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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2 Structure of the Course
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  8.1 Programme Specification(s)
1. Welcome to the course

Welcome to the School of Dentistry and to the MSc Dental Education.

The school aims to promote and support the professional development of all members of the dental team, facilitating improvements in the health and social care of individuals, groups and communities. Its curriculum is underpinned by a broad, social model of health, which focuses on health and health related activities with an emphasis on multi-professional and inter-organisational collaboration and consumer involvement, enabling people to fulfil their potential within all environments. Students are encouraged to take an evidence based approach, integrating theory and practice, and to share and accept differing approaches.

The rationale is to support healthcare professionals to educate the next generation of health care practitioners so that patients in future will continue to receive high quality care and treatment. We are very pleased that the first module of the course has also been successful in receiving accreditation from the Academy of Medical Educators meaning students may be eligible to apply for full membership of the Academy without going through the individual assessment process.

The course is designed to meet the needs of the inter professional care team, so that dentists and dental care professionals may all benefit from the support the course team will give and to develop knowledge and skills to become effective in developing others. A core philosophy of the course is that the environment in which training takes place will become a learning community to maximise the opportunity of learning for all and where identified development needs are considered and supported.

As this is a university accredited course, you are enrolled with the University of Central Lancashire and can access the library resources both on campus and on line. You will have a resource site for your course that you will also be able to access for specific course information. Further information about how to access this will be available on the induction session. This handbook will provide you with essential information about your course. It gives you information about the content of the course and introduces you to the ways in which we are going to teach and assess you.

We do hope that you will enjoy your studies within the School of Dentistry. 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.

Vicky Buller
Course Leader
1.1 Rationale, aims and learning outcomes of the course
The aims of the programme are:

To provide students with the opportunities to apply the theory, practice and associated research of teaching and assessment within Dental Education to support learners and colleagues

To develop a critical knowledge of and the ability to evaluate the theory, practice context and associated research applied to Dental Education

To provide students with the opportunity to undertake an independent research study in the management of Dental Education

On completion of the programme, students will have achieved the following learning outcomes:

Synthesize and apply educational theories and teaching methods in order to plan, prepare, deliver and evaluate learning activities in a range of educational settings

Critically evaluate application of concepts, theories and current knowledge base relevant to Dental education, supporting colleagues and professional performance within the context of a changing health care environment

Demonstrate and apply a critical evaluation of education research methods and Professionalism

Conduct an independent study into professional practice as a dental educator through applied and practitioner led research

Demonstrate an evidence-based and critical approach to dental education, health policy, supporting colleagues and professional literature in order to inform teaching practice

Demonstrate the use of theoretical principles in order to design effective assessments and professional peer review activities, provide constructive feedback to learners and support progress

Demonstrate professionalism and ethical awareness in educational activity involving patients, colleagues and students

Demonstrate complementary skills required which contribute to and influence development and evaluation of evidence based practice in the context of the current changing health and education agenda.

Critically reflect upon theory, knowledge and skills relevant to Dental Education to reflect on experience, develop their own practice and facilitation skills and support the progress of others

Critically analyse and reflect on problems with their learners and to apply or support possible solutions informed by understanding of wider issues
Synthesise understanding of education theories and concepts with that of their own practice as dental educators and reflect on synergies with other professions involved in delivering education.

Critically reflect on your approach to dental education research and maintain an ethical awareness in their approach with patients and colleagues.

Demonstrate high level skills, including communication skills for advancing professional practice for the benefit of the population, the profession, and personal development.

Communicate thoughts, ideas and relevant concepts at a higher level.

Demonstrate a critical understanding of their personal and professional development as Dental educators and how this might be developed in order to enhance healthcare.

Demonstrate project management skills.

