### Degree and Programme Title – FdSc Advanced Dental Nursing

<table>
<thead>
<tr>
<th>1. Awarding Institution/Body</th>
<th>University of Kent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution</td>
<td>Health Education Kent Surrey and Sussex NHS (HE KSS)</td>
</tr>
<tr>
<td>3. School responsible for management of the programme</td>
<td>Centre for Professional Practice</td>
</tr>
</tbody>
</table>
| 4. Teaching Site             | HEKSS Deanery Post Graduate Education Centre
• HEKSS has a number of sites available with both clinical and academic teaching facilities. 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. |
| 5. Mode of Delivery          | Part-time |
| 6. Programme accredited by   | |
| 7. Final Award               | FdSc in Advanced Dental Nursing (Fallback Award: Certificate in Higher Education Advanced Dental Nursing) |
| 8. Programme                 | Advanced Dental Nursing |
| 9. UCAS Code (or other code) | |
| 10. Credits/ECTS Value       | 240 |
| 11. Study Level              | Level 5. |
| 12. Relevant QAA subject benchmarking group(s) | The Quality Assurance Agency for Higher Education: Health Care Programmes: Dental Care Professions. Benchmark Statements: The benchmark statements relate to qualifications which lead to initial registration with the regulatory body, the General Dental Council (GDC). As this is a post-registration qualification, the benchmark statements have been considered, although understanding that they strictly apply to pre-registration qualifications only. |
13. **Date of creation/revision**
February 2014

14. **Intended Start Date of Delivery of this Programme**
September 2014

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15. **Educational Aims of the Programme**
The programme aims to:

1. Provide a high quality, structured, undergraduate academic programme of study that meets the learning, skills and competence acquisition needs of dental nurses, for the benefit of patients.

2. Provide a programme of study that is flexible in meeting the needs of a diverse student group, equipping them for a sustainable and enduring career within the dental workplace.

3. Facilitate an ethos of academic understanding demonstrating the capacity for critical reflection, lifelong learning and continuing professional development, therein improving the quality of patient care.

4. Develop critical, analytical and evaluation skills through the appraisal of evidence and best practice, using a variety of learning and assessment formats.

5. Develop the principle of whole team dentistry and collaborative working within the bounds of legal and ethical frameworks, and professional capabilities, to promote health and enhance the quality of patient care.

6. Develop general and specific skills and attitudes which will drive and respond to changes and developments in the evolving role of the dental nurse.

7. To provide selected extended aspects of clinical dental theory and practice relevant to the role of dental nurses working within the scope of practice and an ethical framework.

8. To facilitate dental nurse credibility through professional and academic development, so as to positively influence patients’ and colleagues attitudes with regards to the contribution they make, therein raising standards in the provision of oral health care.

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16. **Programme Outcomes**
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

**A – Subject Specific Knowledge and Understanding**

1. The impact of sociological, economic, cultural and environmental influences on patient oral health and the provision of dental care.

2. Learning, personal development and reflection, as related to the continuous professional development of dental nurses, and applicability to raising professional and patient treatment standards within the dental workplace.

3. The scientific basis of dentistry including:

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**Teaching and Learning:**
All students on this programme will be GDC registered dental nurses. Teaching methods are designed to support suitable modes of learning with emphasis on the application of theory to professional practice. To facilitate this, active participation from the students will be encouraged throughout the programme. Methods employed to develop knowledge and
appropriate aspects of biomedical science, the mechanism of knowledge acquisition, scientific methods and evaluation of evidence.

4. The principles and importance of evidence based practice, evaluation of research and epidemiological data, and it’s applicability to improving professional practice within the dental workplace.

5. Contemporary practice within selected extended duties, defined by the General Dental Council (GDC) professional scope of practice.

6. The underpinning principles of health, health promotion, disease, disease prevention, safety, care, equipment care and the control of cross-infection for general and specific patient groups that present in the dental workplace.

7. An awareness of legal, governance, regulatory, moral, safeguarding, child protection and ethical responsibilities involved in providing care to individual patients and the population.

8. Communication strategies that contribute to the efficacy of patient care and treatment within the dental workplace.

Skills and Other Attributes

B. Intellectual Skills: You will have the ability to:

1. Evaluate and apply data of selected aspects of evidence-based literature, processes and treatment interventions within a dental workplace setting.

