

Course Specification

A. Course Information				
Final award title(s)	BSc (Hons) Enhanced Dental Nursing Practice			
Intermediate exit award title(s)	<p>GSTT will follow LSBU policy, where a student is enrolled onto the course and chooses to resign or is terminated, they may be eligible for an interim award.</p> <p>https://www.lsbu.ac.uk/_data/assets/pdf_file/0003/330384/Assessment and Examinations Procedure 2022-23 .pdf</p> <p>Year 1 Exit – Level 4 – CertHE/Certificate in Enhanced Dental Nursing Practice</p> <p>Year 2 and 3 Exit - Level 5 - Students will be awarded a DipHE/Diploma in Enhanced Dental Nursing Practice</p>			
UCAS Code		Course Code(s)	5947	
Awarding Institution	London South Bank University			
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS			
Division	ACH			
Course Director	Samantha Salaver			
Deputy Course Director	Alicia Vidal Nicholson			
Delivery site(s) for course(s)	<input type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input checked="" type="checkbox"/> Other: Guy's & St Thomas Hospital			
Mode(s) of delivery	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify			
Length of course/start and finish dates	Mode	Length years	Start - month	Finish - month
	Full time			
	Full time with placement/sandwich year			
	Part time	4	September	August

	Part time with Placement/ sandwich year			
Is this course suitable for students on a Tier 4 visa?	No			
Approval dates:	Course(s) validation date			May 2023
	Course specification last updated and signed off			Sept 2023
Professional, Statutory & Regulatory Body accreditation	<p>General Dental Council (GDC)</p> <p>Royal College of Surgeons accredited course in line with IASCD National guidelines</p> <p>Ionising Radiation (Medical Exposure) Regulations 2017 (IR(ME)R)</p> <p>Ionising Radiation Regulations (IRR) 2017</p>			
Link to Institute of Apprenticeship (IoA) Assessment Plan (Apprenticeship only)				
Reference points:	Internal	<p>Corporate Strategy 2020-2025</p> <p>Academic Quality and Enhancement Manual</p> <p>School Strategy</p> <p>LSBU Academic Regulations</p>		
	External	<p>Revised QAA The UK Quality Code for Higher Education 2018</p> <p>Framework for Higher Education Qualifications</p> <p>Subject Benchmark Statements (Dated) PSRBs</p> <p>Competitions and Markets Authority</p> <p>SEEC Level Descriptors 2021</p> <p>OFS Guidance</p>		
B. Course Aims and Features				
Distinctive features of course	<p>This course will offer qualified dental nurses the opportunity to learn at degree level, while working within dental setting. The assessments for the degree are more practical and inclusive for different learning styles, incorporating not only dental specialist modules but includes leadership and</p>			

	<p>management skills and research methods and how research is delivered in the workplace.</p> <p>The formative and summative assessments are new way of learning and completing a module using practical clinical competencies, posters, podcasts, case studies, audits and peer to peer reviews.</p> <p>The course will be taught by subject dental nurse specialists, within the hospital or through hybrid learning, which will give the learner an opportunity, whether they came from practice, community or a hospital setting, to take this back to their clinical environment to develop their skills, in their chosen specialty or/and enhanced employment options.</p> <p>The degree offers optional modules in year two and three which gives the dental nurse the choose of which pathway in their dental career they want to take. All of these modules have been developed in line with and mapped to the domains within the advanced scope of practice, General Dental Council (GDC 2013) to include advanced dental nursing skills, such as radiography and sedation. These optional modules are also standalone modules for dental nurses to complete modules that support a career pathway.</p> <p>The dental nurse will be able to move into different career pathways within dentistry and other healthcare provisions as the degree covers all aspects and supports developing the learner to move into non-clinical roles such as leadership or quality or to continue down specialist pathways.</p>
<p>Course Aims</p>	<p>The BSc (hons) Enhanced Dental Nursing Practice aims are to provide learners:</p> <ul style="list-style-type: none"> • Develop the skills to become a reflective and critical practitioner with the skills sets to become independent • Learn & develop practical advanced skills in dentistry to underpin knowledge and skills to support dental nurse led clinics under prescription • Develop their academic knowledge • Understand ways to problem-solve and assess • Progress their skills and knowledge in quality including audit and risk • Develop critical appraisal skills

	<ul style="list-style-type: none"> • The learner will have optional modules, to develop their practical skills to become qualified practitioners. • Become critical thinkers & analysers to evaluate • Understand research methods and context • To be able to implement service/quality improvement projects
<p>Course Learning Outcomes</p>	<p>a) The learner will have knowledge and understanding of:</p> <p>A1 – Applies an understanding of established knowledge and skills in familiar areas of work.</p> <p>A2 - Develops understanding of communication, teamworking and multidisciplinary working to inform own learning and practice within varying areas of dentistry with support within established guidelines and takes responsibility for their own learning in primary care, community delivery and hospital contexts.</p> <p>A3 – Has an understanding and applies a wide-ranging area of safe clinical practice required to support patients during their patient journey and identifies the risks and complexity within a healthcare environment.</p> <p>A4 – Recognises and selects appropriate theoretical frameworks and relates this to contemporary concepts linked to specialist dentistry</p> <p>A5 – Demonstrates an in-depth understanding of how to undertake quality improvement and demonstrates the ability to link theory to practice.</p> <p>b) Learners will develop their intellectual skills such that they are able to:</p> <p>B1 – Analyses and evaluates the reliability and validity of a variety of information and data sources, using and comparing a range of principles, frameworks, criteria and techniques in contexts of varying complexity.</p> <p>B2 - Identifies and applies established clinical principles & techniques in the to support the delivery of accurate information during the care of complex patients in primary care, community delivery and hospital contexts.</p> <p>B3 – Applies a range of relevant problem-solving techniques and strategies define patterns and relationships within clinical practice of varying complexities</p> <p>B4 – Identifies a range of relevant principles and concepts within clinical practice and recognises competing perspectives related to the varying complexity of patients treated.</p>