1.2 Course Team
The course team is as follows:

**Vicky Buller, Principal Lecturer Undergraduate Programmes**

**Course Leader**

**VBuller@uclan.ac.uk**

Harrington 137

University of Central Lancashire

Preston. PR1 2HE

Office Telephone 01772 895879

Karen Rouse, Principal Lecturer Postgraduate Programmes

Aengus Kelly, Senior Lecturer Communications and Knowledge Transfer

Nara Taguyeva-Milne, Lecturer in Epidemiology

Mark Gilbert, Senior Lecturer

Gary Cookson, Lecturer in Education

1.3 Expertise of staff
Details of the course team and their qualifications, research and publications are provided on the school’s web page, which can be found at:  [http://www.uclan.ac.uk/colleges/clinical-biomedical-sciences.php](http://www.uclan.ac.uk/colleges/clinical-biomedical-sciences.php)
1.4 Academic Advisor
You will be assigned an Academic Advisor who will provide additional academic advice and 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, providing insight and direction to enable you to realise your potential.

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.

Greenbank Building
Medicine/ Dentistry
Management
Business
telephone: 01772 891998 or 891999
email: GreenbankHub@uclan.ac.uk

1.6 Communication
You will be given a primary academic e-mail address when you enrol; this will end in uclan.ac.uk. 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.

Normal day to day communication with the school admin team should be via the generic school email address (GreenbankHub@uclan.ac.uk). This will be monitored on a regular basis.

Communication will usually be via email, with announcements and notifications being posted on Blackboard.

1.7 External Examiner
The University has appointed External Examiners 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 these individuals, their position and home institution can be found in the individual module handbooks. 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.
2. Structure of the course

2.1 Overall structure
Each module consists of a series of study days. These dates will be made available to you. There will also be resources available to you on Blackboard.

2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

There are no optional modules available within this programme. Students will therefore study the following:

<table>
<thead>
<tr>
<th>Year</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 MSc</td>
<td>DX4006</td>
<td>Research Project</td>
<td>60</td>
</tr>
<tr>
<td>2 PG Diploma</td>
<td>DX4036</td>
<td>Appraising Educational Literature</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>DX4038</td>
<td>Assessment in Dental Education</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>DX4037</td>
<td>Teaching Methods</td>
<td>20</td>
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<td>1 PG Cert</td>
<td>MB4021</td>
<td>Facilitating Learning in Healthcare Practice</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>DX4901</td>
<td>Mentoring in Dental Practice</td>
<td>40</td>
</tr>
</tbody>
</table>

2.3 Course requirements
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 demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

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.
Course-specific Regulations
As a student on the programme at UCLan you are expected to approach your studies in a professional manner and to behave responsibly at all times.

Declaration of Good Character and Good Health
The School will, therefore, require information from you about your fitness to practise as a student. This will include information about: a. your character, including any criminal convictions or cautions and any fitness to practise proceedings instigated by another regulatory body; and b. your physical and mental health.

You must also inform the Course Leader (or nominee) as soon as possible, if you become subject to any criminal conviction or caution or if you become aware of any other factors relating to your character or health that might affect your fitness to practise.

A criminal conviction will not automatically debar you from the course, however, disclosure is mandatory as dentistry is one of the registered healthcare professions and is exempt under the Rehabilitation of Offenders Act. The School will make an informed and considered judgement on each individual declaration, in accordance with University procedures and taking account of guidance published by relevant bodies such as the GDC.

Procedure for the Consideration of Fitness to Practise
The University's Fitness to Practise procedure applies to all students on professional courses at UCLan. It can be viewed in full at:

http://www.uclan.ac.uk/study_here/student-contract.php

The Fitness to Practise procedure is intended to ensure that there is a fair and effective process for addressing any concerns that may arise during the course of your studies, about your fitness and suitability to be a student on the course. Such concerns may relate to your behaviour, including any criminal activity, or to your physical or mental health. If a formal sanction is imposed as the outcome of a Fitness to Practise hearing, the Course Leader/Dean of School will be obliged to notify the GDC (see below). You should, therefore, be aware that your fitness to practise may affect your practise.

