UNIVERSITY OF KENT

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COVER SHEET FOR PROPOSAL FOR NEW PROGRAMME OF STUDY - TAUGHT


To use this template, save the document to your word processor and insert text in the sections provided. A completed cover sheet should accompany the proposal through all stages of the approval process.

Please delete all the sections in italics before submission to the Faculties Support Officer.

Instructions:

1. If the programme is devised and proposed by a University School, please complete sections 1, 2 and 4.

2. If the programme is devised and proposed by a collaborative partner, please complete sections 1, 3 and 4. In Section 3, the University Head of School should sign if the proposed programme is a cognate programme of study and the Dean of the Faculty should sign if the proposed programme is a non-cognate programme of study.

SECTION 1: PROGRAMME OF STUDY

Award and Title: Postgraduate Certificate:
Postgraduate Certificate in Primary Dental Care for Foundation Dentists

Length of Programme:
One academic year

Mode/s of Study [Specify]:
Full-time

Proposed Minimum/Maximum Annual Student Intake:
60 Students

School Responsible for Programme Management:
Centre of Professional Practice

Tuition Fees: (Enter 'standard' or proposed fees if non-standard)
Non Standard (Details of the Validation Fee can be found in Appendix 1)

Proposed Start Date:
January 2012

Disability Statement: The entitlements of disabled students have been taken into account in the design/revision of this programme of study. Where a competence standard or fitness to practice requirement has been specified for the programme it will be subject to reasonable adjustments where possible in order to allow the student to demonstrate that they meet the required standard. Consideration has been given to the accessibility of the physical learning and teaching environment for disabled students.

7th July 2011
If the programme is devised and proposed by an Associate/Partner College or Validated Institution, please complete the following:

Associate/Partner College or Validated Institution:

University School (for cognate programmes) or Faculty (for non-cognate programmes) responsible for the programme:

SECTION 2: PROGRAMME DEVISED AND PROPOSED BY A UNIVERSITY SCHOOL

I recommend that approval be given to a new programme of study as set out in this proposal. I confirm that the proposal is made with the agreement of all contributing Schools and that such Schools, the Timetable Office, Information Services and other central services have confirmed that they can and will provide resources as indicated in the proposal.

Signed (Head of University School) Date

(Print Name)

SECTION 3: PROGRAMME DEVISED AND PROPOSED BY AN ASSOCIATE/PARTNER COLLEGE OR VALIDATED INSTITUTION

I recommend that approval be given to a new programme of study as set out in this proposal. I confirm that the proposal is made with the agreement of all contributing University Schools, and that the College/Validated Partner can and will provide resources as indicated in the proposal.

Signed (Head of University School or Dean of Faculty)

(Print Name)...... C Hull..............................

Post: Head of School - Centre of Professional Practice

I recommend that approval be given to a new programme of study as set out in this proposal. I confirm that the proposal is made with the agreement of all contributing University Schools, and that the College/Validated Partner can and will provide resources as indicated in the proposal.
SECTION 4: STAGES OF APPROVAL

A. Outline proposal approved by Executive Group on:

B. Full Proposal (as applicable):
   - Approved internally by College/Validated Institution on:
   - Approved by School Learning & Teaching Committee on:
   - Approved by Faculty Learning & Teaching Committee on:
   - Approved by Graduate School Committee on:
   - Approved by Graduate School Board on:

C. Full Proposal (all programmes):
   - Approved by the Programme Approval Sub-Committee on:
   - Reported to the Learning & Teaching Board on:

Annex C Programme Specification Cover Sheet
Last updated February 2011
### Degree and Programme Title

**Postgraduate Certificate in Primary Dental Care for Foundation Dentists**

<table>
<thead>
<tr>
<th>1. Awarding Institution/Body</th>
<th>University of Kent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution</td>
<td>Kent Surrey and Sussex Postgraduate Dental Deanery (KSS)</td>
</tr>
<tr>
<td>3. Teaching Site</td>
<td>KSS Postgraduate Centres in the Kent, Sussex and Surrey Counties</td>
</tr>
<tr>
<td>4. Programme accredited by</td>
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<td>5. Final Award</td>
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<td>6. Programme</td>
<td>Postgraduate Certificate in Primary Dental Care for Foundation Dentists</td>
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<tr>
<td>7. UCAS Code (or other code)</td>
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<tr>
<td>8. Relevant QAA subject benchmarking group(s)</td>
<td>Dentistry UG benchmark have been taken into consideration in the writing of this PG programme to inform learning outcomes in the understanding that they only strictly apply to Undergraduate Programmes.</td>
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<td>9. Date of production/revision</td>
<td>23 January 2012</td>
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<td>10. Applicable cohort(s)</td>
<td>2011/12</td>
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### Educational Aims of the Programme