B5 – Synthesises specialist and inter-related information to develop clinical practice and create projects within oral health education and research to address issues within the dental environment.

c) Learners will acquire and develop practical skills such that they are able to:

C1- Develops appropriate techniques for effective communication to a variety of audiences including patients/carers and team members.

C2 – Applies established interpersonal, team and networking skills to recognise factors that affect team performance in familiar and unfamiliar contexts

C3 – Develops independence in delivering direct care to patients within the advance dental nursing scope of practice and designs specialist activities to include oral health promotion, special care nursing and alternative treatments to enhance the patient pathways and assist colleagues using safe working methods.

C4 – Improves patient care through specialist nursing pathways while maintaining high standards professionalism, working within ethical and legal frameworks.

d) Learners will acquire and develop transferrable skills such that they are able to:

D1 – Promote development skills, to become a critical reflective practitioner for the evaluation of clinical practice using ethical collection of data, identifying improvements, developing and implementing practice-based decision changes.

D2 – Develops independence and confidence to self-identify areas of strength and for improvement if own enhancement of professional development.

D3 – Develops practice to improve partnerships with patients and team members.

D4 – To autonomously develop strategies of effective time management approaches with patients, team members and external partners.

C. Teaching and Learning Strategy

This course is a collaborative partnership between GSTT and LSBU.
Focused on post-registration dental nurses

- The course modules include a variety of lectures, group work, tutorials, workshops, practical sessions and virtual learning, using our clinical dental environment, specialist laboratories and radiology department.
- Independent study makes up a great proportion of this course with some modules requiring the student to undertake 200 hours of independent learning activities. This will allow the student to develop their own reflective practice, work independently on projects and develop independent research skills required to learn at degree level.
- The faculty are made up of a variety of teaching staff. Some resources available are the LSBU library as well as the Moodle sites, the laboratories, clinical environments and studios.
- The virtual learning environment will be made available for access to overall resources, however, depending on the modules selected by the student, specific learning resources and assignment information will be made available at the beginning of each module start date.
- LSBU support will be provided and GSTT there are year leads who will provide pastoral/mentoring. GSTT will be available Monday – Friday 9:00am – 17:00pm. There will be safeguarding support.
- All module leads are subject specialists, with education backgrounds ranging from Diploma in education to MA in education, leadership, public management and psychology. Training has been completed with all staff around lesson planning and delivery, methods of assessment and assessment review, report writing and leadership. Our safeguarding lead at GSTT has had specialist training.
- The course will meet the specific learner's needs by developing dental skills and knowledge to support their career as dental nurse. The course includes the additional scope of practice skills that the General Dental Council (GDC) have written for dental nurses which we develop their practical skills to support patient care.
- The structure of the course has been set up to develop and enhance the learner within a dental clinical environment, by starting with the basic skills in restorative dentistry, oral health and reflective practice which will support the following year as this will give the learner knowledge around reflective writing and practical skills which is annual requirement that the GDC accept of each dental nurse when re registering. The second year develops the learner to understand quality which includes audit and risk and research methods which they will be able to use to support their further learning in the following two years of the course. The learner will then be able to choose optional module to develop their dental nursing skills in their chosen field of dentistry. The third year will support the learner to develop in leadership and management whether in a practice, community or hospital setting and again they will have a choose through optional modules to develop. The fourth year gives them the opportunity to further use their learning from the other years to see how research actually happens during their research in context module which supports the nursing vision to develop research. The learner will complete change management module and through the three years will bring their learning together in a service or quality improvement project.
 - First Year – Building skills in Restorative Dentistry and Oral Health.
 - First Year – Reflective writing skills and professional development.
 - Second Year – Develop understanding in quality and research methods.
 - Second year – The learner will be able to choose optional modules to develop dental nursing skills.
 - Third Year – Support the learner to develop in leadership and management.
 - Third Year - The learner will be able to choose optional modules to continue to develop dental nursing skills.

- Final Year – The learner will bring their learning together to develop a service or quality improvement project.
- The learners will develop their academic skills through the four years they will learn how to write critically, develop problem solving skills and analysis, learn about research and how to contribute to their own working environments.
- List from resources:
 - Dental specific books held in the Dental Nursing Academy
 - Clinical Space
 - Laboratories
 - Scanning Equipment
 - Radiography Department
 - Photography Equipment
 - Oral Health models
 - Range of dental materials
 - Dental research Department

All students will be fully enrolled as LSBU/GSTT students with a joint induction

All students will be fully enrolled and inducted as LSBU and GSTT students. A joint induction will be given to prepare all the students. They will attend the LSBU library services and digital skills bespoke sessions set up to ensure that they are fully equipped with the necessary knowledge.

The student will need to ensure that they have an agreement, commitment and support from their employer before applying for the degree. The student will need to be supported to be released for face to face or hybrid lectures, workshops and tutorials. The employer will need to be able to support clinical aspects within the working environment to complete PBLR and clinical work. The employer will need to appoint an appropriate practice assessor to support the completion of the PBLR.