If you are worried about any matter that may or has become subject to the Fitness to Practise procedure or if you have any questions about the procedure, you should contact your academic advisor or Student Services in the Students’ Union Advice Centre (e-mail suadvice@uclan.ac.uk) can advise and support you throughout the process.

Disclosure of Information
The University’s on-line enrolment form gives details of the uses and disclosures of the personal information you provide. The following details are of particular relevance to you as a student on the MSc Dental Education.

As a student on a professional course, the School may need to share personal information relating to your academic performance, character, conduct and/or health with relevant external organisations. These may include the GDC, placement providers, external examiners, future employers (within references), sponsors, the Disclosure and Barring Service and, in the case of international students, the UK Visas and Immigration. You will be informed in the event of any such disclosure(s).
The School will automatically inform the GDC if any formal sanctions are imposed as the result of a Fitness to Practise hearing. You are also obliged to inform the GDC of any such sanctions and any other factors relating to your character or health.

2.4 Module Registration Options
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.

2.5 Study Time
2.5.1 Weekly timetable
A timetable will be available once you have enrolled on the programme, through the student portal.

2.5.2 Expected hours of study
20 credits is a standard module size and equals 200 notional learning hours. 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. For this course, this equates to 200 hours overall.

2.5.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of illness must be made on the first day of illness before 9.00 a.m. via email to the course leader.

For exceptional requests for leave of absence, this must be made by completing a Leave of Absence form in advance of the event, which must be authorised by the Course Leader.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and 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.

You can check your own attendance record through myUCLan.

3. Approaches to teaching and learning
3.1 Learning and teaching methods
You will be required to study 180 Credits during the course.

The programme is structured to meet your requirements as an employed student, and some of elements of the modules will incorporate “learning through work” opportunities, as well as supporting you to undertake elements of independent study.

The learning and teaching strategy focuses on combining the development of your conceptual understanding and knowledge appropriate to degree level study, the application of your understanding to experience and practice, the development of relevant skills in order to enhance your understanding and practice, and developing your independence in planning and organising your work.
Your involvement in the learning and teaching process will encourage analytical thinking, skills application and critical reflection on your own role and experience. Emphasis will be placed also on using and sharing your experience with others on the course to aid the learning process, as well as on developing independent learning.

You will learn through a variety of learning and teaching strategies designed to enable achievement of the learning outcomes. A combination of formal input, supplementary reading, and interactive discussion, use of IT resources, seminars, group work, and practical work will be used to develop your understanding, critical analysis and ability to apply theory to practice. The varied experience of the group will be used to share knowledge and ideas and there will be discussion of documentation relating to national and local policy and trends in order to encourage independent work and critical comment. In particular, Standards for Dental Educators (COPDEND 2013). Guided reading will form part of your learning experience.

You will be asked to complete a module evaluation questionnaire, to ensure that we receive feedback about your experience of learning with us. This information will improve the quality of our modules.

The University of Central Lancashire has an established learning and teaching strategy that influences and shapes the delivery of this course. ‘Learning’ comes first in the title of this strategy to show its importance in the daily activity of the University. Lecturers and academics will help you to learn. Entering into a new area of knowledge requires you to learn.

Additional course resources will be available on Blackboard, which you will be able to access once you have enrolled on the course and necessary administration is completed. Your course leader will advise you on this and how to access and make good use of Blackboard.

3.2 Study skills
Study Skills - ‘Ask Your Librarian’

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"
"I need to find research articles, where do I start?"
"How do I find the Journal of ...?"
"How do I use RefWorks?"

We recognise that you may have already accumulated many transferrable skills from your previous study and work and we encourage that you both use and share these during the course. Whether it is reviewing and researching dental literature or managing your timetable the staff will continue to support you in developing lifelong learning skills. Reflective practice is an example of the type of skill development we actively support.

There are a variety of services to support students and these include

WISER http://www.uclan.ac.uk/students/study/wiser/index.php

LIS https://www.uclan.ac.uk/students/study/it_skills_training.php
3.3 Learning resources
3.3.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;
- Your ‘Subject Guide’ can be found in the Library Resources
- Your ‘My Library’ tab in the Student Portal
- Library search

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.