The programme aims to:

1. Provide a structured postgraduate academic training for dental foundation students within primary care practice that is designed to enable the student to combine academic study with clinical commitment through practice (work) based learning.
2. Develop critical analysis and evaluation skills, appraisal of best practice, through a variety of learning and assessment formats including clinical audit, enhancing and improving professional practice and ultimately the quality of patient care.
3. Create a supportive and challenging environment in which the student can enhance their skills of reflective practice.
4. Develop a critical understanding for Foundation Dentists of the professional ethics that apply to and exist within primary dental care practice.
5. Facilitate an ethos of academic understanding combined with a career pathway demonstrating the need for lifelong learning and continuing professional development, thereby improving the quality of patient care through practice based learning.
6. Enable the student to work independently and within a team to tackle complex issues and problems and act autonomously in resolving professional problems.
7. Develop a comprehensive and current knowledge of common clinical dental issues and appropriate sources of referral.
8. Facilitate the enhancement of a variety of skills in clinical and non-clinical disciplines at level 7.
12. Programme Outcomes
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statement for Dentistry UG benchmark, which have been taken into consideration in the writing of this PG programme to inform learning outcomes in the understanding that they only strictly apply to Undergraduate Programmes.

### Knowledge and Understanding

<table>
<thead>
<tr>
<th>A. Knowledge and Understanding of:</th>
<th>Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated</th>
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<tbody>
<tr>
<td>A1. An advanced, systematic and contemporary knowledge of patient examination and management which underpins informed diagnosis.</td>
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<td>A2. An ability to generate differential diagnosis and treatment/management plan based on enhanced understanding of evidence, audit and correct interpretation of clinical findings.</td>
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<td>A3. Medical and dental emergencies and an ability to identify and refer with an appropriate degree of urgency beyond his/her scope of management.</td>
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<td>A5. Dental diseases in populations, health promotion, associated risk factors and preventative programmes.</td>
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<td>A6. Principles and techniques involved in maintenance of structures within the oral cavity.</td>
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<td>A7. Of the competencies and ethical responsibilities of working as a regulated professional within a dental team.</td>
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<tr>
<td>A8. Experiential learning, personal reflection, the theories and concepts, and how they apply to clinical and non-clinical situations.</td>
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</table>

### Skills and Other Attributes

| B. Intellectual Skills: | |
|------------------------| |
| B1. Demonstrate the ability to work independently, efficiently and professionally within frameworks and professional codes of practice and conduct, with recognition of moral and ethical issues whilst managing any conflicting priorities. | |
| B2. Develop the responsibility for own life-long learning and continuing professional development. | |
| B3. Collect and critically analyse data from taught elements and reflective personal | |

Each module will be supported by:
- Lectures
- Seminars
- Personal Tutorials
- Tutorial Groups
- Problem-based scenario and case studies
- Electronic based blended learning
- Practice based learning

Assessment:
- Electronic Personal Development Portfolio of work-based evidence to include:
  - Direct observation of procedural skills
  - Presentations
  - Case Based Discussion (CBD)
- Portfolio of Key Skill assessment.
- Audit Assignment
- Presentation of Clinical Case
### C. Subject-specific Skills:

- **C1.** Demonstrate a critical ability to perform patient examination and diagnosis to a level of best practice as described in 'Standards in Dentistry'.

- **C2.** Demonstrate a critically informed confidence to practice autonomously and have competency in aspects of clinical dentistry including treatment planning, patient management, medical and dental emergencies, health promotion and disease prevention; all of these incorporating clinical governance and evidence based guidelines.

- **C3.** A comprehensive understanding and critical evaluation of the practical application of theoretical learning and evidence base to clinical practice based learning and advancing clinical practice in all aspects of primary care dental practice.

- **C4.** Critically analyse and demonstrate an understanding of the role of leader and manager within a dental healthcare delivery unit.

- **C5.** Develop a comprehensive understanding of the importance of treatment outcomes and the measurement of these through the use of audit and other research and evidenced based techniques.

### D. Transferable Skills:

- **D1.** Develop a practical understanding of the need to communicate appropriately and ethically with a range of individuals including patients and relatives, the clinical team, peers and other professionals.

