SECTION 1: MODULE SPECIFICATIONS

1. Title of the module
   WL860 Mentoring Skills in Dentistry

2. School or partner institution which will be responsible for management of the module
   Health Education England Kent Surrey and Sussex (HEKSS)

3. Start date of the module
   Spring Term 2013

4. The number of students expected to take the module: 10-15

5. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal: NA

6. The level of the module (e.g. Certificate [4], Intermediate [5], Honours [6] or Postgraduate [7])
   Level 7.

7. The number of credits and the ECTS value which the module represents:
   20 Credits (10 ECTS)

8. Which term(s) the module is to be taught in (or other teaching pattern)
   Flexible

9. Prerequisite and co-requisite modules
   NA

10. The programmes of study to which the module contributes:
    PG Diploma and MSc in Primary Dental Care

11. The intended subject specific learning outcomes:

    11 i Demonstrate the critical understanding of the methods and techniques to conduction supportive mentoring discussions, including theories underpinning mentorship practice, principles of “Person-Centred Approach”, Skilled Helper Model and conditions for change.

    11 ii Critical understanding of the standards and guidelines for mentorship, to include European Mentoring and Coaching Council (EMCC) and The International coaching Federation (ICF).

    11 iii Demonstrate knowledge and understanding of the application of mentorship techniques and agreements for application to professional practice and clinical settings, to include negotiating “mentoring agreements” and directive / prescriptive approaches.

    11 iv Demonstrate knowledge and understanding of the application of a mentorship model as an aide memoire in the mentoring discussion(s), to include clarification of issues, goal setting and strategies for achievement.

    11 v Reflectively evaluate the impact of mentor behaviour and mentor attitudes in the mentoring encounters, and the way this influences the value of the session to the mentee.
12. The intended generic learning outcomes
12.i Demonstrate critical self-reflection and enhance professional competence on the basis of feedback from others.
12.ii Working with, and learning from, others.
12.iii IT skills, including use of presentation media and software (Powerpoint etc).
12.iv Advanced communication skills exhibited through teaching demonstrations.

13. A synopsis of the curriculum
This module will build on your previous experience working as part of a dental team, and aims to develop the skills and knowledge to help you establish and maintain high standards in mentoring practice in dentistry.

Mentors are an important link within postgraduate learning within dentistry; providing support to their colleagues to develop skills and careers. The mentoring programme is therefore intended to enhance performance at work including career enhancement and interpersonal skills. This module will provide preparation for mentors and will include recognising issues outside of the scope of the mentor’s knowledge and skills and how to deal with these appropriately.

This module will develop your abilities to provide mentoring support to colleagues. This particularly relates to the application of a mentoring/coaching approach to the conduct of relationships with other team members and patients in the clinical, practice and educational environments and settings.

The module will be delivered over three taught days. A two day (Friday and Saturday) taught session followed two months later by a final third taught day.

Core content will be:

10.2 Principles underpinning mentorship
10.3 Techniques for successful application of mentorship
10.4 Standards guiding mentorship
10.5 Reflective evaluation of mentorship practice and performance

14. Indicative Reading List:

Part 1: The need for Mentoring in Dental Practice. Primary Dental Care. Oct 2008 p141
Part 1: Building a Successful Mentoring Relationship. Primary Dental Care. April 2009 p67


Reading materials specific/relevant to the student's individual working practices will be recommended and discussed during the taught session.

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

The total number of hours of study required will be 200 hours. The learning will be achieved through a preparation reading package and targeted reading reflective questions (TRRQ's), which will take approximately 18 hours prior to the taught sessions. The remainder of the learning hours will be achieved through 22 hours of contact teaching and a tutorial, plus Action Learning Set communications and Self Study. The taught and facilitated sessions will primarily be delivered in the forms of tutor and peer led discussion and study elements. Both tutors with specialist expertise and those actively working in the dental sector will deliver the theoretical input. An approximate division of the 200 hrs of learning are listed below:

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<thead>
<tr>
<th>Module Learning Outcomes</th>
<th>Self Study Preparation Package</th>
<th>Lectures And Seminar Group Work</th>
<th>Tutorial</th>
<th>Action Learning Communication</th>
<th>Self Study</th>
<th>Assessment</th>
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16. Assessment methods and how these relate to testing achievement of the intended module learning outcomes

The assessment comprises of two assignments. An overall pass must be gained to successfully complete the module.

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<tr>
<th>Method of Assessment</th>
<th>Learning Outcomes</th>
<th>A set of 2 case studies (1000 - 1500 words each)</th>
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<td>These will submitted prior to the final session</td>
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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 administration and 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 HEKSS Dental. All learning and teaching will take place within appropriate HEKSS facilities, postgraduate centres or dental practice settings.

18. The School/Collaborative Partner (delete as applicable) 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 University’s/Collaborative Partner’s (delete as applicable) disability/dyslexia support service, and specialist support will be provided where needed.
19. **Campus(es) where module will be delivered:** HEKSS Facilities

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
UNIVERSITY OF KENT

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"

.................. ..................  ..................
T Hopper .................. 24th March 2014
Director of Learning and Teaching/Deputy 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"

........................................
Head of School  24th March 2014
Date

...........D Reed ...........
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"

........................................
Nominated Responsible Officer of Partner College/Validated Institution  Date

........................................
Print Name

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Post

Partner College/Validated Institution

Module Specification Template
Last updated February 2013