LIS school liaison staff provide induction activities for students during the course, such as searching the scientific literature. They also provide one to one advice to students particularly when starting research style projects.

Library books are available on normal, short and 24 hour loan. There are sufficient copies of textbooks to meet periods of high demand.

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

The school manages its eLearning environment proactively to provide a constant up to date repository of course material. eLearn (Blackboard) gives access to lecture and practical resources, handbooks, video recordings of lectures and timetables. It acts as a one-stop-shop for information about the course and a site for students to interact.

Networked software and electronic journals provided by LIS enrich the access to learning materials and provide students with a comprehensive set of resources to succeed in dentistry. Subject software in anatomy provides students with a different approach to learning and on-demand resources.

3.4 Personal development planning
During induction you will be introduced to the UCLan virtual learning environments and tools available to support your personal development. Learning & Information Services (LIS) will ensure that you are registered on the system and can access the web. There will be group tutorials on access to learning resources at UCLan.

As students at the Dental School you will have access to:
- Blackboard – this is the UCLan interactive learning site that provides information about the local delivery of the course and important events happening in the University.
Your academic advisor will give support to develop a Personal Development Plan utilising the resources you identify as most effective for your own use. The PDP process challenges you to examine all aspects of your experience as you progress through your programme and to review your strengths and areas for development in relation to personal skills, learning styles, study skills, and includes setting goals and action planning.

You are encouraged to review your progress with your academic advisor once every semester. You are encouraged to bring to the meeting a review of your own progress together with your personal goals and action plan, this process is by you and for you.

If you require specialist advice to learn more effectively WISER tutorials and workshops are available.

- **Tutorials** – *Walk-In Study Enhancement through Review* drop-in one-to-one tutorial consultations, available to all students during term time, focusing upon specific and individual needs.
- **Workshops** – *Workshop Interactions for Study Enhancement and Review* which focus on topics of direct relevance to students’ study needs such as Oral Presentations and Essay and Report Writing

### 3.5 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 been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It’s your future: take charge of it!

**Careers** offers a range of support for you including:

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

Your clinical and secondary care placements will allow you to gain experience of a wide range of career pathways available within dentistry. We will then provide further information and guidance to facilitate your postgraduate career.

### 4. Student Support

Information on the support available is at: [https://www.uclan.ac.uk/students/](https://www.uclan.ac.uk/students/)
4.1 Academic Advisors
See section 1.4

4.2 Students with disabilities

Assessment arrangements for students with a disability

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

Should you need any advice regarding our processes, or have issues related to disability/learning difficulty, then please contact the School’s disability Lead - Elaine Austin eaustin@uclan.ac.uk for further advice / support.

4.3 Students’ Union

The Students’ Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/

5. Assessment

5.1 Assessment Strategy

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

The programme contains summative assessments and these are an essential and integral part of the module. They provide evidence that you have achieved the learning outcomes. You must submit and achieve the required pass level in the module summative assessments to pass the module. Grades will be awarded against assessment criteria that have been designed specific to your module and these will be available with the assessments. A range of summative assessment methods are used across the programmes delivered by the School of Dentistry. This ensures that broad ranges of learning styles are met. The assessment details for each module will be available in the module handbook. They will also be available on Blackboard.

The summative assessments (i.e. they count towards your overall grade) will 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 not only about remembering facts, but will also test your ability to interpret and critically appraise available information and construct logical arguments.

You must undertake and pass all parts of the module assessments, each with a minimum pass grade of 50%.

Your assessed work will be graded with a percentage mark. At the end of the programme your grades will be used to calculate an Average Percentage Mark or APM which will be used to determine your final grade.

