



Course Handbook
MSc Advanced Restorative and Periodontal Practice
Academic Year 2018/19
Malcolm Edwards
School of Dentistry



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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1. Welcome to the course

Welcome to the School of Dentistry and to its MSc programme.

This Student Handbook will provide you with essential information about your master's Course. It gives you information about the content of the programme and introduces you to the ways in which we are going to teach and assess you over the next two years.

This Student Handbook will have been given out to you during your induction session. Further essential information will also be made available to you in the Student's Guide to Assessment. Should you lose either of these documents then additional copies can be obtained from the University's Blackboard Virtual Learning Environment, which will be introduced to you during your induction session.

We do hope that you will enjoy your studies within the School. We want this to be a positive learning experience for you. There will be some hard work ahead, but we hope that you will find it interesting and challenging, and that you will have the chance to enjoy yourself along the way. Good luck.

The School of Dentistry Staff

1.1 Rationale, aims and learning outcomes of the course



The School of Dentistry's postgraduate programmes aim to provide relevant and appropriate education and training for the General Dental Council Registrants, building on the skills that you will have acquired through your undergraduate studies, and developed post graduation.

In general our programmes are designed to provide the student with the skills and knowledge that will be required to deliver an enhanced level of care. This course has been designed to provide the knowledge and skills necessary to be able to provide appropriate care across the extended scope of practice as defined by the General Dental Council. Additionally the course is designed to develop the relevant academic skills that will enable students to critically appraise published work within dental and oral health related journals, and be able to understand how dental research is carried out.

Your course offers flexibility for you as a member of the dental team, who can best participate in education through part-time study. The course offers a mix of theoretical and practical skills that build from basic to advanced levels. The emphasis will be upon effective evidence based service provision by health care practitioners who are committed to the provision of high quality care for their patients. It focuses on developing the competent, reflective, yet critical practitioners who, through study, practise and research, can contribute effectively to clinical practice.

Your programme sits within a portfolio of core postgraduate dental disciplines hosted in the School of Dentistry. The focus of the School is on Continuing Professional Development, allowing registrants the opportunity to further their skills and education in their chosen area of interest, whilst maintaining their clinical practice. The School works in conjunction with governing dental bodies, ensuring that the curriculum offered facilitates transferable skill development. The portfolio of existing courses are now entering their sixth year, and therefore are structured according to a 'tried and tested' formula – which the School have found is manageable for both staff and students alike.

1.2 Course Team

Director of Postgraduate Programmes	Malcolm Edwards	MREdwards@uclan.ac.uk	01772 895878
Principal Lecturer in Postgraduate programmes	Karen Rouse	KARouse@uclan.ac.uk	01772 895912
Prosthodontics	Dominic Stewardson	DStewardson1@uclan.ac.uk	01772 895867
Clinical Periodontology	Nic Hodson	NAhodson@uclan.ac.uk	01772 895868
Dental Hygiene and Therapy	Beverley Littlemore Sarah Duerden	BLittlemore@uclan.ac.uk SDuerden1@uclan.ac.uk	
Communication and Knowledge Transfer	Aengus Kelly	AKelly18@uclan.ac.uk	01772 896318
Dental Epidemiology	Nara Tagiyeva-Milne	NTagiyeva-Milne@uclan.ac.uk	01772 896317
Public Health Epidemiology	Neil Cook	NCook2@uclan.ac.uk	01772 893409

Further details of additional members of the Course Teams can be found at:

<http://www.uclan.ac.uk/schools/dentistry/staff.php>

1.3 Expertise of staff – Course Lead

Malcolm Edwards is the Course Lead for this programme. He is also Director of Postgraduate Studies within the School, and an Honorary Consultant in Restorative Dentistry. He qualified as a dentist in 1981 from Cardiff Dental School, and has worked in general practice under the NHS, and private contract. He has been a lecturer at the Dental Schools in Birmingham and Cardiff, and also worked overseas for seven years as a Consultant in Restorative Dentistry. He has lectured on many aspects of Restorative Dentistry throughout the UK, SE Asia and the Middle East.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance

and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Allen Building

Medicine

Dentistry

telephone: 01772 895566

email: AllenHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

The best way to communicate with your course leader is by email. Please bear in mind that not all faculty members are full time. Your course leader will be on site on Tuesdays and Wednesdays when appointments can be made to meet in person.