The student will need to plan their own study time within non-working hours to complete assignments.

GSTT will have checklists for the optional modules, which will be discussed with the students before applying to ensure their clinical working environments meet the standards/treatments required.

D. Assessment

The formative and summative assessments have been thought through to support individual learners and be inclusive to learners having the opportunity to be assessed in different learning styles. Dental Nursing is a practical career and it is important that we include not only written work but use the skills the dental nurse has developed in their career for them to use when we are completing assessments.

- Formative Assessment - a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students. However, formative assessment will be used to provide feedback on the direction the student is working in. Different methods of formative assessment used will be competency documents, podcasts, presentations, action plans, case studies, mock examinations.
- Summative Assessment – this is formal assessment of students' work, contributing to the final result. Each summative assessment will hold a weighted percentage and a pass mark. Summative assessments include written examination, practical examination, written case studies, presentations, written assignments, and poster presentations.
- To pass the course, ALL modules need to be passed with the minimum percentage requirement.

We have chosen a wide range of assessments to include written assignments, podcasts, presentations, posters, examinations and practical PBLRs to allow the learner to have exposure to a variety of assessment methods. We have used methods that will support communication skills, digital skills, creativity and time management development as well as giving the learner the opportunity to develop their criticality, problem solving, research development and evaluation and analysis skills.

All formative assessment are there to support and prepare the learner to complete their summative assessment. The summative assessments completed to a level that gives assurance that the learner is meeting the level required for each year of the degree.

The PBLRs are developed to triangulate the learners own clinical environment. The PBLRs are all designed to promote the competence both clinically and academically in the chosen subjects. The differentiation in subject content contributes to the development of the learner and each PBLR has been developed to build on the learners' previous knowledge and skills. Assessors will be given information in the module handbook, and we will deliver workshops to support them in the assessing of learners on practical modules. Standardisation meetings will take place monthly and assessors will be invited to present when needed.

Module Number	Module title	Formative Assessment	Summative Assessment	Rationale
1	Restorative Practice	Competency Documents Plan for the case-based assignment	CW1: Practice based learning record 1 CW2: Part 1: Case based assignment 1000 words Part 2: Written Assignment 2000 words	PBLR will demonstrate evidence of competence in their clinical environment. The case base assignment is there to be able to assess the learners reflective learning.

2	Oral Health Education	Presentation covering dental caries focusing on paediatric patients. Preparation and mock viva	<p>CW1: Poster presentation history</p> <p>CW2: Practice based learning record</p>	PBLR will demonstrate evidence of competence in their clinical environment. The poster is completed to be able to assess the learners understanding of oral health education in supporting patient care, whilst building the learners creative abilities and development.
3	Reflective Practice and Professional Behaviours	<p>Submit a 10-minute podcast the role of reflection and professionalism.</p> <p>Discussing the following:</p> <ul style="list-style-type: none"> • Time management and how it links to professionalism • Effective methods of time management • The impact reflection on personal time management has made 	<p>CW1: Reflective case assignment 3000 words</p> <p>CW2: Submit a 10-minute podcast to evaluate professional behaviours. This must address the following elements:</p> <ul style="list-style-type: none"> • Coverage of topic area/concept relating to enhancing practice • Make clear link to fundamental theories and principles relating to effective service delivery • Developing individual professional practice and education • Critical thinking about the topic 	Podcast will help the learner to develop their communication skills and information delivery. The reflective presentation will allow us to assess the learner's reflection on their own professional behaviours.

			Creativity evidence to engage the audience	
4	Quality and Governance in Dentistry	To undertake a formative audit and a formative risk assessment on the templates provided	<p>CW1: To undertake two risk assessments within a clinical environment 500 words per assessment</p> <p>CW2: Clinical Audit Report 1500 words</p> <p>This report should contain the following key headings:</p> <ul style="list-style-type: none"> • Title • Background • Aim, objectives, and standards • Methodology including population. • Results • Conclusions • Action plan • References 	The risk assessment will support the learner's development in patient safety through developing their evaluation skills. The audit will develop the learner to assess and develop improvement plans.
5	Research Methods in context in Dentistry	Critically appraise an article relevant to your practice to support your formal poster.	CW1: Formal Poster for a conference to be presented to a group of your peers.	The learner will develop skills in creating a concise document for presentation to a larger audience and will support the learner with their confidence in presenting.
3a	Conscious Sedation Nursing in Dentistry	Mock MCQ Competency Documents	<p>CW1: Written case study 1500 words</p> <p>CW2: Practice based learning record</p>	PBLR will demonstrate evidence of competence in their clinical environment. This is in line with the

			EX1: 60-minute Single best answer exam	IASCD assessment criteria and will support the learners development of working to reduced deadlines. Additionally, to work within the multidisciplinary team in a clinical setting.
3b	Health Psychology in Dentistry	Plan for the case assignment Mock OSCE communication and techniques in managing the anxious patient	CW1: Written case assignment (2000) EX1: 2 x 15-minute OSCE standard setting station: Communication; Health Promotion	These are used to support the learner in being able to communicate with complex patients and to be able to assess the learner has an understanding of the different techniques.
3c	Special Care Nursing in Dentistry	15 mins presentation to peers of chosen topic area of special care dentistry	CW1: Poster Submission CW2: A 15-minute podcast recording discussion diverse needs of communities in the delivery of oral care The Podcast should feature the following elements: <ul style="list-style-type: none"> • Explanation and reasoning for the choice of topic area • How this links with specialist care dentistry • Make clear link to fundamental governance and legislation 	These assessments have been developed to give the learner the opportunity to develop further their skills in a discussion environment to assess their learning from this topic in a formal poster.