All pieces of work will be assessed by members of the course/module team and will be graded if the assessment criteria have been met and the learning outcomes successfully achieved.
The assessments will be reviewed by a second course team member, who will act as internal moderator and the final results agreed by the two assessors. A sample of completed work will be made available to the course external examiner, who is an expert from another university, to ensure that the standards achieved are appropriate. The deadline dates for the assessments can be found in the individual assessment briefs.

You may have a maximum of two attempts at each assessed element. If your first attempt does not meet the required 50% and you are offered a resubmission following the assessment board, your second attempt will be reassessed for a maximum of 50%. (Pass) If you resubmit any pieces of work for re-assessment, you are strongly advised to seek the advice of the course delivery team, prior to doing this. Individual module assessment briefs will be provided.

5.2 Notification of assignments and examination arrangements
Information regarding assessments for each module can be found in the relevant module handbooks and will be discussed by the module tutor at the beginning of each module. You will receive an “assignment brief” that will be also be posted onto Blackboard together with the required submission times and examination details.

Some assignments will need to be submitted as hard copy, but most of them will be via Blackboard. Guidance on how to do this will be provided by the module tutor.

5.3 Referencing
For all written assessments 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 written assessments 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 and will also be available on Blackboard.

5.4 Confidential material
Students are reminded of their ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations at all times. All students should be aware of their professional responsibilities when posting discussions or information on social networking sites, such as Facebook. Failure to comply may result in referral to Fitness to Practise.

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. Further information is provided in the Student handbook.

5.6 How do I know that my assessed work had been marked fairly?
Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students’ assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades, but can act as ‘critical friends’ and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

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. The course team regularly review this feedback and incorporate this into the programme where required.

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.
8. Appendices

8.1 Programme Specification(s)

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>University of Central Lancashire Preston Campus</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>School of Dentistry</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>Academy of Medical Educators (see section 15 of this programme specification)</td>
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<td>5. Title of Final Award</td>
<td>MSc Dental Education</td>
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<td>6. Modes of Attendance offered</td>
<td>Part time</td>
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<td>7a) UCAS Code</td>
<td>N/A</td>
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<td>7b) JACS Code</td>
<td>X300</td>
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<td>9. Other external influences</td>
<td>Committee of Postgraduate Dental Deans and Directors (COPDEND) – Standards for Dental Educators (2013)</td>
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<td></td>
<td>Committee of Postgraduate Dental Deans and Directors (COPDEND) Quality Assurance Framework for Dental Workforce Development (2016)</td>
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<td></td>
<td>Academy of Medical Educators (Professional Standards 2014)</td>
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<tr>
<td></td>
<td>General Dental Council - Preparing for Practice, Dental team learning outcomes for registration (2015)</td>
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<td>General Dental Council – Standards for the Dental Team (2013)</td>
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<td></td>
<td>General Dental Council – Student Professionalism and fitness to practise – what you need to know. (2016)</td>
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<td>10. Date of production/revision of this form</td>
<td>March 2017</td>
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### 11. Aims of the Programme

- To provide students with the opportunities to apply the theory, practice and associated research of teaching and assessment within Dental Education to support learners and colleagues.
- To develop a critical knowledge of and the ability to evaluate the theory, practice context and associated research applied to Dental Education.
- To provide students with the opportunity to undertake an independent research study in the management of Dental Education.

### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

A1. Synthesize and apply educational theories and teaching methods in order to plan, prepare, deliver and evaluate learning activities in a range of educational settings.

A2. Critically evaluate application of concepts, theories and current knowledge base relevant to Dental education, supporting colleagues and professional performance within the context of a changing health care environment.

A3. Demonstrate and apply a critical evaluation of education research methods and Professionalism.

A4. Conduct an independent study into professional practice as a dental educator through applied and practitioner led research.

**Teaching and Learning Methods**

Interactive and structured workshops, blended learning, lectures, facilitated reflection on experiential learning, simulation, group work, tutorials.

**Assessment methods**

Essay, Audit, Portfolio, assessment of design of an educational resource, case presentation, Simulated role play, Evaluation paper, critical review paper.