Together with this Student Handbook you will receive “The Student’s Guide to Assessment” and relevant Module Handbooks during Course Induction. Over the duration of your course we will send out regular emails related to course issues and events within the School.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

Course	Current External Examiner
MSc in Advanced Restorative and Periodontal Practice	To be confirmed



2. Structure of the course

2.1 Overall structure

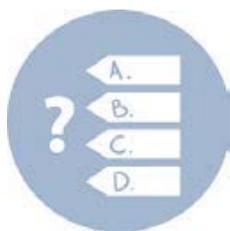
Students will undertake 60 credits of work in each of the three years, leading to awards as follows:

Year 1	60 Credits	Postgraduate Certificate Postgraduate Certificate with Merit Postgraduate Certificate with Distinction (Exit award only available if not progressing to the second year)
Year 2	120 Credits	Postgraduate Diploma Postgraduate Diploma with Merit Postgraduate Diploma with Distinction
Year 3	180 Credits	MSc MSc with Merit MSc with Distinction

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment.

Year	Module	Title	Credits
1	DX4001	Appraising the Scientific Literature	20
1	DX4018	Enhanced Periodontal Practice	40
2	DX4028	Enhanced Restorative Practice	60
3	DX4006	Research Project	60



2.3 Course requirements

To undertake the course you will need to attend UCLan for approximately 18 study days in year 1, 7 of which are for the supportive module (DX4001). In the second year you will be required to attend UCLan for a further 15 days (approximately).

Year 3 is dedicated to the Research Project, a significant element of self-directed work. Students will prepare and submit a 10,000 word Research Project, which will take the form of a mini-systematic review, to be completed with supervisory support from a member of the School's academic team

As a student undertaking this course, you are bound by the Code of Conduct as specified by

General Dental Council and subject to the UCLan procedure for the consideration of Fitness to Practise. All students have a professional obligation to declare to the course leader any information which might effect this registration.

2.3 Progression Information

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.4 Study Time

2.4.1 Weekly timetable

The online timetable for your programme of study can be found at the following link:

<https://intranet.uclan.ac.uk/ou/lis/Pages/DailyWeekly-Timetables.aspx>

2.4.2 Expected hours of study

For a module of 60 credits, this equals 600 notional learning hours.

Study days typically start at 09:00 and end at 17:00. A detailed timetable of study days will be made available during your first induction day on the programme.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

Thus you should expect to allocate 1800 hours of total workload for your programme.

2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:



Students should report non-attendance to the hub email – AllenHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 895566.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University, or if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Each time you are asked to enter your details on Student Attendance Monitoring you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

3. Approaches to teaching and learning

3.1 Expertise of staff

The Course Team is led by a GDC Specialist registrant/ Hon Consultant in Restorative Dentistry, and is supplemented with other Specialists, Consultants and experienced clinicians. Highly experienced and appropriate non-clinically qualified staff are used to provide some of the academic and scientific underpinning to the clinical subjects. Clinical supervision is provided by experienced clinical staff with a proven track record in the successful use of clinical techniques and approaches in the primary practice environment.

Further details about the qualifications, clinical experience and current research interests of our staff can be found at:

<http://www.uclan.ac.uk/schools/dentistry/staff.php>

3.2 Learning and teaching methods

Please note that our courses are not CPD events in which you will be “lectured at” and leave the event unchallenged and uninspired. Much of the delivery of the programme will involve your active participation through case-based discussions. Your clinical ability will be developed through phantom-head and clinic based sessions, in which your aptitude and competence will be continually assessed and graded using an in-course assessment tool. Your days in Preston will usually be a mix of seminar/discussions and practical sessions in the phantom head room or dental clinic so that you can develop your practical skills as well as your knowledge.

You will need to undertake some written examinations, in Year 1 and 2, and will also have a practical assessment in Year 1, and an Unseen Case examination in Year 2.

You will be expected to engage with the on-line virtual learning environment, and participate in group discussions and blogs, as well as completing on-line assessments

Your course lead will give you further information regarding the nature of the assessments and how they are marked.

3.3 Study skills

The broader Study Skills and Research Skills requirements of this MSc programme are developed in Year 1 (module DX4001 Appraising the Scientific Literature). It is during this module that you will develop the important skills of critical appraisal, academic writing and presentation that will help you continue with your professional development. These are delivered and supported by an extensive range of materials on Blackboard (VLE) and are assessed through coursework only. Should it be clear that any student needs more support in these areas, it is possible to refer them onto other support services within the University.