			<ul style="list-style-type: none"> • Critical thinking about the topic • Creativity and evidence to engage the listener 	
3d	Implant Nursing in Dentistry	Plan for case study, to include a patient history, reason for referral and outline of proposed treatment options 90-minute Mock written test.	CW1: Practice based learning record Pass/fail CW2: Case Study (1500 words) EX1: 90-minute written single best answer exam	PBLR will demonstrate evidence of competence in their clinical environment. The case study has been created to give the learner the opportunity to review information and present the critical information required. The exam is to assess general knowledge and allow the learner to demonstrate their ability to recall important information.
6	Oral Cancer	Completion of poster for presentation Mock MCQ written test	CW2: 15 mins formal poster presentation to peers on the signs and symptoms of oral cancer EX1: 60-minute Single best answer exam on the presentation of oral cancer and risk factors	This has been developed for the learner to be able to recognise and recall important factors and symptoms within oral cancer
7	Leadership and Management	Self-reflection, questionnaire	CW1: Reflection on their leadership style and impact 2000 words CW2: Peer and self-evaluation	This is to support the learner to reflect on the type of leader they will become and the style that can

			assessment of 5 peer reviews	impact others and themselves.
3e	Radiography Nursing in Dentistry	Plan for written assignment Mock exam	<p>CW1: Written care assignment 2500 words</p> <p>CW2: Practice based learning record</p> <p>EX1: 90-minute single best answer</p>	PBLR & 90-minute MCQs/Extended matching questions written exam PBLR will demonstrate evidence of competence in their clinical environment. The exam has been developed in line with the IR(ME)R regulations for the learner to be able to be assessed to become an independent practitioner.
8	Research evidence-based practice in Dentistry	Informal presentation	<p>CW1: Recorded Presentation on delivery of Research</p> <p>CW2: Reflective essay on the implications of practice 2000 words</p>	This is to develop the learner to be able to implement research and to have an understanding of the implications of research in practice.
9	Change Management in Dentistry	Plan of the proposal Mock Viva	<p>CW1: Prepare a formal newsletter 1000 words (which may include images and infographics) to cascade the change within an organisation.</p> <p>The newsletter should include the following headings:</p> <ul style="list-style-type: none"> • Background • Rationale • Stakeholder engagement 	This has been developed to support the learners understanding of change management and to support their final project.

			<ul style="list-style-type: none"> • Timelines • Feedback processes <p>40% Weighting</p> <p>40% Pass Mark</p> <p>Ex1: Formal PowerPoint presentation 30 minutes (No more than 20 slides) and 10 minutes for questions</p> <p>60% Weighting</p> <p>40% Pass Mark</p>	
10	Service or Quality Improvement in Dentistry	Service improvement project plan	<p>CW1: CW1: Service improvement project proposal 3500 words CW2: A multimedia submission of your choice from the list below outlining your service improvement project. This should be no more than 500 words, and no more than 10 minutes in length. This should accompany your service improvement project and capture the audience to convey the key aspects of your</p>	This is to bring all the learning together for the learner to be assessed on their ability to review information and present an innovative idea.

			<p>service improvement project proposal. This can be presented in one of the following formats:</p> <ul style="list-style-type: none"> · A multimedia post to be used for social media. · A blog/vlog about your service improvement project proposal · An audio-visual recording or YouTube clip about your service improvement project proposal · A soundbite or audio recording about you service improvement project proposal. 	

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here:

The University's Academic Regulations apply for this course: [LSBU Academic Regulations](#)

1.0 Protocol Fail / Compensation

The schools follows the university regulations apart from:

- Students/Apprentices will not be eligible for protocol fail or compensation in any module as a pass in all elements of assessment is required to demonstrate competence.

2.0 Third Attempts

An application for an exceptional third attempt at a single assessment in the final year of a pre-registration health and social care course may only be considered by the examination board in accordance with both of the following eligibility criteria for a single module.

Eligibility criteria

1. Increase in mark between first attempt and second.
2. Second attempt mark to be within 5% of the pass mark.

This protocol does not apply to:

1. Post-registration courses
2. CPPD stand-alone modules
3. Apprenticeship courses

F. Entry Requirements

Academic criteria requirements:

- English Level 2 (Functional skills/GCSE/Equivalent)
- Maths Level 2 (Functional skills/GCSE/Equivalent)
- Dental Nursing Level 3 qualification

Non-academic requirements

- Registered with the GDC
- 2 years dental nursing experience
- Access to a variety of patients
- DBS regulations

The applicant must be able to demonstrate that they are supported by their employer and will ensure the following:

- Close mentorship during clinical and non-clinical working days
- Supported release of time to facilitate the applicant's assessment requirements
- To have identified a suitable Lead Assessor with the relevant specialism and with relevant experience, knowledge, and skills to sign learners practice based learning records. These can include
 - Consultants
 - Dental Care Professionals
 - Qualified Dentists
 - Qualified specialist Dental Nurses with 2 years of experience.