Dissertation which will comprise an independent research project with its focus on a topic of importance.

#### B. Subject-specific skills

B1. Demonstrate an evidence-based and critical approach to dental education, health policy, supporting colleagues and professional literature in order to inform teaching practice.

B2. Demonstrate the use of theoretical principles in order to design effective assessments and professional peer review activities, provide constructive feedback to learners and support progress.

B3. Demonstrate professionalism and ethical awareness in educational activity involving patients, colleagues and students.

B4. Demonstrate complementary skills required which contribute to and influence development and evaluation of evidence based practice in the context of the current changing health and education agenda.

**Teaching and Learning Methods**

Interactive and structured workshops, facilitated reflection on experiential learning, simulation, seminars, tutorials, group work.

**Assessment methods**

Portfolio, educational resource, essay, case based report, case presentation, Simulated role play, Critical review paper, Practical skills assessment.
Dissertation which will comprise an independent research project with its focus on a topic of importance.

**C. Thinking Skills**

C1 Critically reflect upon theory, knowledge and skills relevant to Dental Education to reflect on experience, develop their own practice and facilitation skills and support the progress of others.

C2. Critically analyse and reflect on problems with their learners and to apply or support possible solutions informed by understanding of wider issues.

C3 Synthesise understanding of education theories and concepts with that of their own practice as dental educators and reflect on synergies with other professions involved in delivering education.

C4 Critically reflect on your approach to dental education research and maintain an ethical awareness in their approach with patients and colleagues.

**Teaching and Learning Methods**

Interactive and structured workshops, facilitated reflection on experiential learning, simulation, seminars, tutorials, group work.

**Assessment methods**

Portfolio, educational resource, essay, case based report, case presentation, Simulated role play.

Critical review paper, Practical Skills Assessment.

Dissertation which will comprise an independent research project with its focus on a topic of importance.

**D. Other skills relevant to employability and personal development**

D1. Demonstrate high level skills, including communication skills for advancing professional practice for the benefit of the population, the profession, and personal development.

D2. Communicate thoughts, ideas and relevant concepts at a higher level.

D3 Critically evaluate their personal and professional development as Dental educators and how this might be developed in order to enhance healthcare.

D4. Demonstrate project management skills.

**Teaching and Learning Methods**

Workshops, tutorials, facilitated role play, seminars, learning sets.

**Assessment methods**

Portfolio, audit, educational resource, case based report, case presentations, simulated role play.

Evaluation paper, critical review paper.

Dissertation which will comprise an independent research project with its focus on a topic of importance.

**13. Programme Structures**

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>DX4006</td>
<td>Research Project</td>
<td>60</td>
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</tbody>
</table>

**14. Awards and Credits**

MSc Dental Education. Requires 180 credits at Level 7.
Level 7  |  DX4036  | Appraising Educational Literature  |  20  |  PG Dip Dental Education requires 120 credits at Level 7
| DX4038  | Assessment in Dental Education  |  20  |
| DX4037  | Teaching Methods  |  20  |
Level 7  |  MB4021  | Facilitating Learning in Healthcare Practice  |  20  |  PGCert Dental Education Requires 60 credits at Level 7
| DX4901  | Mentoring in Dental Practice  |  40  |

15. Personal Development Planning

On completion of the MSc in Dental Education the student will have developed and assimilated a wide range of education theory, skills, experiential knowledge and its application to their role as dental educators. The programme has been constructed so that there is a progression route to the taught doctorate in education (EdD).

Having completed the programme the student will be well placed to influence the role and the research of dental education in patient care at local, regional and national levels. Throughout the programme students will maintain a progress file which will be reviewed by the Course Leader and will maintain their own professional portfolios in line with GDC requirements. This will be supported by the assessment strategy which includes critical reflection on practice and professional development planning.

On completion of the certificate level, students will be encouraged to apply for Membership of the Academy of Medical Educators (accreditation already gained).

On completion of the MSc students will be encouraged to consider Fellowship of Academy of Medical Educators. (Subject to satisfactory accreditation of this programme by the Academy of Medical Educators).