2. Process and reflect on personal practice to demonstrate enhanced personal professional performance.

3. Analyse the impact of the duties and extended duties of dental nurses within a dental workplace setting, the influences on team working, and impact on oral health delivery.

Assessment:
Formal summative assessment will be based on a combination of: formal presentations, portfolio style submissions, written essay or report style assignments, work-related, case study evidence and brief reflective commentary.

Summative assessment will be based on presentations, peer review and case study assessments.

All students on this programme will be GDC registered dental nurses. Teaching methods are designed to support suitable modes of learning with emphasis on the application of theory to professionally related problems. Active participation from the students will be encouraged throughout the programme to facilitate this.

Teaching and Learning:
All students on this programme will be professionals and adult learners and teaching methods are designed to support particular modes of learning with emphasis on the application of theory to professionally related problems. To facilitate this, active participation from the students will be encouraged throughout the programme. Methods employed to develop knowledge and understanding include: tutor led-seminars, student presentations, peer review, case studies and work related, experiential learning.
### C. Subject Specific Skills:

1. Skills through advanced learning and reflection in areas of individual dental nurse expertise.

2. Developed ability for assessing own strengths and weaknesses and an appreciation of the need to participate in peer review.

3. The ability to undertake Continuous Professional Development (CPD), reflective practice, development planning, and maintenance of high levels of contemporaneous professional knowledge.

4. Enhanced professional skills and competence necessary to provide raised standards of patient care in the areas of selected extended professional duties, commensurate with GDC professional scope of practice guidelines.

5. Acquired skills, professional attitudes and behaviour that facilitate effective and appropriate interaction with patients and the dental workplace team.

### D: Transferable Skills:

1. Demonstrate the capacity for autonomous learning and ability to evaluate arguments, assumptions, concepts and data to make informed judgments.

2. Communicate with clarity in academic and professional/work settings demonstrating regard to interpersonal skills to both specialist and non-specialist audiences.

3. Demonstrate ability to apply reflection and self-understanding when working with others, in order to evaluate own strengths and weaknesses and commitment to lifelong learning and continuous professional and personal self-development.

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.

### Teaching and Learning:

All students on this programme will be GDC registered dental nurses. A range of approaches will be employed to develop subject specific skills. These include case studies, peer review, practical clinical and work related learning appropriate to developing the skills necessary for providing advanced dental nursing skills and sustainable continuous professional development within the dental profession.

### Assessment:

Students will be expected to demonstrate, through the production of a portfolio of evidence, including reflective commentary, and clinical competence assessment, the appropriate application of advanced skills and underpinning knowledge and understanding, within a dental workplace setting.

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Formal summative assessment will be based on a combination of: formal presentations, portfolio style submissions, written essay or report style assignments, work-related, case study evidence and brief reflective commentary.

Formative assessment will be based on presentations, peer review and case study assessments.

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All students on this programme will be GDC registered dental nurses. A range of approaches will be employed to develop subject specific skills. These include case studies, peer review, practical clinical and work related learning appropriate to developing the skills necessary for providing advanced dental nursing skills and sustainable continuous professional development within the dental profession.

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on a combination of: formal presentations, portfolio style submissions, written essay or report style assignments, work-related, case study evidence and brief reflective commentary.

Formative assessment will be based on presentations, peer review and case study assessments.

For information on which modules provide which skills, see the module mapping

### 17 Programme Structures and Requirements, Levels, Modules, Credits and Awards

The Foundation Degree in Advanced Dental Nursing (FdSc in ADN) is delivered on a part-time basis, using flexible delivery methods and block teaching.

Students successfully completing Stage 1 of the FdSc in ADN and meeting Credit Framework requirements (see [http://www.kent.ac.uk/teaching/qa/credit-framework/index.html](http://www.kent.ac.uk/teaching/qa/credit-framework/index.html)) who exit after Stage 1 will be eligible for a fall back award of Higher Education Certificate in Advanced Dental Nursing.

Condonement and compensation will be permitted for students on the FdSc in ADN in accordance with the Code of Practice (see [http://www.kent.ac.uk/teaching/qa/codes/index.html](http://www.kent.ac.uk/teaching/qa/codes/index.html)) up to a maximum of 25% of a stage for the modules outlined below. The modules have been developed to be taken sequentially in the order of A-D and followed by M1-M6.

