

Dental Development Programme in Science and Dental Therapy

(no practice rights)

Programme Specification

Primary Purpose:

Course management, monitoring and quality assurance.

Secondary Purpose:

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer:

The University of Portsmouth has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

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Programme Specification

1. Named Awards

Dental Development Programme in Science and Dental Therapy

2. Course Code (and UCAS Code if applicable)

C2425P

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

This award is offered in accordance with the University of Portsmouth Quality Assurance Policy and procedures.

6. QAA Benchmark Groups

Benchmark subject group Dental Care Professionals

7. Document Control Information

Version 7(September 2016)

8. Effective Session

2016-2017

9. Author

Judy Fraser

10. Faculty

Faculty of Science

11. Department

University of Portsmouth Dental Academy

12. Educational Aims

Prepare professional entry students (qualified, currently GDC registered dental nurses) for the academic study of a biological science degree programme in Dental Hygiene and Dental Therapy.

13. Reference Points

Reference points include:

General Dental Council (2015). Preparing for Practice, Dental Teams learning outcomes for registration

<http://www.port.ac.uk/accesstoinformation/policies/academicregistry/filetodownload,10383,en.pdf>

QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education
QAA Qualification Descriptors
QAA Benchmark for Dental Care Professionals

14. Learning Outcomes

A. Knowledge and Understanding of:

- A1. Sourcing and referencing learning resources
- A2. Examination and revision techniques
- A3. Approaches to reading and note taking
- A4. Reflective practice
- A5. The principles of human anatomy and physiology
- A6. The structures and functions of body systems in health
- A7. Strategies for reviewing professional literature
- A8. Evidence based dentistry
- A9. Oral anatomy and physiology

Learning & Teaching Strategies & Methods:

The following teaching and learning strategies are used:
Lectures (learning outcomes A1, 2, 3, 5, 6, 7, 8 & 9)
Group work (learning outcomes A1, 3, 4, 7 & 9)
Library workshop (learning outcome A1)
Visit to pathology museum (learning outcomes A5, 6, & 9)
Tutorials and VLE will also support all learning outcomes

Assessment:

Assessment is by various methods including:

- Multiple choice questions examination (learning outcomes A5 & A6)
- Written assignment (learning outcomes A1, A2, A4, A7 & A8)
- Short answer paper examination (learning outcomes A5, A6, & A9)
- Portfolio of evidence (learning outcome A1)
- Individual presentations (learning outcomes A1, A7, & A8)

B. Cognitive (Intellectual or Thinking) Skills, able to

- B1 Reflect on personal learning and professional development needs
- B2 Evaluate evidence from a variety of sources
- B3 Interpret information from a variety of sources
- B4 Marshal thoughts to demonstrate knowledge of selected topics.

Teaching and Learning Strategies and Methods:

The following teaching and learning strategies are used to develop Intellectual skills:
Seminars encourage reflection on personal learning and identify professional development needs.
Group work will encourage interpretation of information and evaluation of evidence from a variety of sources.
Lectures and tutorials will demonstrate knowledge of selected topics.

Assessment:

Assessment is by:

Portfolio of evidence (learning outcome B1)

Written assignment (learning outcomes B2 & B3)

Written examination multiple choice questions and short answer questions (learning outcome B4)

C. Practical, Professional or Subject Specific Skills, able to:

C1. Effectively plan study time

C2. Demonstrate reading and note taking strategies

C3. Demonstrate approaches and strategies for evaluating professional literature

Teaching and Learning Strategies and Methods:

Practical skills will be developed through seminars and individual and group work activities.

Assessment:

Portfolio of evidence and reflective report (learning outcomes C1 & C2)

Assignment & reflective summary report (learning outcome C3)

D. Transferable (Graduate & Employability Skills), able to:

D1. Communicate effectively written and verbal using a range of media

D2. Be competent in the use of information technology (word processing, electronic mail, internet & VLE)

D3. Identify and use the appropriate resources (human & physical) to enable successful completion of tasks

D4. Take responsibility for the planning and execution of their learning

D5. Manage time and meet deadlines

Teaching and Learning Strategies and Methods:

Transferable skills will be underpinned via lectures, seminars, individual and group work activities and oral presentations.

Assessment:

Academic assessments (learning outcomes D1, D 2, D 3, D 4, & D 5)

Individual presentations (learning outcome D 1)

15. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)¹ for full details on the course structure and units

This programme was developed in accordance with the University Quality Assurance Policy and Procedures. This programme has been developed in partnership with Health Education Wessex. This programme does not lead to a recognised academic award of the University or the award of credits, it is designed to support professional entry students (qualified dental nurses) who do not have the required A Level requirements (or equivalent), for UCAS entry onto the BSc (Hons) in Dental Hygiene and Dental Therapy programme.