3.4 Learning resources

3.4.1 Learning Information Services (LIS)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

As our part-time MSc students generally need access at home, not on campus, we have therefore invested in a significant portfolio of e-books and e-journal available through EBSCO to provide full-text coverage of over 250 journals in the fields of dentistry and medicine. Guidance on how to use this service will be given during your induction session.

3.5 Personal development planning

Personal Development Planning aims to encourage independent life-long learners who can reflect on, understand and plan for their learning.

In that this course is specifically designed for registrants to develop their clinical skills and theoretical understanding of the subject matter, it is clear that the “career development” aspect of PDP is an essential foundation of the programme.

The PDP programme therefore focuses on encouraging you to reflect on your learning (and other life) experiences, towards taking directed actions to ameliorate weaknesses and build on strengths. You will be introduced to the concepts of reflective practice during your induction period, and will be expected to reflect on your performance after assessments and feedback sessions. These reflective statements will be an integral part of each module. You will also be expected to reflect on clinical situations and your response to them within your case portfolios during the course.

Independent learning is developed throughout this taught programme, which starts with a series of lecture and practical sessions, accepting that you may well at this stage be a rather dependent learner, and progressing through to an individual piece of research within the project module.



3.6 Preparing for your career

Our MSc Advanced Restorative and Periodontal Practice programme provides the busy dental registrant with a part-time educational route to acquire contemporary knowledge and skills in periodontal and restorative practice, teaching evidence-based principles and systems to ensure an optimal outcome for the patient and practitioner. Upon completions of this

course, some may choose to pursue further training and development in clinical and academic domains.

4. Student Support



4.1 Academic Advisors

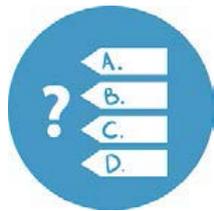
Within the School, the MSc Course Lead will also act as Academic Advisors. The role of the Academic Advisor is to provide a focal point for your academic development, to provide individual feedback on progress, to identify areas needing improvement and discuss strategies for achieving this, and to monitor attendance and progress through the course. The Academic Advisor also gives guidance to students following Assessment Boards. In addition, Academic Advisors should provide personal support, taking account of current problems in the student’s life, and be available for informal appointment through email or telephone requests.

Should you have issues that cannot be brought to the attention of the Academic Advisor, please contact the Head of School, APMagee@uclan.ac.uk, 01772 895915, in the first instance.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

5. Assessment



5.1 Assessment Strategy

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

Assessments are all summative (i.e. they count towards your overall grade) and may be supplemented by formative assessments, which are for your feedback only and allow you to gauge your own progress on the programme.

Assessments at this level are less about remembering facts, and more about critically appraising available information and constructing logical arguments. Clinical assessments may be by OSCEs, Direct Observations or viva examinations of your clinical cases and activity.

5.2 Notification of assignments and examination arrangements

As the course progresses, details of individual assignments will be notified to you as “assignment briefs” that will be posted onto Blackboard (and notified to you via email), together with the required submission times.

All written assignments must be submitted in through Turnitin in the relevant Blackboard module page.

Details of examination days will be given out during induction sessions at the beginning of each year. Precise examination arrangements (rooms etc.) will be emailed out via the School Office prior to the relevant dates.

5.3 Referencing

For all written essays, assignments and for research reports you will be expected to reference correctly. The main purposes of referencing are as follows:

- to acknowledge the sources of information that you have used
- to indicate to the reader the range and scope of your literature review
- to enable the reader to find the sources easily and quickly.

The references must therefore contain enough information for the item to be traced quickly in a library catalogue.

For all assignments we will expect you to use the Harvard referencing system under which the author and date of publication appear in brackets in the body of the text and a reference list at the end of the document contains all of the journals, books, etc. that are referenced in the text. Further details on the use of referencing, and the avoidance of plagiarism, will be provided during your course

5.4 Confidential material

Please remember your ethical, professional and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within any assignments submitted. It is especially important that you ensure that patients data is anonymised or removed from all work submitted as part of your taught programme. In addition patients should clearly give informed written consent to them being part of any portfolio of work that you might submit.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union](#) website or by emailing: course reps@uclan.ac.uk.