**Stage 1** (Delivered over the Autumn Term)

- WL A Clinical Practice in Dental Nursing
- WL B Communication in Dental Nurse Practice
- WL C Professionalism in Dental Nurse Practice
- WL D Management and Leadership in Dental Nurse Practice

The following modules delivered over the Autumn/Spring/Summer terms depending if advanced standing is granted:

- WL M1 Lifelong Learning and the Academic Dental Nurse
- WL M2 Microbiology and Cross-infection Control in the Dental Workplace

**Stage 2**

- WL M3 Biomedical Science and Pharmacology in Dentistry
- WL M4 Topical Fluoride and Practical Competence
- WL M5 Law, Ethics and Professionalism
- WL M6 Oral Pathology and Oral Health Education

Modules which cannot be condoned or compensated are:

- Microbiology and Cross-infection Control in the Dental Workplace
- Biomedical Science and Pharmacology in Dentistry

Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements will be eligible for the FdSc in Advanced Dental Nursing.

This programme is expected to be completed in 2 years. The actual time taken will depend on the intensity of study, which might be varied from year to year if necessary, in consultation with the lecturer.
The programme is divided into two stages, each one comprising a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning activity' (including taught face-to-face sessions and all private study). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html

Each module is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html.

To be eligible for the award of a foundation degree, students must obtain 240 credits – 120 at level 4 or above and 120 at level 5 or above.

Compulsory modules are core to the programme and must be taken by all students studying the programme. Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html.

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html.

The programme will be delivered via face-to-face teaching sessions, typically over weekends (Saturday and Sunday), or extended weekends (Friday, Saturday and Sunday), and supported with telephone and email contact.

To ensure coherent progression through the various stages of the programme, the order of completion of the modules 1,2,3,4, 5 and 6 are mandated and outlined in the Stages described below.

In accordance with the University’s Credit Framework, each module has been assigned to one of two ascending levels, Level 4 Certificate Stage 1 or Level 5 Intermediate Stage 2. To be eligible for the level 5 award of a Foundation degree students have to obtain 240 credits, at least 120 of which must be at Level 4 or above and at least 120 of which must be at Level 5.

The overall programme is made up of two stages, each consisting of 120 credits. One credit represents approximately 10 hours’ student learning, endeavour and assessment. Each stage is to be completed successfully before moving onto the next stage. Modules in Stage 1 must be completed successfully before proceeding onto Stage 2.

Within the Fd Sc in ADN a 30-credit module (representing 300 hours of learning) will typically include a minimum of 30 hours taught class-room based delivery and tutorial support. Tutorial support will be delivered personally during taught weekends and between taught weekends by emails, Skype or telephone calls.

The remainder of the programme will be delivered through a blend of work related learning, personal reflection and personal self-study. Teaching will primarily be delivered in the forms of tutor and peer led discussion, action learning and study sessions. Both tutors with specialised expertise and those actively working in the field of dentistry will deliver the theoretical input in the form of interactive lectures, seminars and tutorials encouraging the sharing of information and best working practices.

The work related learning element involves study based on the students’ role within the workplace. Students will have the opportunity to assess the nature of their contribution within the workplace via personal portfolios and professional peer group discussions and apply skills and knowledge to enhance their professional contribution and ultimate ability to raise standards of professional practice within their PDC setting.
Students will demonstrate acquisition of the module learning outcomes through assignments and evidence portfolios, based on learning and investigation within the dental workplace which is underpinned with theory perspective. To ensure coherent progression through the various stages of the programme, the order of completion of modules is mandated and outlined in the stages described below.

Stage 1
Students enter the programme by taking four 15 credit modules, which are delivered over one to two terms (Autumn/Spring). Stage 1 delivery consists of one induction weekend (Thursday, Friday and Saturday), and 3 long weekends (usually Thursday, Friday and Saturday); two weekends to cover a student induction and modules A and B, one long weekend to cover modules C and D and tutorials, before progressing on to Module M1. Module A supports the student’s induction, background to clinical practice, and as such, must be the first module completed in the Certificate Stage followed sequentially by Module B, Module C and Module D.

Students then achieve the remainder of Stage 1 through completion of modules M1 and M2. The delivery of M1 and M2 consists of four long weekends (usually Thursday, Friday and Saturday), to cover modules M1 and M2, tutorials, plus a final weekend. Module M1 supports the Lifelong Learning agenda and academic skills development, and as such, must be the completed before Module M2.