16. Admissions criteria *

*Correct as at date of approval. For latest information, please consult the University’s website.

Applicants admitted onto the course will meet the following requirements:

- Must hold a relevant Dental degree (e.g. BDS, Dental Hygiene and Dental Therapy or equivalent)
- Be actively engaged in dental practice
- Have sufficient competency in English language (IELTS Level 7 or equivalent in all four areas)

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

17. Key sources of information about the programme

- Student handbook
- School website
- Course Leader
### 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DX4006</td>
<td>Research Project</td>
<td>COMP</td>
<td>A1</td>
<td>A2</td>
</tr>
<tr>
<td></td>
<td>DX4036</td>
<td>Appraising educational literature</td>
<td>COMP</td>
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<td>√</td>
</tr>
<tr>
<td>LEVEL 7</td>
<td>DX4038</td>
<td>Assessment in Dental Education</td>
<td>COMP</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>DX4037</td>
<td>Teaching Methods</td>
<td>COMP</td>
<td>√</td>
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<tr>
<td></td>
<td>DX4901</td>
<td>Mentoring in Dental Practice</td>
<td>COMP</td>
<td>√</td>
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<tr>
<td></td>
<td>MB4021</td>
<td>Facilitating Learning in Healthcare Practice</td>
<td>COMP</td>
<td>√</td>
<td>√</td>
</tr>
</tbody>
</table>

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks.
19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of Post Graduate Certificate Dental Education

A1 Synthesize and apply educational theories and teaching methods in order to plan, prepare, deliver and evaluate learning activities in a range of educational settings

A2 Critically evaluate application of concepts, theories and current knowledge base relevant to Dental education, supporting colleagues and professional performance within the context of a changing health care environment

B1 Demonstrate an evidence-based and critical approach to dental education, health policy, supporting colleagues and professional literature in order to inform teaching practice

B2 Demonstrate the use of theoretical principles in order to design effective assessments and professional peer review activities, provide constructive feedback to learners and support progress

C1 Critically reflect upon theory, knowledge and skills relevant to Dental Education to reflect on experience, develop their own practice and facilitation skills and support the progress of others

C2 Critically analyse and reflect on problems with their learners and to apply or support possible solutions informed by understanding of wider issues

D1 Demonstrate high level skills, including communication skills for advancing professional practice for the benefit of the population, the profession, and personal development

D2 Communicate thoughts, ideas and relevant concepts at a higher level.

Learning outcomes for the award of Postgraduate Diploma Dental Education

A1 Synthesize and apply educational theories and teaching methods in order to plan, prepare, deliver and evaluate learning activities in a range of educational settings

A2 Critically evaluate application of concepts, theories and current knowledge base relevant to Dental education, supporting colleagues and professional performance within the context of a changing health care environment

A3 Demonstrate and apply a critical evaluation of education research methods and Professionalism

B1 Demonstrate an evidence-based and critical approach to dental education, health policy, supporting colleagues and professional literature in order to inform teaching practice

B2 Demonstrate the use of theoretical principles in order to design effective assessments and professional peer review activities, provide constructive feedback to learners and support progress

B3 Demonstrate professionalism and ethical awareness in educational activity involving patients, colleagues and students
C1  Critically reflect upon theory, knowledge and skills relevant to Dental Education to reflect on experience, develop their own practice and facilitation skills and support the progress of others

C2  Critically analyse and reflect on problems with their learners and to apply or support possible solutions informed by understanding of wider issues

C3  Synthesise understanding of education theories and concepts with that of their own practice as dental educators and reflect on synergies with other professions involved in delivering education

D1  Demonstrate high level skills, including communication skills for advancing professional practice for the benefit of the population, the profession, and personal development

D2  Communicate thoughts, ideas and relevant concepts at a higher level.

D3  Critically evaluate their personal and professional development as Dental educators and how this might be developed in order to enhance healthcare