G. Course structure(s)

Course overview

Part Time, BSc hon's Enhanced Dental Nursing Practice

Year one L4 = 120 credits

Year Two L5 = 60 credits

Year Three L5 = 60 credits

Year Four L6 = 120 credits

Part Time, BSc hon's Enhanced Dental Nursing Practice – **Part time**

	Semester 1		Semester 2	
Year 1	Module 1 Restorative Practice Compulsory/Optional	40	Module 2 Oral Health Education – compulsory/Optional	40
			Module 3 Reflective Practice & Professional Behaviours	40
Year 2	Module 4 Quality & Governance in Dentistry- compulsory	20	Module 3d Implant Nursing in Dentistry - optional	20
	Module 5 Research Methods in context in Dentistry - compulsory	20	Module 3a Conscious Sedation Nursing in Dentistry - optional	20
			Module 3c Special Care Nursing in Dentistry - optional	20
			Module 3b Health Psychology in Dentistry - optional	20
Year 3	Module 10 Oral Cancer – compulsory	20	Module Implant Nursing in Dentistry- optional	20
	Module 7 Leadership and Management - compulsory	20	Module Special Care Nursing in Dentistry - optional	20
			Module Health Psychology in Dentistry - optional	20
			Module Radiography Nursing in Dentistry - optional	20
Year 4	Module 8 Research and Evidenced Based in Dentistry - compulsory	40	Module 9 Service or Quality Improvement in Dentistry - compulsory	40
	Module 6 Change Management in Dentistry - compulsory	40		

Semester	Module	Credits	Assessment Deadlines
1	Restorative	40	Feb
2	Oral Health Education	40	April

2	Reflective Practice and Professional Behaviours	40	May
2	Quality & Governance	20	May
1	Research Methods in Context in Dentistry	20	Feb
2	Implant Nursing in Dentistry – Optional	20	May
2	Conscious Sedation for I Nursing in Dentistry - optional	20	May
2	Special Care for Nursing in Dentistry-optional	20	May
2	Health Psychology in Dentistry - optional	20	May
1	Oral Cancer	20	Feb
1	Leadership and Management	20	Feb
2	Radiography Nursing in Dentistry - optional	20	May
1	Research and evidence-based practice in Dentistry in Context	40	Feb
1	Change Management in Dentistry	40	April
2	Service or Quality Improvement in Dentistry	40	May

Placements information:

This will be within the student’s clinical environment. If a student is not able to secure access to all types of patients required for their module, GSTT will review and look at honorary contracts.

H. Course Modules

[Provide information on:
- core and optional modules;
- the circumstances when optional modules may not run; and
- how and when students will be informed if optional modules are changed]

Module Code	Module Title	Level	Semester	Credit value	Assessment
	Module 1 – Restorative Practice – This module will be a core and stand along module that will always be available for enrolment.	4	Year 1 – S1	40	<p>Formative assessment Competency Documents Plan for the case-based assignment</p> <p>Summative assessment CW1: Practice based learning record 1 Pass/fail</p> <p>CW2: Part 1: Case based assignment 1000 words Part 2: Written Assignment 2000 words</p> <p>100% weighted 40% Pass mark</p>
	Module 2 - Oral Health Education- This module will be a core and stand along module that will always be available for enrolment.	4	Year 1 – S2	40	<p><u>Formative assessment</u> Presentation covering dental caries focusing on paediatric patients. Preparation and mock viva</p> <p><u>Summative assessment</u> CW1: Poster presentation t 60% Weighting 40% Pass Mark</p> <p>CW2: Practice based learning record Pass/Fail</p> <p>EX1: 20-minute Viva with 10 mins for questions 40% Weighting 40% Pass Mark</p>
	Module 3 – Reflective Practice and	4	Year 1 – S2	40	<p><u>Formative assessment</u> Submit a 10-minute podcast the role of</p>

	<p>Professional Behaviours - This module will be a core that will always be available for enrolment.</p>				<p>reflection and professionalism. Discussing the following:</p> <ul style="list-style-type: none"> • Time management and how it links to professionalism • Effective methods of time management • The impact reflection on personal time management has made <p><u>Summative assessment</u></p> <p>CW1: Reflective case assignment 3000 words 50% Weighted 40% Pass</p> <p>CW2: Submit a 10-minute podcast to evaluate professional behaviours. This must address the following elements:</p> <ul style="list-style-type: none"> • Coverage of topic area/concept relating to enhancing practice • Make clear link to fundamental theories and principles relating to effective service delivery • Developing individual professional practice and education • Critical thinking about the topic • Creativity evidence to engage the audience <p>50% Weighted 40% Pass</p>
	<p>Module 4 – Quality and Governance in Dentistry - This module will be a core that will</p>	<p>5</p>	<p>Year 2 – S2</p>	<p>20</p>	<p><u>Formative assessment</u> To undertake a formative audit and a formative risk</p>

	always be available for enrolment.				<p>assessment on the templates provided</p> <p><u>Summative assessment</u></p> <p>CW1:</p> <p>To undertake two risk assessments within a clinical environment 500 words per assessment</p> <p>50% weighted.</p> <p>40% pass mark</p> <p>CW2: CW2: Clinical Audit Report 1500 words</p> <p>This report should contain the following key headings:</p> <ul style="list-style-type: none"> • Title • Background • Aim, objectives, and standards • Methodology including population. • Results • Conclusions • Action plan • References <p>30% weighted</p> <p>40% pass mark</p>
	Module 5 – Research Methods in context in Dentistry- This module will be a core that will always be available for enrolment.	5	Year 2 – S1	20	<p>Formative assessment: Critically appraise an article relevant to your practice to support your formal poster.</p> <p>Summative assessment: CW1: Formal Poster for a conference to be presented to a group of your peers.</p> <p>100% Weighting</p> <p>40% Pass Mark</p>