Evaluation questionnaires provide one of the most important means for you to express your opinion about your teaching and learning experience. They capture feedback on your experience within each module and inform staff about where improvements could be made. Your Course Leader will ensure that you receive the forms for completion - please complete

and return these to ensure your voice is heard - all responses are anonymous. You are likely to see the module team responses to previous student feedback in your module handbooks / information packs.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

SSLCs will take place throughout the year. Minutes of these meetings will be circulated via email to the student cohort and actions addressed by the Course team, or passed onto appropriate bodies for consideration (e.g. the Library & Information Service, and Facilities Management). SSLCs will also consider External Examiner reports and any staff issues that may relate to the student body.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	Preston Campus, University of Central Lancashire
3. University School/Centre	School of Dentistry
4. External Accreditation	None
5. Title of Final Award	MSc Advanced Restorative and Periodontal Practice
6. Modes of Attendance offered	Part time
7. UCAS Code JACS Code	N/A A400
8. Relevant Subject Benchmarking Group(s)	N/A
9. Other external influences	1. Care Quality Commission 2. General Dental Council
10. Date of production/revision of this form	May 2017
11. Aims of the Programme	
<ul style="list-style-type: none">• To develop a critical understanding of the clinical theory and associated research as applied to the safe and appropriate delivery of Hygiene/Therapy treatment.• To provide students with the clinical skills to deliver safe and appropriate Hygiene/Therapy treatments, including those covered by extended scope of practice.• To provide students with the skills to undertake an independent research study in Hygiene/Therapy (MSc only).	

12. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
A1. Critically appraise and apply concepts, theories and contemporary knowledge relevant to the safe practice of Hygiene/Therapy within a health care setting A2. Evaluate, integrate and apply evidence-based concepts, theories and knowledge relevant to effective management, educational and personal developments, and clinical application in Hygiene/Therapy A3. Critically appraise and use appropriate methodologies in dental health care research A4. Conduct an independent piece of research in Hygiene/Therapy (MSc only)
Teaching and Learning Methods
Formal lectures, case based discussions, clinical supervision and practice, case presentations and peer discussions, supplemental reading.
Assessment methods
Written and verbal assessments, clinical performance
B. Subject-specific skills
B1 Demonstrate competent practical skills in order to deliver appropriate and safe dental hygiene treatment for the benefit of the population, profession and personal development B2 Demonstrate competent practical skills in order to deliver appropriate and safe dental therapy treatment for the benefit of the population, profession and personal development
Teaching and Learning Methods
Formal lectures, case based discussion, demonstrations and practical sessions in the skills laboratory, clinical sessions in the clinic.
Assessment methods
Practical assessments, written and verbal assessments and clinical performance
C. Thinking Skills
C1. Adapt methods of learning under guidance and independently, to meet new patient led demands relevant to Hygiene/Therapy . C2. To be able to critically appraise the underpinning evidence base C3. To be self critical and reflect on one's own performance C4. To continue to develop through self directed learning
Teaching and Learning Methods
Case based discussions, case presentations and seminars
Assessment methods
Written and verbal assessments, clinical performance
D. Other skills relevant to employability and personal development
D1. Collect, apply and present information, demonstrate effective problem solving, communication and self-management skills. D2. Demonstrate knowledge, skills and professional attitudes appropriate to a dental hygienist playing a leading role in promoting and disseminating knowledge of Dental Hygiene D3. Demonstrate knowledge, skills and professional attitudes appropriate to a dental therapist in playing a leading role in promoting and disseminating knowledge in Dental Therapy
Teaching and Learning Methods

Case presentations and discussions, seminars

Assessment methods

Written and verbal assessments, clinical performance

13. Programme Structures

14. Awards and Credits*

Level	Module Code	Module Title	Credit rating	
Level 7	DX4001	Appraising the Scientific Literature	20	PGCert in Enhanced Periodontal Practice Requires 60 credits at Level 7 (DX4001,DX4018)
Level 7	DX4018	Enhanced Periodontal Practice	40	
Level 7	DX4028	Enhanced Restorative Practice	60	PGDip in Enhanced Restorative and Periodontal Practice Requires 120 credits at level 7 (DX4028)
Level 7	DX4006	Research Project	60	MSc in Advanced Restorative and Periodontal Practice Requires 180 credits at level 7 (DX4006)

15. Personal Development Planning

Personal Development Planning (PDP) is a core learning process for all levels of higher education, work-based learning and continuing professional development. The University is committed to PDP being a part of every course at all levels. PDP at postgraduate level is about students continuing to develop, for example, skills of reflection on their academic, personal and professional development, and self awareness of their skills and attitudes. PDP is about students improving their learning and performance by taking responsibility for their development, and developing independent learning skills. It is important, therefore, for students to identify their strengths and weaknesses, set goals and action plans for further development, and compile their own records of learning experiences and achievements. A further aspect of PDP is related to students reviewing their progress and managing their future career development and lifelong learning.