- **D2.** Demonstrate a capacity for reflective autonomous learning and ability to make sound judgements and decisions in relationship to complex issues and unpredictable situations using a variety of resources including: literature, evidence bases and feedback.

- **D3.** An ability to develop problem solving skills to a high level of professionalism and ethical standing through learning and reflection.

- **D4.** Demonstrate IT skills including the ability to search for, manage and critically evaluate internet-based information/resources.

- **D5.** Demonstrate evidence of a capacity to work effectively within a multi professional environment.

### Each module will be supported by:

- Lectures
- Seminars
- Personal Tutorials
- Tutorial Groups
- Problem-based scenario and case studies
- Electronic based blended learning
- Practice based learning

### Assessment:

- Electronic Personal Development Portfolio of work-based evidence to include:
  - Direct observation of procedural skills
  - Presentations
  - Case Based Discussion (CBD)
- Portfolio of Key Skill assessment.
- Audit Assignment
- Presentation of Clinical Case

### Teaching/learning

Transferable skills are generally incorporated within modules and related to relevant assessments as appropriate.

### Assessment:

- Electronic Personal Development Portfolio of work-based evidence to include:
  - Direct observation of procedural skills
  - Presentations
  - Case Based Discussion (CBD)
- Portfolio of Key Skill assessment.
- Audit Assignment
- Presentation of Clinical Case
For more information on which modules provide which skills, see the module mapping at the end of this document.

13. Programme Structures and Requirements, Levels, Modules, Credits and Awards

PG Certificate in Primary Dental Care for Foundation Dentists.
The PG Cert in Primary Dental Care for Foundation Dentists programme is designed to be studied on a full time basis for one year through blended learning, with a minimum of 30 days of teaching (7 hours /day) within the academic year.

The programme requires the students to undertake 3 x 20 credit taught core National Qualification Framework level 7 modules (60 credits in total). Modules cannot be compensated or condoned. Each 20 credits represents approximately 200 hours of student learning endeavour and assessment. Students must gain a mark of 40% or above in each module for the PG certificate to be awarded. A board of examiners will recommend the award of PG Certificate with Distinction to a student/practitioner who achieves modules to the value of 60 credits with an overall average of 70% or above and a PG Certificate and recommend an award of Merit to a student who has achieved modules to the value of 60 credits with an overall average of 60% or above.

All modules in the PG Cert in Primary Dental Care for Foundation Dentists Post Graduate Certificate are mandatory and reflect the curriculum issued by the Committee of Postgraduate Dental Deans (COPDEND (UK)), outlined in the document ‘Dental Foundation Training Curriculum.’

Passing all of the required modules will result in the award of a Post-Graduate Certificate in Primary Dental Care for Foundation Dentists.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>NQF Level (7)</th>
<th>Credits</th>
<th>Term</th>
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<td>Stage 1 – PG Cert</td>
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<td><strong>Required Modules</strong></td>
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<td>WL 852</td>
<td>Dental Clinical Practice</td>
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<td>1,2 &amp; 3</td>
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<tr>
<td>WL 853</td>
<td>Dental Key Skills</td>
<td>7</td>
<td>20</td>
<td>1 &amp; 2 &amp; 3</td>
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<tr>
<td>WL 854</td>
<td>Professionalism within Dentistry</td>
<td>7</td>
<td>20</td>
<td>1 &amp; 2 &amp; 3</td>
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<tr>
<td><strong>Award of Postgraduate Certificate</strong></td>
<td></td>
<td></td>
<td><strong>60 Credits</strong></td>
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</table>
14. Work-Based Learning
Where relevant to the programme of study, provide details of any work-based learning element, inclusive of employer details, delivery, assessment and support for students.

The work-based element within this programme of study is termed 'practice-based learning' although remains underpinned by the Code Of Practice For The Assurance Of Academic Quality And Standards In Higher Education Section 9: Work-Based And Placement Learning - September 2007.

Practice based learning is integral to the programme and emphasises wider learning opportunities as well as integrating the COPDEND (UK) Foundation Dentist Programme into a postgraduate scholarship. Practice based learning provides the context for the development of professional practice and provides the context for critical appraisal. There are two elements; the first is learning in the supportive structure of the training practice, the second is learning from others (the whole team and the trainer mentor). In order to support this work-based learning aspect both the practice and the prospective trainer are competitively appointed, quality assured and the trainer/mentor trained in relevant educational aspects.

Within the practice-based setting students will be expected to have seen a wide range of patients with a variety of treatment needs. All clinical work will be mentored and there will be feedback on a sessional basis through the use of a student E-Portfolio Development Plan (EPdP). This practice-based element is a unique aspect of the programme. Students will be located in Foundation training groups meeting weekly throughout the majority of the academic year, which will provide a structure in which skills, for example: communication, problem solving and information technology, can be continuously reviewed and enhanced.

15. Support for Students and their Learning
Prior to commencing the programme students will receive the following from KSS Postgraduate Dental Deanery:

- A fixed 3 day Induction programme.
- 30 taught sessions delivered at the Postgraduate Centres within KSS.
- Information for Foundation Dental Practitioners (Programme Handbook).
- Access to learning resources such as Electronic Personal Development Portfolio.
- Access to the KSS Postgraduate Certificate Programme Director and Associate Postgraduate Dental Dean for Foundation Training for advice on programme structure, progression routes and individual progress.
- Allocated a KSS Foundation Dentist Trainer.
- Allocation of Foundation Training Groups for Study Days (30 per year).
During the programme students will receive the following from KSS Postgraduate Dental Deanery:

- Access to the KSS Postgraduate Dental Dean, KSS Postgraduate Certificate Programme Director and Associate Postgraduate Dental Dean for Foundation Training who will monitor individual student progress, provide advice and support on a range of academic and pastoral issues.
- Assignment of a KSS Foundation Dentist Trainer to monitor individual student progress with their EPdP and advice on overcoming obstacles to successful completion.
- Continuous online support by staff and other students via email, EPdP and online support material, which will be overseen by the KSS Postgraduate Certificate Programme Director and Associate Postgraduate Dental Dean for Foundation Training.
- Administrative and educational support through the KSS Postgraduate Dental Deanery.
- IT facilities will be practice/personal based.
- KSS extensive dedicated web-sites including: copy of programme handbook, module descriptions and supporting materials, module assessment details and coursework deadlines, timetables, staff/student liaison information.
- KSS central support including regional library facilities, Medline, Athens Gateway.
- NHS and KSS Postgraduate Deanery facilities for hands-on skills, teaching and training.

16. 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.

Entry Route
For fuller information, please refer to the University prospectus.

Kent, Sussex, Surrey Post Graduate Dental Deanery will administer the initial application process in terms of the potential applicants suitability for the programme in terms of the following criteria:

- Be involved in Dental Foundation Training in Primary Dental Care Practice.
- Be selected using a prior agreed open selection criteria as agreed by the Department of Health and the Dental School Deans Conference.
- Be currently registered with the General Dental Council.
- IELTS Level 6.5

What does this programme have to offer?

- A fresh and innovative work based, structured, postgraduate programme, specifically for primary dental care practitioners that will acknowledge, with an academic award, the successful completion of Foundation Year 1.
- A programme which as flexible, modular format with blended learning
approaches; designed to combine academic study, professional practice and blended learning techniques
- A high standard of teaching delivered by experienced specialist staff.
- A programme content that promotes subject specific knowledge and competencies in preparation for entry into the recognised primary dental care career pathway.
- A programme that will provide transferable credits towards a Fellowship of the Faculty of General Dental Practice UK (FFGDP).
- The opportunity for participants to develop both personal and professional skills enabling them to engage more effectively in meeting the changing needs of the dental sector.

Personal Profile

Students/practitioners entering the course will be expected to demonstrate the following:
- Qualified dentists currently registered with the General Dental Council.
- The participants should be working in a NHS practice and enrolled on the KSS Foundation Dentist Year One Programme (Vocational Training).
- An enquiring approach to professional practice and a commitment to continued professional development.
- An ability to study at Postgraduate level.

17. Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

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

- Termly meeting of KSS Dental Deanery Foundation Training programme Directors.
- Continuous monitoring of progress by KSS Postgraduate Certificate Programme Director and KSS Associate Postgraduate Dental Dean for Foundation Training through the KSS Postgraduate structured EPdP.
- Student evaluation and feedback evaluation questionnaires and reflections for each of the KSS Foundation Dentist Study Days.
- Training Programme Director meetings (Board of Studies) (one per term)
- Staff Student (Practitioner) Liaison Committees (one per term led by the KSS Postgraduate Certificate Programme Director).
- Continuous monitoring of student/practitioner progress and attendance.
- Double marking and moderation practices will conform to the requirements of the Credit Framework.
- An External Examiner will be appointed and will conduct regular scrutiny and will provide an annual report.
- Annual Monitoring Reports for modules and the programmes – initiated by the KSS Postgraduate Certificate Programme Director.
- Centre for Professional Practice (CPP) Joint Learning, Teaching and Graduate Studies Committee.
- A representative from CPP who will act as Chair to the Board of Examiners.
- Periodic Review.
- QAA Institutional and Collaborative Provision Audits.
Commitees with responsibility for monitoring and evaluating quality and standards