It is possible for applicants to enter onto the programme with advanced standing to cover modules A-D, if they hold a General Dental Council registerable dental nurse qualification (or equivalent). Advanced standing (accreditation of prior experiential and certificated learning) of 60 credits at level 4 would permit entry into Stage one commencing with Module M1 and M2. For those students who enter with advanced standing, an induction will be provided during the first M1 weekend.

For students who commence study for the FdSc but who cease their studies at this stage, passing these modules will result in the award of a Certificate of Higher Education in Advanced Dental Nursing.

Stage 2
The pattern of delivery consists of 4 long weekends (usually Thursday, Friday and Saturday), to cover the theoretical aspects of the four 30 credit modules, Module 3, Module 4, Module 5, Module 6 and tutorials, 2 weekends (usually Thursday and Friday) to accommodate the additional clinical activities required for Modules 4 and 6, plus a final weekend.

Module 4 requires an additional weekend to accommodate the clinical skills acquisition and competence assessment which will include the completion of evidence log sheets and an OSCE (objective structured clinical examination). This would be undertaken in appropriate HE KSS clinical facilities during the taught weekend.

Module 6 also requires an additional weekend session, reflecting the extended period of work related activity and portfolio of evidence building, which may be expected to extend beyond the end of the 4th term, but which must be submitted at a date appropriate for the Board of Examiners.

Successful completion of Stage two will lead to the award of FdSc in Advanced Dental Nursing.

Top-Up Award
Those who successfully complete the Foundation Degree in Advanced Dental Nursing will be eligible to apply for the University of Kent Top-Up programme, the BSc in Professional Practice (subject to approval), which will be delivered by the Centre of Professional Practice, part-time over 2 years.
The 'Terms' referred to in this document are intended to mean:
- Autumn Term (the beginning of September until the end of December)
- Spring Term (the beginning of January until the end of April)
- Summer Term (the beginning of May until the end of August)

**Stage 1**

**Modules are sequentially delivered.**

Any students granted Advanced Standing will commence their study at Module M1.

### Compulsory Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>Level</th>
<th>Credits</th>
<th>Term(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Clinical Practice in Dental Nursing</td>
<td>4</td>
<td>15</td>
<td>Autumn-Spring</td>
</tr>
<tr>
<td>B</td>
<td>Communication in Dental Nurse Practice</td>
<td>4</td>
<td>15</td>
<td>Autumn-Spring</td>
</tr>
<tr>
<td>C</td>
<td>Professionalism in Dental Nurse Practice</td>
<td>4</td>
<td>15</td>
<td>Autumn-Spring</td>
</tr>
<tr>
<td>D</td>
<td>Management and Leadership in Dental Nurse Practice</td>
<td>4</td>
<td>15</td>
<td>Autumn-Spring</td>
</tr>
<tr>
<td>M1</td>
<td>Lifelong Learning and the Academic Dental Nurse</td>
<td>4</td>
<td>30</td>
<td>Autumn/Spring**</td>
</tr>
<tr>
<td>M2</td>
<td>Microbiology and Cross-infection Control in the Dental Workplace</td>
<td>4</td>
<td>30</td>
<td>Spring/Summer**</td>
</tr>
</tbody>
</table>

**Stage 2**

### Compulsory Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Title</th>
<th>Level</th>
<th>Credits</th>
<th>Term(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M3*</td>
<td>Biomedical Science and Pharmacology in Dentistry</td>
<td>5</td>
<td>30</td>
<td>Summer/Autumn**</td>
</tr>
<tr>
<td>M4</td>
<td>Topical Fluoride and Practical Competence</td>
<td>5</td>
<td>30</td>
<td>Autumn</td>
</tr>
<tr>
<td>M5</td>
<td>Law, Ethics and Professionalism</td>
<td>5</td>
<td>30</td>
<td>Spring</td>
</tr>
<tr>
<td>M6</td>
<td>Oral Pathology and Oral Health Education</td>
<td>5</td>
<td>30</td>
<td>Spring</td>
</tr>
</tbody>
</table>

* Modules which cannot be condoned or compensated
** Depending on if Advanced Standing is awarded