Students will be briefed and given guidelines to support their PDP, and web resources at the University are also provided.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

Applicants admitted onto the course will meet the following requirements:

- Have appropriate registration with the GDC and be working in clinical practice
- Be registered with a defence union.
- Hold a current certificate of immunisation against communicable disease (Hepatitis B)
- Have sufficient competency in English language (IELTS Level 7 or equivalent)

All suitable applicants will be interviewed. Interview procedures and decisions regarding applications will be conducted within the University's policies on equal opportunities and admissions.

17. Key sources of information about the programme

- **University website**
- **School handbook**
- **Course lead**

18. Curriculum Skills Map

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes												
				Knowledge and understanding				Subject-specific Skills		Thinking Skills			Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	C1	C2	C3	C4	D1	D2	D3
LEVEL 7	DX4001	Appraising the Scientific Literature	Comp			X					X		X			
	DX4018	Enhanced Periodontal Practice	Comp	X	X			X		X	X	X	X		X	
	DX4028	Enhanced Restorative Practice	Comp	X	X				X	X	X	X	X			X
	DX4006	Research Project	Comp			X	X				X	X	X	X		

19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: PGCert Enhanced Periodontal Practice

- A1. Critically appraise and apply concepts, theories and contemporary knowledge relevant to the safe practice of Hygiene/Therapy within a health care setting
- A2. Evaluate, integrate and apply evidence-based concepts, theories and knowledge relevant to effective management, educational and personal developments, and clinical application in Hygiene/Therapy
- A3. Critically appraise and use appropriate methodologies in dental health care research
- B1 Demonstrate competent practical skills in order to deliver appropriate and safe dental hygiene treatment for the benefit of the population, profession and personal development
- C1. Adapt methods of learning under guidance and independently, to meet new patient led demands relevant to Hygiene/Therapy.
- C2. To be able to critically appraise the underpinning evidence base
- C3. To be self critical and reflect on one's own performance
- C4. To continue to develop through self directed learning
- D2. Demonstrate knowledge, skills and professional attitudes appropriate to a dental hygienist playing a leading role in promoting and disseminating knowledge of Dental Hygiene

Learning outcomes for the award of: PGDip Enhanced Restorative and Periodontal Practice

- A1. Critically appraise and apply concepts, theories and contemporary knowledge relevant to the safe practice of Hygiene/Therapy within a health care setting
- A2. Evaluate, integrate and apply evidence-based concepts, theories and knowledge relevant to effective management, educational and personal developments, and clinical application in Hygiene/Therapy
- A3. Critically appraise and use appropriate methodologies in dental health care research
- B1 Demonstrate competent practical skills in order to deliver appropriate and safe dental hygiene treatment for the benefit of the population, profession and personal development
- B2 Demonstrate competent practical skills in order to deliver appropriate and safe dental therapy treatment for the benefit of the population, profession and personal development
- C1. Adapt methods of learning under guidance and independently, to meet new patient led demands relevant to Hygiene/Therapy.
- C2. To be able to critically appraise the underpinning evidence base
- C3. To be self critical and reflect on one's own performance
- C4. To continue to develop through self directed learning
- D2. Demonstrate knowledge, skills and professional attitudes appropriate to a dentist playing a leading role in promoting and disseminating knowledge of Hygiene/Therapy
- D3 Demonstrate knowledge, skills and professional attitudes appropriate to a dental therapist in playing a leading role in promoting and disseminating knowledge in Dental Therapy

University Student Handbook for Taught Courses



2018/19

Please read this Handbook in conjunction with your Course Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean/Head of School. This applies to the materials in their entirety and to any part of the materials.

This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.

UCLan Mission statement

We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

UCLan Values

- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

Student Charter

The Student Charter has been developed by the University and the Students' Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or 'contract' between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. [Read the full Student Charter](#)

Supporting Diversity at UCLan

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan [Equality and Diversity Policy](#) for further information.