Successful students will be offered a place on the BSc (Hons) Dental Hygiene and Dental Therapy, subject to the following;

Disclosure Barring Services Clearance and Occupational Health clearance.

16. Employability Statement

The Dental Development Programme in Science and Dental Therapy (no practice rights) fosters the development of diverse learning skills to prepare them for further education within Higher Education

¹ www.port.ac.uk/unitwebsearch

Learning.

17. Support for Student Learning

- The Course is managed by a Course Leader.
- Induction programme introduces the student to the University and their course.
- Each student has a personal tutor, responsible for pastoral support and guidance.
- University support services include - careers, financial advice, housing, counselling etc.
- A dedicated Student Services Centre.
- Excellent library facilities.
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections.
- Student course and unit handbooks provide information about the course structure and University regulations etc.
- Feedback is provided for all assessments.
- Personal Development Planning (PDP) for all awards.
- Students are based in the purpose built University of Portsmouth Dental Academy

18. Admissions Criteria

A Academic Admissions Criteria

- 5 GCSE's (or equivalent) grade C or above to include Mathematics, English and one Science subject
- A recognised qualification in Dental Nursing
- General Dental Council Registration as a Dental Nurse
- Appropriate chair-side experience as a qualified dental nurse
- The design of the course precludes application from those who have already studied at level 3 or beyond as the course is designed to foster the development of learning skills and basic science at level 3.

B Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

C Interviews

All applicants are subject to interview. Interviews are in the form of Multiple Mini Interviews (MMI). The MMI comprises of several stations through which candidates rotate. Each station is specifically designed to assess a particular behavioural trait linking to the Value Based Recruitment expected of NHS employees.

All offers are subject to Disclosure Barring Services Clearance and Occupational Health clearance.

19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

a. Mechanisms for review and evaluation

- Head of Department's Annual Quality and Standards Evaluative Review.
- Unit and Course Level student feedback considered at Board of Studies.
- Unit Assessment Board consideration of student performance for each programme.
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports.
- Student Representatives and Student/Staff Consultative Committees.
- Annual Staff Appraisal.
- Peer Teaching Observation.
- Faculty Education Committee.

b. Responsibilities for monitoring and evaluation

- Unit Co-ordinators for unit content and delivery.
- Course Leader for day-to-day running of course.
- Board of Studies with overall responsibilities for operation and content of course.
- Head of Department.
- Associate Dean (Academic).
- Associate Dean (Students).
- Quality Assurance Committee.
- Unit, Award and Progression Board of Examiners.

c. Mechanisms for gaining student feedback

- Student Staff Consultative Committees.
- Unit and Course level Student Voice feedback questionnaires.

d. Staff Development Priorities

- Annual staff appraisals match development to needs.
- New academic staff required to undertake APEX D2 Teaching and Learning in Higher Education.
- All academic staff encouraged to seek Higher Education Academy membership.
- Academic staff new to teaching required to undertake (APEX D1,D2,D3,D4) as appropriate
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.

20. Assessment Strategy

Assessment Strategy Level 3 units prepare students for academic study at HE and develop a foundation level in basic sciences.

The assessment approaches include, portfolio of evidence, reflective report and written assignments. These have been selected to enable students to develop appropriate learning skills for academic and professional study and to develop skills to evaluate professional literature and demonstrate academic writing. Other assessment approaches include written examinations, and oral presentations; these will assess the knowledge and understanding of basic sciences at a foundation level.

Formative assessment will include questions and answers on Moodle (VLE), completion of learning skills study packs ,science based workbooks and formative feedback exercises; these will assess key learning attainment.

21. Assessment Regulations

Standard university rules apply.

Unit overall pass mark is 40% with exception to Blood, Bones and Body Systems and the Introduction to Oral Physiology for which the pass mark for each of these units is 50% in line with other science topics within UPDA which require safe clinical practice.

22. Role of Externals

Subject External Examiners who will;

- Oversee unit assessment and attend Unit assessment boards:
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards.

Award External Examiners – a Subject External Examiner who will oversee and attend

award/progression Boards.

23. Indicators of Standards and Quality

a. Professional Accreditation/Recognition:

None

b. Periodic Departmental Standards and Quality Review;

Completed in 2013 where the course received confirmation that it was fit for purpose.

c. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (for full report see [Higher Education Review of the University of Portsmouth, March 2015\[1\]](#)).

[1]www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

24. Other Sources of Information

- Course Approval Document.
- Student Handbook.
- University of Portsmouth Curriculum Framework.
- University of Portsmouth Undergraduate Prospectus.
- Assessment Regulations.

University of Portsmouth <http://www.port.ac.uk/>

University of Portsmouth Dental Academy <http://www.port.ac.uk/dentalacademy>