### 18 Work-Related Learning

Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of Mid Kent College and HEKSS will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

Where relevant to the programme of study, provide details of any work-related learning element, inclusive of employer details, delivery, assessment and support for students:

- All students will be working in ‘practice’ (the term for an appropriate clinical workplace setting which is registered with the national regulatory body – The General Dental Council). The work-based learning (WBL) element is an integral part of each of the compulsory modules. The theoretical taught elements of the programme are delivered in weekend blocks. The remainder of the allocated learning hours is to be completed through WBL and self-directed academic study.
- Work-based learning involves following a programme of study based on the students’ role within an appropriate dental workplace setting. Students will have the opportunity to assess the nature...
of their contribution within their immediate workplace via a portfolio-style assignment which incorporates the application of theory and critical self-reflection.

- The WBL will be located within the student’s practices (the dental workplace setting), and students will only be admitted to the programme on condition that they have an appropriate work-based learning location and support and supervision from a practice based mentor for Modules 4 and 6.
- In completing assignments and evidence portfolios, based on what they are learning within an appropriate dental workplace setting, investigations and how this is underpinned by theory, students will be able to demonstrate acquisition of the module learning outcomes.
- Students will be managed by the HEE NHS Kent, Sussex and Surrey placement representative and Programme Director. Support and supervision for the workplace learning will be provided by practice-based mentors who will receive training from HEKSS at the beginning of Module 4 and 6.

19 Support for Students and their Learning

- 3 day block induction at the relevant entry point at Stage 1
- Programme Handbook and Module Handbooks
- Student: staff ratio of 10:1
- Academic support system providing advice on programme structure, academic difficulties, progression routes and individual progress.
- Access to Programme Director who will monitor individual student progress, provide advice and support on a range of academic and pastoral issues.
- Online support by staff and peers via telephone, email and online support material.
- IT Facilities will be personal and practice based.
- HEKSS support library facilities such as: Medline, Athens Gateway.
- HEKSS and Mid Kent College support services, including Careers Advisory Service, Student Support and Wellbeing
- Through the HEKSS Deanery dedicated website: Personal academic and professional support systems (academic and professional dental tutors). Student Difficulties Policy. Deanery HR available
- HEKSS dedicated website (Equivalent to UoK personal academic support system)

20 Entry Profile

The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the course begins. There is no upper age limit.

20.1 Entry Route

For fuller information, please refer to the University prospectus

- This programme is open to those returning to learning. Students will be selected using prior agreed selection criteria to assess suitability for undertaking the programme.
- This programme is not a registerable qualification and is therefore not suitable for registrants or non-registrants wishing to gain Dental Nurse Registration with the General Dental Council. Successful completion of the programme will not confer any new or additional General Dental Council registered title.
- Applicants will be asked to comment on any preparation work undertaken in the area of GDC recommended Core Professional Skills for CPD study, such as completion of FGDP(UK) Key
Skills. In addition applicants will be expected to show evidence of the following; ability to cope with the demands of the programme, a current and continuous commitment to professional education and development; personal development portfolio.

- All applicants should be working in a clinical environment that enables the study and completion of the modules. Applicants will be asked to supply one supporting reference from their current employing organisation, indicating academic and personal suitability for the programme of study, as well as access to clinical facilities and a practice-based mentor necessary for completion of the work-based learning elements.
- Access and ability to use computer and broadband: word processor, spreadsheet, presentation packages (e.g. PowerPoint), Internet and email is essential.
- Any student with a disability sufficient to prevent registration as a Dental Care Professional with the national regulatory body, the General Dental Council, would be precluded from this programme of study.

**Advanced Standing**

Students are able to enter directly onto Module M1 and M2 of Stage 1 if they are already in possession of a General Dental Council registerable Dental Nurse qualification and registered with the General Dental Council, when advanced standing will be granted for modules A-D Clinical Practice (15 Credits), Communication in Practice (15 Credits), Professionalism in Practice (15 Credits), Management and Leadership in Practice (15 Credits).

**Accreditation of Prior Experiential and Certificated Learning (APECL)**

Students who are registered with the General Dental Council but who do not hold a registerable qualification will be required to submit an APECL portfolio to satisfactorily demonstrate their prior achievement in order to gain entry directly onto Module M1 and M2 of Stage 1.