	<p>Module 3a – Conscious Sedation for Nursing in Dentistry (Optional) – This is also a standalone module and will run as long we have 10 students.</p>	5	Year 2 – S2	20	<p><u>Formative assessment</u> Mock single best answer Competency Documents</p> <p><u>Summative assessment</u></p> <p>CW1: Written case study 1500 words 50% Weighted 40% Pass Mark</p> <p>CW2: Practice based learning record Pass/Fail</p> <p>EX1: 60-minute single best answer exam 50% Weighted</p> <p>40% Pass Mark (adjusted safety critical % will be proposed for this assessment) (Ratified and Standard Set)</p>
	<p>Module 3b – Health Psychology in Dentistry (Optional) – This will run as long we have 10 students.</p>	5	Year 2 & 3 – S2	20	<p>Formative assessment:</p> <p>Plan for the case assignment</p> <p>Mock OSCE communication and techniques in managing the anxious patient</p> <p>Summative assessment:</p> <p>CW1: Written case assignment (2000) 50% Weighting 40% Pass Mark</p> <p>Ex1: 2 x 15-minute OSCE station: Communication; Health Promotion</p> <p>50% Weighting 40% Pass Mark Standard settings</p>

	<p>Module 3c – Special Care for Nursing in Dentistry (Optional) - This is also a standalone module and will run as long we have 10 students.</p>	5	Year 2 & 3 – S2	20	<p><u>Formative assessment</u> 15 mins presentation to peers of chosen topic area of special care dentistry</p> <p><u>Summative assessment</u> CW1: Poster Submission 70% Weighting 40% pass mark</p> <p>CW2: A 15-minute podcast recording discussion diverse needs of communities in the delivery of oral care</p> <p>The Podcast should feature the following elements:</p> <ul style="list-style-type: none"> • Explanation and reasoning for the choice of topic area • How this links with specialist care dentistry • Make clear link to fundamental governance and legislation • Critical thinking about the topic • Creativity and evidence to engage the listener <p>Weighting: 30% Pass Mark: 40%</p>
	<p>Module 3d – Implant Nursing in Dentistry (Optional) - This is also a standalone module and will run as long we have 10 students.</p>	5	Year 2 & 3 – S2	20	<p><u>Formative assessment</u> Plan for case study, to include a patient history, reason for referral and outline of proposed treatment options 90-minute Mock written test.</p> <p><u>Summative assessment</u> CW1: Practice based learning record Pass/fail</p>

					<p>CW2: Case Study (1500 words) 50% Weighting Pass Mark: 40%</p> <p>EX1: 90-minute written single best answer exam 50% Weighting 40% Pass Mark</p> <p>(Ratified and Standard Set)</p>
	<p>Module 3e – Radiography Nursing in Dentistry (Optional) - This is also a standalone module and will run as long we have 10 students.</p>	5	Year 3 – S2	20	<p><u>Formative assessment</u></p> <p>Plan for written assignment Mock exam</p> <p><u>Summative assessment</u></p> <p>CW1: Written care assignment 2500 words 60% Weighting 40% pass mark</p> <p>CW2: Practice based learning record Pass/fail</p> <p>EX1: 90-minute single best answer 40% weighting 40% pass mark (Ratified and Standard Set)</p> <p>(Adjusted safety critical % will be proposed for this assessment)</p>
	<p>Module 6 – Oral Cancer (Core) - This module is also available as a standalone and will be a</p>	5	Year 3 – S1	20	<p>Formative assessment:</p> <ul style="list-style-type: none"> • Completion of poster for presentation • Mock single best answer written test <p>Summative assessment:</p>

	core that will always be available for enrolment.				<p>CW2: 15 mins formal poster presentation to peers on the signs and symptoms of oral cancer 60% Weighting 40% Pass Mark</p> <p>EX1: 60-minute single best answer exam on the presentation of oral cancer and risk factors 40% Weighting 40% Pass Mark</p>
	Module 7 – Leadership and Management (Core) This will be a core that will always be available for enrolment	5	Year 3 – S1	20	<p>Formative assessment Self-reflection, questionnaire</p> <p>Summative assessment CW1: Reflection on their leadership style and impact 2000 words Weighting: 60% Pass Mark: 40%</p> <p>CW2: Peer and self-evaluation assessment of 5 peer reviews Weighting: 40% Pass Mark: 40%</p>
	Module 8 – Research and evidenced based practice in Dentistry- This will be a core that will always be available for enrolment	6	Year 4 – S1	40	<p>Formative assessment Informal presentation</p> <p>Summative assessment</p> <p>CW1: Research proposal 3000 words for a project relating to an area of Dentistry.</p> <p>50% Weighting</p> <p>40% Pass Mark</p> <p>CW2: To submit a formal poster abstract of your research proposal which may be used at a conference. You should</p>