Kent, Surrey and Sussex Dental Postgraduate Deanery
- Committee of KSS Dental Deanery Foundation Training programme Directors (3 per year)
- Staff / Student/practitioner Liaison Committee (one per term led by the KSS Postgraduate Certificate Programme Director)
- Training Programme Director meetings (Board of Studies) (one per term)

University of Kent
- CPP Joint Learning, Teaching and Graduate Studies Committee.
- The Board of Examiners (Chair to be UoK CPP Liaison).
- Faculty for Social Sciences Graduate Studies Committee.
- University Graduate School Board.

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

Kent, Surrey and Sussex Dental Postgraduate Deanery
- Evaluation forms and personal reflections completed by the student at the end of Study Day.
- Student/practitioner module evaluation reports.
- Student/trainer discussions channelled through the KSS Associate Postgraduate Dental Dean for Foundation Training and the KSS Postgraduate Certificate Programme Director.
- Director Annual Monitoring Reports – to be initiated by the KSS Postgraduate Certificate Programme Director and submitted to the CPP GSC.
- Individual Final Interview with the KSS Postgraduate Dental Dean.
- Final Completion Report compiled from each student.

University of Kent
- As required only, through the attendance of the KSS Postgraduate Certificate Programme Director at the CPP Joint Learning, Teaching and Graduate Studies Committee where KSS Business is on the Agenda.
- Annual Monitoring Reports.
- External Examiner Reports and Feedback.

Staff Development priorities include:
- Attendance at the Foundation Dentists Train the Trainer 2 ½ day course.
- Completion of the FGDP (UK) Clinical Education Module, delivered via KSS Deanery.
- Subject updates and attendance at the Annual KSS Dental Deanery Conference.
- Attendance at the annual University of Kent Validation Forum (for the Postgraduate Dental Dean, KSS Associate Postgraduate Dental Dean for Foundation Training and the KSS Postgraduate Certificate Programme Director, as available.
- Dissemination of good practice on learning and teaching methods.
- Membership of relevant professional / academic bodies.
- Equal Opportunities and Diversity Training (mandatory every 3 years).
UNIVERSITY OF KENT

- Employment and Selection Training (mandatory every 3 years).
- Annual staff appraisal.
- National Education Training Programme Directors Conference.
- Foundation Dentist Trainers Support Meeting (Termly)

18. Indicators of Quality and Standards

For the School and the University:
- CPP Periodic Review.
- A positive outcome in the 2010 Collaborative Provision Audit.

For Validated Partner and Programme
- Annual Foundation Dentist Review by Qualification Assessment Review Group

The following reference points were used in creating these specifications:

- Committee of Postgraduate Dental Deans and Directors (COPDEND (UK) A Curriculum for UK Dental Foundation Programme Training
- The Faculty of General Dental Practice ‘A Career Pathway in Primary Dental Care’.
- QAA Master’s degree characteristics Sept 2009.
- The University of Kent Learning and Teaching Strategy.
- The University of Kent Credit Framework.
- The University of Kent Code of Practice.
- The University of Kent Collaborative Provision Policies and Procedures.
- The curriculum and syllabus of the new Membership of the Joint Dental Faculties at the Royal College of Surgeons (England).
- General Dental Council ‘The First Five Years’.
- Standards in Dentistry, FGDP Publication.
- QAA Benchmark Statements (Dentistry UG) - Subject Benchmark Statements have been taken into consideration in the writing of this PG Certificate programme to inform learning outcomes on the understanding that they strictly apply to UG programmes only.
- FGDP (UK) Key Skills
- Learning for Health (Eden)

Programme Specification Template
Last update approved by LTB 1 February 2006
Postgraduate Certificate in Primary Dental Care for Foundation Dentists
Mapping of Module Specifications Against the Programme Learning Outcomes

<table>
<thead>
<tr>
<th>Programme Learning Outcomes</th>
<th>Dental Key Skills Module WL 852</th>
<th>Dental Clinical Practice Module WL 853</th>
<th>Professionalism within Dentistry Module WL 854</th>
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