### 20.2 What does this programme have to offer?

- An accessible and student-centred approach.
- A module structure, providing the opportunity to gain credits for individual modules.
- A multi-disciplinary, entrepreneurial approach to the team delivery of primary dental care.
- A fresh and innovate flexible, work based structured degree programme specifically for Dental Nurses that is consistent with the needs of this emerging profession in terms of academic development.
- A programme content that promotes sector specific knowledge and competencies in preparation for entry into a recognised PDC career pathway.
- The opportunity to develop both personal and professional skills enabling the effective engagement in meeting the patient care needs in a changing primary dental care context.
- Access to specialist academic and professional personnel.
- Mid-Kent College Observation Team (Lesson Observations 3 per year).
- Mid-Kent HE Committee meetings (3 per year).

### 20.3 Personal Profile

**Essential:**

- A professionally qualified dental nurse, registered with the General Dental Council.
- Employed within a dental workplace setting.
- An enquiring approach to professional practice and an established commitment to continued professional development.
- A willingness to acquire the skills necessary to develop theoretically-informed competent practice.
Desirable:
- Membership of relevant professional body such as: BADN.
- Membership of FGDP (UK), NOHPG, BSDH.

## 21 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

### 21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Mid Kent Lesson Observations.
- HEKSS Student module evaluations.
- Annual programme and module monitoring reports (submitted to CPP) [http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html](http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html)
- External Examiners Reports (submitted directly to University) [http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html](http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html)
- Periodic programme review for validated programmes.
- HEKSS Annual staff appraisal.
- QAA Institutional Review, see [https://www.kent.ac.uk/teaching/qa/collaborative/audit/index.html](https://www.kent.ac.uk/teaching/qa/collaborative/audit/index.html)

### 21.2 Committees with responsibility for monitoring and evaluating quality and standards

- HEKSS Staff/Student Liaison Committee (3 times per year).
- CPP Joint Learning and Teaching & Graduate Studies Committee (3 per year).
- Faculty Learning and Teaching Committee.
- Faculty Board.
- Learning and Teaching Board.
- HEKSS Board of Studies meetings (3 per academic year).
- HEKSS Board of Examiners – Chaired by CPP.
- Mid Kent College quality assurance committees.

### 21.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- HEKSS Staff-student discussions during individual module delivery.
- HEKSS Module evaluation forms completed at the end of each module.
- Feedback gained through tutor and mentor groups.
- Student rep system (HEKSS Board of Studies)
- HEKSS Student Staff Liaison Committees (3 times per year)
- Annual National Student Survey

### 21.4 Staff Development priorities include:

- Achievement of an appropriate teaching qualification
- Achievement of an appropriate academic qualification
- Attendance on HEKSS Programme Staff Induction and updates
- Attendance on HEKSS/CPP Standardisation of Assessment Workshop
- Attendance at regular conferences/seminars.
22 Indicators of Quality and Standards

- Results of periodic programme review (CPP May 2013)
- Annual External Examiners reports.
- Annual programme monitoring.
- Annual module monitoring
- Professional Accreditation with the General Dental Council (2011) [http://www.gdc-uk.org/DentalProfessionals/Education/Pages/Clinical-dental-technician.aspx](http://www.gdc-uk.org/DentalProfessionals/Education/Pages/Clinical-dental-technician.aspx)

22.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education. [http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/Pages/default.aspx](http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/Pages/default.aspx)
- QAA Subject Benchmark Statements for Dental Care Professionals. ([http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Health-care-programmes---Dental-care-professions.aspx](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Health-care-programmes---Dental-care-professions.aspx))
- QAA Foundation Degree Qualification Benchmark – May 2010 [http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Foundation-Degree-qualification-benchmark-May-2010.aspx](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Foundation-Degree-qualification-benchmark-May-2010.aspx)
- CPP School Plan and Social Science Faculty Plan
- University Plan/Learning and Teaching Strategy
- Department of Health’s Report of the Primary Care Workforce.
- Department of Health Gateway Process.
- Mid-Kent College Lesson Observation Report and Self-Assessment Report (SAR)
- University of Kent Programme of Study for BSc in Primary Dental Care.
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Stage One</th>
<th>Stage Two</th>
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<tbody>
<tr>
<td><strong>A KNOWLEDGE &amp; UNDERSTANDING EVIDENCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A1</td>
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* Cannot be condoned or compensated