					<p>address the following areas on the poster submission:</p> <ul style="list-style-type: none"> • Title • Introduction • Methods • Results • Discussion • References/ Acknowledgements • Higher Education Institution acknowledgement <p>Pass mark at L6 40%</p> <p>Weighting 50%</p>
	<p>Module 9 – Change Management in Dentistry – This will be a core that will always be available for enrolment</p>	6	Year 4 – S2	40	<p>Formative assessment: Plan of the proposal Mock Viva</p> <p>Summative assessment:</p> <p>CW1: Prepare a formal newsletter 1000 words (which may include images and infographics) to cascade the change within an organisation.</p> <p>The newsletter should include the following headings:</p> <ul style="list-style-type: none"> • Background • Rationale • Stakeholder engagement • Timelines • Feedback processes <p>40% Weighting</p> <p>40% Pass Mark</p>

					<p>Ex1: Formal PowerPoint presentation 30 minutes (No more than 20 slides) and 10 minutes for questions</p> <p>60% Weighting</p> <p>40% Pass Mark</p>
	<p>Module 10 – Service or Quality Improvement in Dentistry – This will be a core that will always be available for enrolment</p>	6	Year 4 – S3	40	<p><u>Formative assessment</u></p> <p>Service improvement project plan</p> <p><u>Summative assessment</u></p> <p>CW1: Service improvement project proposal 3500 words</p> <p>100% Weighting</p> <p>40% Pass Mark</p> <p>CW2: A multimedia submission of your choice from the list below outlining your service improvement project.</p> <p>This should be no more than 500 words, and no more than 10 minutes in length. This should accompany your service improvement project and capture the audience to convey the key aspects of your service improvement project proposal.</p>

					<p>This can be presented in one of the following formats:</p> <ul style="list-style-type: none"> • A multimedia post to be used for social media. • A blog/vlog about your service improvement project proposal • An audio-visual recording or YouTube clip about your service improvement project proposal • A soundbite or audio recording about you service improvement project proposal. <p>Pass/Fail</p>
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I. Timetable information

Timetables will be given at the beginning of the year and will be available on Moodle.

There will be an academic timetable and support to plan for clinical activity.

Handbooks will be given for each module.

Information on support provided for missed lessons will be included in the handbook for each module.

Prospective students should be kept informed of any changes via the Moodle pages/email.

J. Costs and financial support

Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

List of Appendices

Appendix A: Curriculum Map

Appendix B: Educational Framework (undergraduate courses)

Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

BSc honours Specialist Dental Nursing Practice

Modules																			
Level	Title	Code	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4
4	Restorative Practice		TD A	DA	TD A			TD A	T D				TD A	D		TA	DA		
4	Oral Health Education		TD A	TD A	DA			TD A	T D				TD A	D		DA			
4	Reflective Practice & Professional Behaviours		TD A	TD A	DA			D	D A				TD A	DA		TD A			
5	Quality & Governance in Dentistry				TD A	D				TA	D			TD A			TD A		
5	Research Methods in Context in Dentistry				D	TD				TD A	D			DA			DA	DA	
5	Conscious Sedation Nursing in Dentistry				DA	TD A				D	DA			TD A			DA		

5	Health Psychology in Dentistry					TD A				DA	TD A			DA			D	DA	
5	Special Care Nursing in Dentistry				DA	TD A	D			TD	DA			TA			TD		
5	Implant Nursing in Dentistry				TD A	TD A				DA	D			TD A			TD A		
5	Radiography Nursing in Dentistry				TD A	TD A				D	DA			DA			TD A	DA	
5	Oral Cancer				TD A	TD A				TA	DA			TD A			DA		
5	Leadership & Management					DA	D			TD A	DA			DA			DA	TD A	
6	Research and Evidence Based Practice in Dentistry					DA	TA			DA	D	TD A			T D		D		TD A
6	Change Management in Dentistry			DA		TD A	D A					TD A		DA	D		D		DA
6	Service Development and				TD A	DA	D A				TD A	DA		DA	D A				DA

	Quality Improvement in Dentistry																		
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Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u></p> <p>All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>	<p>This is achieved through the practice modules, where students will have access to patients, carers and clinicians in the provision of care.</p> <p>Each student will have a named mentor for the duration of the degree.</p> <p>Pastoral and mentoring support will be provided by the year leads. Support is also available from our safeguarding lead.</p>
Embedded learning development	<p><u>Support for transition and academic preparedness</u></p> <p>At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the</p>	<p>This is developed in the restorative module as part of the module introduces the learner to academic writing. The Reflective Practice and Professional Behaviours module builds on this and supports the learner's development of academic writing by introducing critical thinking in academic writing. The Reflective Practice and Professional Behaviours, module is based on self-reflection and the learner's ability to critically analyse</p>

	learning development to aid in the transfer of learning.	their own practice and professional behaviours.
High impact pedagogies	<p><u>Group-based learning experiences</u></p> <p>The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to professionalism and inclusivity. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p>	<p>The Oral Health module embeds communication throughout support the student's development in communicating with team members and patients. This module also includes developing and delivering events for showcasing oral health information.</p> <p>The Restorative and Oral health modules include group-based delivery where students will work with their peers to develop their professional behaviours in relation to patient pathways.</p>
Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u></p> <p>All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>	<p>All materials will be available on Moodle and will be individualised for students through assessment at the beginning of the course, to support students with additional learning needs. Narrated presentations will be produced with transcripts. Reading material will be individualised for students who require audio.</p>
Assessment for learning	<p><u>Assessment and feedback to support attainment, progression and retention</u></p> <p>Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative</p>	<p>All modules include some form of formative assessment. Students undertaking level 4 will receive full feedback on formative assessment. The PBLRs will be reviewed at intervals during the module to provide the student with sufficient support and</p>

