th>
<th>Practice Based Placement</th>
<th>Formative PdP</th>
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<tbody>
<tr>
<td>11i</td>
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<td>Approximate Number of Hours</td>
<td>30</td>
<td>20</td>
<td>110</td>
<td>40</td>
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16. Assessment methods and how these relate to testing achievement of the intended learning outcomes

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

The assessment comprises of an audit report, the submission of a personal development plan outlining prospective training needs, and the submission of a Key Skill in Law and Ethics. All elements are 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 on-going professional and clinical development within the Department of Health’s Foundation Dentist Curriculum. On completion of the practice assessments and practice seminars, students will present:

(i) A written audit report which complies with the preset criteria for audit, as outlined during the taught session. The audit report will effectively evaluate students’ understanding of the taught elements, the level and depth of their own reading, and ability to apply the theoretical concepts into a practice-based context, sufficient to demonstrate evolution of professional FDP practice within dentistry.

(ii) In order to support and organise reflection, an electronic portfolio of evidence (EPdP) will be used as the vehicle for structured and systematic reflection on the material encountered within the module. This encourages the analysis of learning experiences and the
outcomes of clinical assessment, but this will be used formatively only and plays no part in the summative assessment, although there is a requirement for its completion. There will be a requirement to present a written personal development portfolio, in line with regulatory body requirements; this will consist of two sections, the first at the beginning of the year, the second towards the end looking prospectively at development and training issues.

(iii) A written assignments which presents the Dental Key Skills of Law and Ethics. This will effectively evaluate students’ understanding of the taught elements, the level and depth of their own reading, and their critical analysis of arguments presented during the taught and practice based sessions. The Dental Key Skill, which will include a reflective narrative, will 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. Four other Key Skills will be assessed in the WL853 the Key Skills Module.

All pieces of work will be formatively reviewed and then submitted in the final term for summative assessment. The pieces of work should meet the learning outcomes as detailed below.

<table>
<thead>
<tr>
<th>MLO</th>
<th>Written Audit Report 2500words(-/+10%)</th>
<th>Personal Development Portfolio</th>
<th>Law and Ethics Key Skills written assignments; equaling approximately 1500 words.</th>
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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. **Campus(es) where module will be delivered: Medway**

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.

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

19. **Partner College/Validated Institution: Health Education England Kent Sussex and Surrey**

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**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"

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Director of Director of Graduate Studies                        3 Oct 2013
Director of Learning and Teaching                               Date
M Shaw / S Martin
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Print Name
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**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"

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Head of School                        3 Oct 2013
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Print Name
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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
M Mulcahy
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Print Name

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Post
Programme Director

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Partner College/Validated Institution

Module Specification Template
Last updated November 2011