Confirmation that this version of the module specification has been approved by the School Learning and Teaching Committee:

.......................22\textsuperscript{nd} Jan 2015.................(date)

MODULE SPECIFICATION

1. **Title of the module**  
   WL866 Education 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 (revised version Spring 2015)

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 **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal.**  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 Illustrate comprehensive knowledge of selected educational theories and practice, related to teaching, learning and supervision in a dental environment.
    11.ii Critically evaluate all aspects of the educational process applied to postgraduate and undergraduate dental education and training.
    11.iii Demonstrate an application of theoretical learning to clinical training and practice, by means of presentations and teaching demonstrations.
    11.iv Critically appraise educational literature to dental practice.
    11.v The opportunity to develop and refine skills in teaching and supervision

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 is aimed at those dental practitioners who have a teaching and training role within practice. The module is intended to facilitate the continuous professional development of teaching and training skills of participants and enable them to transfer this into improved education and training within the practice context, in order to support the development of the whole dental team.

The module will develop your ability to critically analyse a selection of educational theories, particularly as it relates to models of adult learning, teaching and supervision in a clinical environment. The analysis of learning theory can then be used as a basis for the development of clinical teaching skills.

This will build on your previous experience, and aims to develop the skills and knowledge to help you create and maintain a positive and supportive learning environment and enable you to engage in lifelong learning yourself.

Assessed presentations will enable you to demonstrate critical analysis of the theory together with your own teaching skills. The presentations and practical teaching demonstrations will also provide opportunities for you to experience feedback and provide feedback to others in a positive learning environment. The encouragement of self-reflection and feedback throughout the module will enable you to be more aware of the role of positive critique and the importance of reflective practice for clinical educators.

Weekend 1
- Formative multi-structure answer test regarding the Preparation Package tasks.
- Theories of education relating to adult learning
- Techniques for effective delivery of the education

Weekend 2
- Delivery to the peer group of teaching episode
- Delivery to the peer group of a Powerpoint presentation
- Delivery of feedback on peers performance

14. Indicative Reading List:

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 module includes 23 hours of contact teaching, plus 5 hours of seminars and 1 tutorial. The remaining learning will be achieved through a blend of self-study, practice based learning and assessment (which includes the completion of a critical case study).

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 dental sector 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>Seminar Groups</th>
<th>Tutorial</th>
<th>Practice Based Placement</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>11i</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>11ii</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>11 iii</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>11 iv</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>11 v</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>12 i</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>12 ii</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>12 iii</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>12 iv</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Approximate Number of Hours</td>
<td>23</td>
<td>5</td>
<td>1</td>
<td>131</td>
<td>40</td>
</tr>
</tbody>
</table>

16. Assessment methods and how these relate to testing achievement of the intended module learning outcomes

The module will use both formative and summative assessment methods.

Formative assessment will be used to test students’ knowledge and understanding assimilated by the student from carrying out the Preparation Package, sent out to the student 3 weeks prior to the start of the module; a Multi Structured Answer paper. The MSA will be undertaken by the student on the first taught session. The responses will be used to guide the taught session content and follow-up tutorials.

With regards to the summative assessment, all module learning outcomes will be tested through two separate elements outlined below. An overall pass must be achieved in order to successfully complete the module.

(i) A tutor assessed delivery of practical demonstration of teaching skills and giving feedback of 15 minutes.

This will test module learning outcomes 11iii,iv,v,12i and be worth 25% 50% of the module mark.

(ii) A tutor assessed formal written presentation of 2500 words on a subject relevant to student’s own clinical setting.

This will test module learning outcomes 11i,ii,iv,v, 12i,ii,iii,iv and be worth 50 75- % of the module mark.

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 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 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
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"

..........................................
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 
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"

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

Print Name

Partner College/Validated Institution
Module Specification Template
Last updated February 2013