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1. Welcome and Introduction to the University

The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. This Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

1.1 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded as unread.

1.2 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. Details of the External Examiner associated with your course can be found in your Course Handbook.

1.3 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. Please note however that this may vary depending on your particular course and programme of study. You should therefore check your Course Handbook or contact a member of staff within the relevant School.

1.4 Attendance Requirements

Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made as detailed in the Course Handbook. Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may request a review of this decision if you have grounds in line with the [Academic Appeals Procedure](#). Tuition fees will be charged in accordance with Appendix 2 of our [Tuition Fee Policy](#).

You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. **You must only enter your own details on the system** as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the [Regulations for the Conduct of Students](#)

1.5 Data Protection

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University's policy on the use and disclosure of personal information, please see the University's Data Protection Policy and [Privacy Notice](#) or contact the Information Governance Officer, Office of the University Secretary and Legal Officer, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

2. Learning resources



2.1 Learning Information Services (LIS)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

You can find the link to the Library Opening Hours here:

http://www.uclan.ac.uk/students/study/library/opening_hours.php

2.2 Electronic Resources

LIS provide access to a range of electronic resources – e-journals and databases, e-books, images and texts.

3. Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has employability learning integrated into it. This is not extra to your degree, but an important part of it.

Your course will take you on a journey of development that will help you to map your personal story of your time at university.

You will be encouraged to record your learning journey so that you can demonstrate all the work-related skills you have developed, both before and during your time at UCLan. This will help you to show future employers just how valuable your degree is and the employability skills you have acquired.

- You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
- You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
- We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

UCLan [Careers](#) offers a range of support for you including:-

- One to one career and employability advice and guidance appointments.

- Advice on finding graduate jobs, including how to improve your CV with work placements, internships, voluntary opportunities and part-time employment.
- Workshops, seminars, and events to enhance your learning and develop your skills.
- Employer presentations and events, to give you the chance to network with potential employers and find out from them what they are looking for.

The UCLan careers portal [careerEDGE](#) contains all the information and resources you will need to help navigate your way to a successful career, including access to hundreds of graduate vacancies, placements and part-time jobs.

We are based in the entrance to Foster building and are open from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. Come to see us to arrange your guidance appointment, have your CV and cover letter checked, get help in applying for a job or just to find out more about our full range of services. It's your future: take charge of it!

UCLan Careers | Foster Building | University of Central Lancashire, Preston PR1 2HE
 01772 895858
careers@uclan.ac.uk
www.uclan.ac.uk/careers

4. Student support, guidance and conduct



4.1 Student Support

“Got a Problem to Sort? Come to us for Support”.

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We offer advice on:

- Bank and Confirmation of Study Letters
- Council Tax Exemption Certificates
- International Student Support
- Library Services and Support
- Printing and Printer Credit
- Student Financial Support
- UCLan Cards
- UCLan Financial Bursary (1st year students only)
- Student Support and Wellbeing (including Disability)

and much more.

We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study.
http://www.uclan.ac.uk/students/study/library/the_i.php

If you are struggling financially or have financial concerns which may prevent you from continuing on your course, you are advised to seek advice from the University's Finance Support Team, based in the <i>, or in the Advice and Representation Centre at the Students' Union.

If you are finding the course challenging or cannot complete independent study and assessments on time you should consult your Academic Advisor.

4.2 Students with disabilities

You are strongly encouraged to declare your disability on your application form when you apply to study at UCLan. If you have declared this Disability Services will be in contact with you to advise you about reasonable adjustments which may be appropriate in the circumstances. You can also tell any member of staff at the University, who will ask you to sign a disability disclosure form, to let the Disability Service know that you have a disability and agree to share this information with them. Disability Services will then get in touch with you to discuss your available options. Following this you will be assigned a Disability Adviser whom you can contact should you need any further help or assistance.

https://www.uclan.ac.uk/students/health/disability_services.php

4.3 Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/specific learning difficulty for which valid supporting evidence can be made available. Contact your Disability Adviser for advice and information, disability@uclan.ac.uk



4.4 Health and Safety

As a student of the University you share responsibility for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct

You will be expected to abide by the [Regulations for the Conduct of Students](#) in the University. UCLan expects you to behave in a respectful manner towards all members of the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the Regulations for the Conduct of Students.



5. Students' Union

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students' rights is at the core of what the Students' Union does and is encompassed by its tag line of *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Students' Union is where your voice can be heard, actions taken, or campaigns launched.

Your Students' Union is also the home to a fantastic range of student-led [societies](#), [sports teams](#) and multitudes of volunteering opportunities. You can also receive help in finding part-time work whilst you study. Not sure where to go? Pop into the [Opportunities Centre](#) on the ground floor of the Students' Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then the Student Union's dedicated staff team in the [Advice and Representation Centre](#) are on hand to help and offer impartial advice.

More information on all these things, as well as details about all the Student Union's (not-for-profit) commercial services, including its student supermarket (Essentials) and student-bar (Source) can be found at www.uclansu.co.uk

6. Rationale, aims and learning outcomes of the course

6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a 'programme specification'. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a

course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our [Additional Information and Conditions of Offer](#)



7. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances have been expressly agreed by the University to allow you to defer your assessment.

7.1 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the time and date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity. An academic staff member, such as your Academic Advisor or Module or Course Leader, will be able to provide advice to you on how to do this. Extenuating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt student performance in assessment. Where students have a temporary unexpected circumstance that means that they are unable to complete a particular assignment on time the student may apply for an extension of up to ten working days.

7.2 Extensions

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for **one extension period of between 1 and 10 working days** where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances. Requests for extensions should be made prior to the submission date as extensions cannot be given Retrospectively ([Academic Regulations](#)).

You should complete and submit an extension request form, with any supporting evidence, to your CAS Hub. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University's Policies and Procedures on Extenuating Circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).



7.3 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready

to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see [Academic Regulations and Assessment Handbook](#))

You can apply for Extenuating Circumstances online via [myUCLan](#). You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester in which they apply. All evidence provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

[Further information about the submission process](#)

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).



7.4 Late submissions

If you submit work late without authorisation, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

You may apply to appeal this decision in accordance with the University's [Academic Regulations](#).

7.5 Feedback Following Assessments

UCLan is committed to giving you clear, legible and informative feedback for all your assessments ([Academic Regulations](#)). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

For courses (except distance learning):

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

For distance learning courses:

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled

submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.



7.6 Unfair Means to Enhance Performance

The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation ('unfair means').

You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](#) and the [Assessment Handbook](#).

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the [Assessment Handbook](#).
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](#). If an allegation is found to be proven then the appropriate penalty will be implemented as set out below:

In the case of a **single** offence of unfair means in an undergraduate or postgraduate assessment:

- the appropriate penalty will be 0% for the element of assessment, and an overall fail for the module (whether or not the resulting numeric average mark is above or below the minimum pass mark). The affected element of the assessment must be resubmitted to the required standard. The mark for the module following resubmission will be restricted to the minimum pass mark. Where unfair means is detected for the first time on a reassessment for an already failed module, no further reassessment for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a **repeat** offence of unfair means (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the [Students' Union Advice and Representation Centre](#) by emailing: suadvice@uclan.ac.uk for support and guidance.

7.7 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University [Academic Regulations](#): Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
 2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
 3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
- that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the [Students' Union Advice and Representation Centre](#) by emailing: suadvice@uclan.ac.uk for support and guidance.



8. Student voice

You can play an important part in the process of improving the quality of your course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feed back about your experience of teaching and learning which are outlined below. Where appropriate, we aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities and are involved with decision making committees at levels as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

8.1 Course Representatives and School Presidents

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience, to voice their opinions and to share positive practice with the course team, primarily at the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect, being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union](#) website or by emailing: coursereps@uclan.ac.uk.

School Presidents are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who your School President is or more about the role visit the [Students' Union website](#) or email: coursereps@uclan.ac.uk



8.2 Student Staff Liaison Committee Meetings (SSLC)

The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other's views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan against issues raised.

There will normally be one meeting per semester which will last no more than 2 hours. Your School President will Chair the meetings with an academic co-Chair, using guidelines and will provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. A standard agenda and action grid template will be

used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

8.3 Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the University's Student Complaints Procedure is intended to provide an accessible, fair and straightforward system which ensures an effective, prompt and appropriate response. Click on this link for more information University's Student [Complaints Procedure](#)

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college's complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college's procedure, you will be entitled to submit your complaint to UCLan under stage 3 of the procedure.