1. **Title of the module:**
   Module 6: Oral Pathology and Oral Health Education (M6)

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:**
   Spring 2016

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 **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal:**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 [4], Intermediate [5], Honours [6] or Postgraduate [7]):**
   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):**
   Spring (extending into the summer term due to the extended nature of the portfolio)
   Term times will be from the beginning of May until the end of August. Specific dates will be provided within the Programme Handbook

9. **Prerequisite and co-requisite modules:**
   Prerequisite: Stage 1, Modules A, B, C, D, 1 and 2
   Modules 3, 4 and 5

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 critical understanding of the clinical presentation, causes, effects and management of diseases and abnormalities of the oral cavity, including the oral mucosa and salivary glands, in patients of all age, social and ethnic backgrounds.
    11.2 Knowledge and critical understanding of the principles of preventative measures to promote oral health.
    11.3 Critical understanding of how the structure and function of dental anatomy and physiology contribute to oral disease in relation to the age and any special needs of the patient (child, adolescent, adult, older adult).
11.4 Critical understanding of theoretical concepts, literature, research and epidemiology significance to oral health and well-being; analysing inequalities and sociological, economic, cultural, environmental, behavioural, dietary, smoking, alcohol, drug and life-stage factors.

11.5 Evaluation of contemporary theoretical sources of oral health educational services, information, literature and guidelines available to the advanced dental nurse to support evidence based prevention, control and promotion of oral health.

11.6 The ability to interpret a treatment plan, and assess, apply, deliver and evaluate oral health education messages for a selected patient population which may include; individual or groups, children, adolescents, young adults, adults, special needs groups, older adults.

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 General Dental Council are the regulating body for all members of the dental team, and as such determine their “Scope of Practice”. The contractual arrangements for the delivery of NHS dentistry are changing and pilots of the new system are in operation. Dental Nurses will provide the most cost effective manpower to deliver much of the oral health advice and some of the less complex treatment, such as the application of fluoride varnish. This is allowed within what is termed their “extended Scope of Practice”. This module aims to build on the knowledge and skills acquired in Module 4, and provide students with all the additional required knowledge, skills and competencies necessary for undertaking this advanced duty.

The module examines the clinical aspects of oral disease and prevention, and the theoretical aspects of oral health education in relation to evidence based preventative dentistry. The module will allow students an opportunity to evaluate current practice, as well as develop and deliver contemporary oral health education strategies and interventions which will contribute to promotion oral health and well being.

The module will take place in spring term of Stage two of the programme, but due to the extended nature of the required portfolio of evidence, which is required for professional and academic credibility, students will have the opportunity to continue their work-based activities during the summer term.

14. Indicative Reading List:

- Core Text:
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Students may be required to read additional material.

Recommended Text:


Background:


Suggested 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. The additional session reflects and supports the requirement for an extended period of work related activity and portfolio of evidence building.

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.

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.

An approximation of the division of the 300 hrs of learning is listed below:
16. **Assessment methods and how these relate to testing achievement of the intended module learning outcomes:**

The assessment comprises one piece of work. A pass must be gained to successfully complete the module.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Method of Assessment</th>
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<tr>
<td></td>
<td>Guided Study Package</td>
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<td>11.1</td>
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| Approximate Number of Hours | 15 | 24 | 15 | I | 245 | 95 |

Final V6-4
Presentation of a work related Portfolio of Evidence which incorporates critical self-reflection:

(i) 10 case studies targeting a range of specified patient groups (children, adults, older people, those with special care requirements, different ethnic groups etc.), and a range of oral health prevention needs (including but not limited to smoking, diet, oral hygiene, orthodontic, medication and/or age related). These 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. (Template plus written reflective commentary of 100 words – approximately 1,300 words in total)

(ii) 2 expanded case study reports (chosen from case studies in (i)). Expanded case study reports should include the patient profile, presenting condition, aims, objectives, method, evaluation and reflection (Template plus written commentary of 500 words each – approximately 1,100 words in total)

(iii) An evidence-based poster display or exhibition in the workplace or other suitable and relevant venue (library, children’s centre or similar). This should be witnessed by the practice based mentor and supported with a written report which includes photographs, subject justification (local needs assessment, workplace patient profile or similar), evaluation and reflection. (750 words)

The assignment should cover the main theoretical perspectives of Oral Health Education and/or Promotion.

| 11.1 | X |
| 11.2 | X |
| 11.3 | X |
| 11.4 | X |
| 11.5 | X |
| 11.6 | X |
| 12.1 | X |
| 12.2 | X |
| 12.3 | X |
| 12.4 | X |
| 12.5 | X |
| % of Mark | 100% |

17. Implications for learning resources, including staff, library, IT and space:
None.

1. The School/Collaborative Partner recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special
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educational need in its teaching. Within this module we will make reasonable adjustments whenever 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 University's/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; PGECS, Kent and Canterbury Hospital, Canterbury, Kent; PGECS, 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"
UNIVERSITY OF KENT

Nominated Responsible Officer of Partner College/Validated Institution

Date

Print Name

Post

Partner College/Validated Institution

Module Specification Template
Last updated February 2013