	<p>assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to excellence.</p>	<p>feedback to develop their practice. The mentors will meet with the student to provide additional support. The tutor will include end of session discussion to assess the students understanding and decide whether there is a requirement for group or individual support.</p>
High impact pedagogies	<p><u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage creativity and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	<p>Reflective Practice and Profession Behaviours introduces students to research, as they are required to learn the different methods of reflection. The research Methods module is delivered at level 5 and this gives a greater depth into research. The Research in Context module at level 6 gives the students the opportunity to see how a research project is developed.</p>
Curricula informed by employer and industry need / Assessment for learning	<p><u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in</p>	<p>Throughout the degree programme students are required to develop their professionalism through workplace assessments, multidisciplinary working. This will include podcast presentations and events, which will stretch and</p>

	<p>real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including excellence, professionalism, integrity and creativity. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>	<p>challenge the students creativity. The events planning will support the students ability to network with external clients in a professional manner, and the student will have to create an effective presentation to engage their audience when delivering valid and accurate information.</p>
<p>Inclusive teaching, learning and assessment</p>	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to inclusivity enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	<p>Through the delivery of the programme, tutors will ensure there is a variety of pictorial examples of different conditions, being inclusive of all backgrounds. Clinically the student will have patients from all diverse backgrounds. This will support their learning and understanding of inclusivity in patient pathways.</p>
<p>Curricula informed by employer and industry need</p>	<p><u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, professionalism and integrity. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>	<p>The degree programme will incorporate many different aspects of work-based learning. The practical modules will allow the student to develop their skills and knowledge of specialised dental nursing, which will allow them to practice their specialism in the workplace once qualified. The PBLR will allow the student to develop their clinical practice in line with the standards developed by the General Dental Council (GDC).</p>

<p>Embedded learning development</p>	<p><u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p>	<p>Within the degree programme, students will complete reflective accounts, presentations, case studies, podcasts, posters, projects, practical assignments and will understand how to undertake research. The formative assessments will receive feedback and support them to complete their summative assessments. Students will receive handbooks for each module.</p>
<p>High impact pedagogies</p>	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional workplace settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including</p>	<p>Working with the multidisciplinary teams within a clinical setting where they will see complex patient pathways where care will be individualised. The student will have the opportunity to individualise with the clinician to develop under their scope of practice with the GDC patient care, they will support with communicating with patients and the wider team. Within the classroom students will carry out group</p>

	inclusivity , communication and networking.	work to stretch and challenge and will be able to have peer-to-peer feedback. They will also complete peer-reporting at level 5.
Assessment for learning	<u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. A holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	Throughout the degree there will be a range of assessments at each level. Using the formative assessments to support individual students with feedback for the student to be able to complete their summative assessments. At the start of the degree we will complete an induction where we will meet with each student to assess verbally any support they may need to complete.
Curricula informed by employer and industry need	<u>Career management skills</u> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of excellence and professionalism .	The course is to develop dental nurses into specialist dental nurses, within management and leadership, clinical specialist roles and research. This gives each student the development of professionalism and excellent skills, during the degree there will be extra-curricular activities, which will include talks from staff around career opportunities.
Curricula informed by employer and industry need /	<u>Capstone project/dissertation</u> The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also	The Quality/Service project will bring together the learning through the degree, using skills knowledge, which has stretched and challenged

Assessment for learning / High impact pedagogies	provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including professionalism, integrity and creativity .	the student to develop. The modules the student have learnt will be used within the project, such as Research Methods and Context, Change Management, Quality and Governance and Reflective practice and Professional Behaviours. The clinical modules will support their learning to develop the Quality/Service Project.
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Appendix C: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 6
1 Supporting the development and recognition of skills through the personal tutor system.	Through their Mentor meetings, discussions will take place to develop and recognise skills where they can have a planned approach to improve.
2 Supporting the development and recognition of skills in academic modules/modules.	Through tutor feedback, the student will be able to develop a plan.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	The student will need to complete a plan within the modules that have a PBLR, the student will be able to assess their own skills and development to be able to recognise areas for development.
4 Supporting the development and recognition of skills through research projects and dissertations work.	During the Research Methods and Research in Context the student will be able to develop their learning and recognise within other modules where

	support is needed in their learning, ready for their final project.
5 Supporting the development and recognition of career management skills.	Through the degree the student will have the opportunity to develop their skills and during their mentoring meetings will be able to discuss their future career plans.
6 Supporting the development and recognition of career management skills through work placements or work experience.	The degree supports the student within their own work placements, where they will be developing communication, professionalism and practical skills. The student will need to recognise where further support is needed to be able to develop their skill sets and to ask for further support.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	The student is required to review the extracurricular activities planned for the semester, and choose which ones are applicable for their development, and use the LSBU site for further activities.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	During the degree the student will need to plan and complete a minimum of 10 hours a year as per the GDC requirements within their dental nursing role.
9 Other approaches to personal development planning.	The student will need to network with multidisciplinary teams and look at different ways to develop their personal plan.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Within modules there are self-reflection assessments, peer-to-peer reviews, which will support the student to plan their own evaluation of their knowledge and skills, these assessments are electronic. However, the student can have their own personal plan as a paper-based or electronic log.

Appendix D: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark grade or

General Dental Council	This is the governing body for dental care professionals, sometimes referred to as the GDC
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higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version; for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into
Standalone modules	A module available outside of the 4-year degree programme
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions