

**Course Specification**

**COVID STATEMENT**

We are committed to ensuring your training continues during the COVID pandemic whilst ensuring the safety of our students and patients. We continue to follow government guidance and work with all relevant stakeholders, we will communicate any changes to you as soon as possible.

<b>A. Course Information</b>			
<b>Final award title(s)</b>	BSc (Hons) Dental Therapy		
<b>Intermediate exit award title(s)</b>	Certificate in Oral Health Studies Dip HE Oral Health Studies		
<b>UCAS Code</b>		<b>Course Code(s)</b>	DT – 5621
	London South Bank University		
<b>School</b>	<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		
<b>Division</b>	Radiography and Operating Department Practice		
<b>Course Director</b>	Richard Johnson (LSBU) and Sarah Balian (UCLH)		
<b>Delivery site(s) for course(s)</b>	<input type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input checked="" type="checkbox"/> Other: UCLH Hospitals / partners		
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify		
<b>Length of course/start and finish dates</b>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>
	Full time with placement	3	Jan
			2021 will be the only intake
	Full time with placement	3	September
		August	
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	Please complete the International Office questionnaire <b>No</b>		
<b>Approval dates:</b>	Course(s) validated	Yes	
	Course specification last updated and signed off	September 2023	
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	<b>General Dental Council</b> <a href="https://www.gdc-uk.org/docs/default-source/quality-assurance/preparing-for-practice-(revised-2015).pdf">https://www.gdc-uk.org/docs/default-source/quality-assurance/preparing-for-practice-(revised-2015).pdf</a>		
<b>Reference points:</b>	Internal	<ul style="list-style-type: none"> <li>• Corporate Strategy 2020 - 2025</li> <li>• School Strategy</li> <li>• LSBU Academic Regulations</li> <li>• Academic Quality and Enhancement Website</li> </ul>	

	External	<ul style="list-style-type: none"> <li>• QAA Quality Code for Higher Education 2018</li> <li>• Framework for Higher Education Qualifications</li> <li>• Subject Benchmark Statements</li> <li>• Competitions and Markets Authority</li> <li>• SEEC Level Descriptors 2021</li> <li>• Preparing for Practice (2015)</li> <li>• <a href="https://www.gdc-uk.org/docs/default-source/quality-assurance/preparing-for-practice-(revised-2015).pdf?sfvrsn=81d58c49_2">https://www.gdc-uk.org/docs/default-source/quality-assurance/preparing-for-practice-(revised-2015).pdf?sfvrsn=81d58c49_2</a></li> <li>• Standards of Education (2015)</li> <li>• <a href="https://www.gdc-uk.org/docs/default-source/quality-assurance/standards-for-education-(revised-2015).pdf?sfvrsn=1f1a3f8a_2">https://www.gdc-uk.org/docs/default-source/quality-assurance/standards-for-education-(revised-2015).pdf?sfvrsn=1f1a3f8a_2</a></li> <li>• OfS Guidance</li> </ul>
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<p>The BSc (Hons) Dental Therapy (DT) programmes aim is for graduates to become 'safe beginner' clinicians, registerable with the General Dental Council. Training is constructed to intertwine clinical skill with building a well-rounded and versatile clinician who is able to meet the demands of a changing population and driven by self-motivation.</p> <p>The programme offers a spiralling modular curriculum using a variety of innovative teaching and assessment methods. The underpinning ethos is to enhance student engagement and offer a genuine experience by using practices such as blended and problem-based learning. Working within 'real-life' placements ensuring students are prepared for different clinical care settings as well as alternative career pathways. One of the attractive points of these programmes is the early patient contact upon the successful completion of safety assessments within the first six months of training. Students are able to 'live' the experience of their theoretical training which a strong motivator to their training.</p> <p>Year one provides essential biomedical sciences and preclinical teaching and training, as linked with an introduction to personal and professional development and patient contact on the Periodontal Clinics. Aligned with this is the commencement of personal and professional practice which begins to raise personal self-awareness and expectations of registrants beyond the technical skills.</p> <p>Year 2 allows these skills to be applied in the clinical setting offering the students access to a variety of clinical settings. This year also see the introduction and implementation of the adult and paediatric restorative dentistry.</p> <p>Year 3 amalgamates the entire scope of practice building clinical confidence for the dental therapist in the new potential registrant. Transferable skills building are embedded within the curriculum and the final year offers opportunity to widen personal assets by developing management and leadership skills.</p> <p>This collaborative partnership looks to meet Health Education England's Advancing Dental Care initiative; meeting the altering needs of the population and offering the opportunity for skills development and longevity within the dental workforce</p>	
<b>Course Aims</b>	<p><b>The BSc (Hons) Dental Therapy aims to:</b></p> <ol style="list-style-type: none"> <li>1. Deliver a stimulating and adult learner led learning environment</li> <li>2. Deliver professionals who demonstrate subject knowledge and applications of these in real-life life settings</li> <li>3. Yield registrants who can demonstrate the completion of the learning outcomes mandatory for registration with the GDC.</li> <li>4. Develop competence in the clinical skills of a dental therapist</li> <li>5. Create opportunities to participate in active team working</li> </ol>	

	<p>6. Harness the student's– communication, critical, analytical thinking and research skills</p> <p>7. Prepare students with transferable skills for employability, life-long learning and ensuring longevity within the dental profession</p> <p>8. Foster the utmost standards in knowledge, skills and professional standards as expected by the profession and public of any health care professional.</p>
<p><b>Course Outcomes</b></p> <p><b>Learning</b></p>	<p>a) <b>Students will have knowledge and understanding of:</b>  <b>A1-</b> Critical understanding of fundamental scientific theories concerning clinical dentistry and general health of individuals and populations.  <b>A2-</b> The critical understanding of public health interventions, group and individual behaviour management and communication strategies.  <b>A3-</b> The necessary non-clinical practices involved in the provision of patient services, such as GDC Standards, professional values and applicable legislation.  <b>A4 –</b> the basic principles of learning theories, reflection and the motivation to be self-directed life-long learners</p> <p>b) <b>Students will develop their intellectual skills such that they are able to:</b>  <b>B1-</b> Collect, analyse and interpret data to actively follow patient care plans and demonstrate effective clinical judgements and decision making for areas within the scope of practice.  <b>B2-</b> Demonstrate critical analytical skills to contribute to the delivery of evidence-based clinical practice.  <b>B3-</b> Apply evidence-based queries to clinical practice, decision making, learning practices, reflection and transferable skills such as problem-based learning.  <b>B4 –</b> Widen views on current developments, issues and challenges in dentistry and the delivery of healthcare.</p> <p>c) <b>Students will acquire and develop practical skills such that they are able to:</b>  <b>C1-</b> Demonstrate clinical competence in the overall clinical and technical skills necessary to deliver safe clinical care expected within the scope of practice for a dental therapist.  <b>C2-</b> Delivery of patient care within the regulatory framework established by LSBU and UCLH.  <b>C3-</b> Demonstrate clear communication skills with patients, their families, colleagues and peers involved with patient care delivery through different media.  <b>C4 –</b> Demonstrate application of an evidence-based approach to clinical practice and self-development.  <b>C5 –</b> Undertake an independent research assignment under staff supervision.</p> <p>d) <b>Students will acquire and develop transferrable skills such that they are able to:</b>  <b>D1-</b> Demonstrate endorsement of high personal and professional values.  <b>D2-</b> Work autonomously intertwined with the ability to adapt and work within a team and provide an appropriate level of leadership.  <b>D3-</b> Collect, analyse and communicate data in an efficient manner that demonstrates critical and reflective thinking to solve problems.  <b>D4 -</b> Use contemporary methods of electronic communication and information management</p>

**C. Teaching and Learning Strategy**

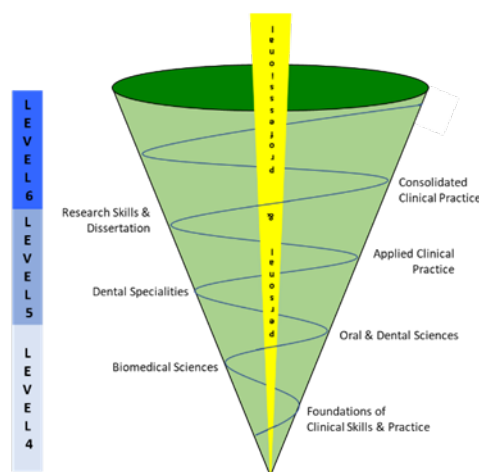
The programme adopt a spiralling modular approach to the delivery of its content allowing the opportunity for progressive upskilling and revisiting vital aspects of dentistry, allowing for key areas to be embedded within the three years. Teaching and learning activities are patient and student-centred providing opportunities for genuine

and contextual learning. A variety of teaching and learning methods (blended learning) are used throughout the programme. These are designed to match the learning outcomes and to provide each student with experience of methods best suited to their own learning style, supporting the move to an independent and self-directed mature learner. Teaching and learning methods include: discussion, debate, small group work, seminar presentations, reflection at various stages, context-based learning (also referred to as problem-based learning), and flexible, distributed learning (FDL) using Moodle. Exposure to multisource feedback and contemplative pedagogy approaches lends itself to support reflective practice and the development of 'self'. Each module will facilitate the further development of literacy and I.T. skills, as well as the development of other key lifelong learning skills, and both tutors and students will monitor and evaluate this development via a Personal and Professional Development Portfolio (PDP).

Teaching and learning processes ensure:

- Promotion of teaching and learning in a supportive yet challenging environment enriched by original scholarship and research.
- Encouragement of students to become independent learners and to take responsibility for their own learning during their studies and beyond, as part of lifelong learning, i.e. Self-directed learning
- Achievement of the highest possible quality in educational provision, as judged by the relevant internal and external performance indicators.
- Provision of the best possible range of modern learning resources appropriate to the needs of students and staff, and relevant to the programmes of study.
- Utilisation of the potential of Information and Communications Technology (ICT) to facilitate flexible approaches to teaching, high quality learning and assessment, both on and off campus.
- Enhancement in all students - the development of powers of critical thought, reflection and the ability to express themselves orally and in writing.
- Encouragement of students to become reflective; recognise and record the development of their own skills, and to be aware of the importance of these skills/qualities in the development of their academic and professional careers.

A combination of teaching and learning methods (blended learning) are used throughout the programme with a heavy emphasis on Technology Enhanced Learning (TEL) and clinical placements. TEL is part of present and our future to ensure stability and consistent training but also to use or enhance a plethora of teaching and learning techniques.



Teaching and learning methods include: discussion, debate, small group work, seminar presentations, reflection at various stages, context-based learning (also referred to as problem-based learning), flipped teaching and flexible, distributed learning (FDL) using Moodle.

By having a heavily weighted ethos of personal and professional development unpinning the entire programme students are able develop the skills to of undertaking the reflective cycle in all contexts whether clinical or academic.

This culminated with multisource feedback and contemplative pedagogy approaches lends itself to support reflective practice and the development of 'self' and drawing out life-long skills.

**Staff delivery:**

Academic staff teaching the programme bring a wealth of experience hosting a breadth of postgraduate expertise, holding positions as Consultants, specialists, frontline clinicians, employers, with the GDC and on professional societies. Staff have access to initial training in the pedagogy of higher education. Staff are supported to respond as and when necessary to changing patterns of student need and student recruitment. Staff are compliant with the educational standards of training and have access to ongoing training and development within the pedagogy of higher education

**Year One**

Year one establishes the foundations of clinical practice and patient care delivery, principally life sciences and developing clinical skills in a simulated setting. This is coalesced by development of personal and professional skills such as introduction to self-awareness and commencement of reflective skills.

**Year Two**

Year 2 builds on these acquired skill-sets, enabling students to apply it in the real-world and introduces them to the dental specialties; where they will harvest appreciation of local and larger scale context. Return to simulation training presents with development in skills in adult and paediatric restorative dentistry allowing access to clinical service with this skills set.

Clinical experience take place within the mixture of primary and secondary care settings allowing for a multitude of experiences and widening career opportunities.

**Year Three**

Consolidates learning and cultivates competence in technical and leadership skills, whilst developing research skills and preparing for independent practice.

**D. Assessment**

The programme is structured in a modular framework encompassing a mixture of formative and summative assessments. The summative assessments utilised are built on a Course-Focused design. There is a focus on having a student-centred approach to designing the course and its assessment. In conjunction to assessing the learning outcomes the assessment framework is driven by 'who the student will become', it is imperative the students make connections across modules, enhancing their meaning and drive. By adopting this process reduces the risk compartmentalising modules, unnecessary duplication of assessment (reducing risk of over assessment in some learning outcomes), allows connections through the different levels of learning and reduces assessment 'bunching' and burden upon the student.

The formative and summative assessments have been selected to ensure the appropriate level of knowledge being achieved corresponding to each year group. Principles of patchwork assessments allow the piecing together of several pieces of assessment contributing to a final summative assessment. Using this process places an emphasis on being:

- Student - centred, inclusive, personalised, and contextualised within the real world
- Continuous justification throughout, therefore developing skills of synthesis and reflection as part of an integrative learning process.
- The student needs to stitch together a justified and meaning of theory and practice.
- Reduces risk of student compartmentalising education and clinical care. Ensuring all GDC learning outcomes have been met and assessed to ensure registration
- Development of formative assessments in order to offer feedback regarding progress to students.
- Providing constructive and detailed feedback to students throughout the course to enable progression.
- Encourage and provide opportunities for students to develop and enhance transferable skill sets.
- Will promote the critical adaption of theoretical teaching to clinical and professional practice.
- Adopt the principles of inclusive assessment practice.
- Assess the learning outcomes for each module.
- Allows students to demonstrate an appropriate level of thinking for each year respectively
- Students and staff have a clear indication of the assessment strategy inclusive of University regulations and processes.

- Assessments have been designed to allow students to be pro-active and be participants in their own journey in developing their intellectual and clinical skills.

A variety of approaches to assessment will be utilised to balance the assessment methods and to promote different skills/abilities whilst reflecting the nature of the module subject.

#### **Formative Assessments:**

In the learning process, it is important that students are provided with regular opportunities to understand their own areas of strength and challenges in their knowledge, practical and clinical skills, communication, and teamwork and management. Formative assessments, may also offer opportunities to practice summative assessments, provide feedback which informs students how to improve performance. It is important students engage with formative assessment and consider feedback carefully.

#### **Summative Assessments:**

These assessments determine whether students have achieved the levels of knowledge and skills required to allow progression to the next stage of the programme and eventually graduate. These assessments are marked or graded, with the results to determine the level of pass to be awarded. Under university regulations students are entitled to a total of two attempts at these assessments (Assessments and Examinations Procedure).

#### **Practical Assessments:**

Prior to entering the clinical environment patient safety must be assured at the appropriate level by assessing academic and clinical competence. Various methods of assessment have been included to ensure measures are contextual and relevant to support the candidate transitioning from simulation to clinical service.

Throughout the programme students will be assessed in each practice placement against specific standard applicable for the year group. Competences are carefully designed at each level to facilitate progressive development.

Clinical Competencies are 'must pass' summative assessments. These must be passed within a specified time frame, but the results are not graded, and unlike other summative assessments there is no limit on the number of attempts. They usually relate to the attainment of specific skills required for progression and may include performance of prescribed tasks. As with summative assessments these have a formative element to help to guide student progress.

The range of assessments reflects the range of learning outcomes and achieve both self-knowledge and offers the opportunity to monitor abilities and progression.

- Written examination papers
- Written case studies
- Reflective writing
- Presentations (individual and group)
- personal and professional development portfolio
- Practice Based Learning Record
- OSCE (Objective Structured Clinical Examinations)
- Dissertation
- Case based discussions
- Case Presentations (seen and unseen)
- Clinical log-books (continuous clinical assessment)
- Assessments of Clinical Competence (ACC).
- Clinical targets
- Completion of all NHS mandatory training and basic life support to be able to graduate
- Assessments of Clinical Competence (ACC).
- Clinical targets
- Completion of all NHS mandatory training and basic life support to be able to graduate
- Group work

## E. Academic Regulations

The University's Academic Regulations apply for this course.  
The partnership of UCLH EDHEC requires conformations with LSBU quality assurances processes.

Interruptions, Withdrawals, Referrals and Deferrals

Sometimes things do not go plan and challenges may be encountered whilst students are in training. Any decisions regarding interruptions, withdrawals, referrals and deferrals would follow in accordance with LSBU's procedures.

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

- A Level BBC (must include Biology) or;
- BTEC National Diploma DMM in Science or professionally relevant subject or;
- Access to HE Diploma in Science or similar with 18 level 3 credits which must be in science; 18 Distinctions, 24 Merits and 3 Pass or;
- Equivalent level 3 qualifications also considered worth 112 points.
- Applicants must hold 5 GCSEs A-C including Maths, English and Science or equivalent (reformed GCSEs grade 4 or above).
- Applications are welcome from those with a nationally recognised dental nursing qualification, 2 years relevant dental experience and a further level 3 qualification worth 32 points which must include science and level 2 maths and English.

**IELTS:**

- All students whose first language is not English, must have IELTS -Academic English language proficiency at a minimum of IELTS band 7.0 in each component (must be within two year validity).

Application vis UCAS and following the admission and enrolments procedure 2019

[http://www.lsbu.ac.uk/data/assets/pdf\\_file/0008/84356/admissions-enrolment-procedure.pdf](http://www.lsbu.ac.uk/data/assets/pdf_file/0008/84356/admissions-enrolment-procedure.pdf)

### **LSBU (School of Health and Social Care) APL/ AP(E)L / RPL Policy**

Credit awarded by another higher education provider may in certain circumstances contribute to the credit required for a London South Bank University award. For credit to be transferred, the learning must be relevant to the course for which the claim is being made. The learning must also have been at a comparable academic level and must have been assessed.

Any credit transferred from another provider must be equal to, or less than, the amount of credit awarded by the LSBU. The transferred credit can be reduced if the learning is not relevant to the course, or is out of date.

- At least half of the credit required for an award of the university must normally be accumulated as a result of learning assessed at London South Bank University.
- Requests for the transfer of credit are delegated to the individual schools which establish appropriate processes. When considering such requests, the school will:
  - confirm (against a transcript of credit or award certification) that the learning activity has been given a credit rating (for example 20 credits at Level 5) or judge the level and amount of credit on the basis of the year and volume of study at another UK institution (by reviewing course content and learning outcomes) or confirm the level and volume of study successfully undertaken in an overseas university or similar institution;
  - keep a record of the consideration of the claim;
  - ensure that any award of transfer of credit is entered on the student record system and that the information is made available to the relevant award and progression examination board.
- If students have undertaken relevant certificated learning and wish to claim for transfer credit, they will discuss this with, and provide evidence to, the appropriate course director. They are required to provide a transcript from the education institution where they studied. This transcript should provide evidence of;
  - Registration
  - Name of the course/module(s) studied
  - Date of successful completion
  - Number and level (diploma/degree/masters) of academic credits
  - Academic level.
- In addition to the transcript, students need to provide a copy of the module documentation that shows the module aim; objectives or learning outcomes; content; academic level and assessment. This detail is required to determine the match against the module claimed.
- If the course director agrees the transfer credit, the decision is reported to the relevant Subject Area Examination Board and/or Examination Board using the approved Registration of Transfer Credit Form
- Normally students transferring credit for entry or core modules need agreement from the course director and ratification from the examination board prior to registration on the course.
- Normally students will complete the transfer process for all other modules within their first semester of study.
- Currently there is no charge to students for transfer of credit.
- Students apply for standard stage of a course that includes the module to have credit brought in against. Prior to enrolment, the Course Director should confirm in writing to the applicant that a transfer of credit will be accepted against the module(s) in question. The applicant will then bring this letter with them to enrolment and this will be noted so that the fees team do not charge for this module. Once enrolled, the course director/course administrator can present the transfer of credit form for ratification by the Chair of Exam Board. This decision is then uploaded onto the student record.

### **G. Course structure(s)**



## Course structure for BSc (Hons) Dental Therapy

Module Code	Module Title	Credits
	<b>Semester 1</b>	<b>Semester 2</b>
<b>Year 1 (Level 4)</b>		
HED_4_001	Biomedical Science	20
HED_4_003	Oral and Dental Science	40
HED_4_002	Foundations in Clinical Skills and Practice	40
HED_4_004	Personal and Professional Practice 1	20
<b>Year 2 (Level 5)</b>		
HED_5_001	Applied Clinical Practice - Dental Therapy	40
HED_5_003	Dental Specialities	60
HED_5_004	Personal and Professional Practice 2	20
<b>Year 3 (Level 6)</b>		
HED_6_001	Consolidated Clinical Practice - Dental Therapy	60
HED_6_002	Personal and Professional Practice3	20
HED_6_003	Research & Dissertation	40

## Assessment Schedule

### BSc (Hons) Dental Therapy

#### Assessment Schedule Year 1 – 3

LEVEL 4		SEMESTER 1	Week	SEMESTER 2	Week	
Biomedical Science	Formative	E-Assessments, Group activities				Personal
	Summative			E-Assessments 100%	7	
Oral & Dental Science	Formative	Individual and group presentations, case-based discussions, interactive quizzes, 3 way summaries, peer assessments, written assessments, EMI's and MCQ's.				
	Summative			E-Assessment 100%	16	
	Formative	Short answer questions, quizzes, case discussion, written projects and presentations				

<b>Personal &amp; Professional Development 1</b>	Summative		Reflective case Study (2000 words) 100%	15
	Formative	Simulated clinical training, group work, presentations, clinical observations, E-Assessment (Multiple Choice, Short answer, True and False)		
<b>Foundations of Clinical Skills and Practice</b>	Summative		Practical Examination Pass/Fail- Practice Based Learning Record (Foundations) Submission Pass/Fail	41
	Summative		-E-Assessment 50%	43
	Summative		-OSCE 50%	44

LEVEL 5		SEMESTER 1	Week	SEMESTER 2	Week	
<b>Applied Clinical Practice - Dental Therapy</b>	Formative	Cased Based discussions, group work and presentations Problem based learning, case studies, debates				
	Summative			E-Assessment 40%	12	<b>Personal &amp; Professional Development Portfolio</b>
				Unseen Case Viva 20%	13	
				E-Assessment 40%	13	
				Practice Based Learning Record (Restorative) Pass/Fail	15	
				Practice Based Learning Record (Clinical Application) Pass/Fail	44	
		Practice Based Learning Record (Radiology) Pass/Fail				
		Practical Skill Examination Pass/Fail				
<b>Dental Specialities</b>	Formative	Individual and group presentations, case-based discussions, problem-based learning workshops, interactive quizzes, peer assessments, written assessments and MCQ's.				

	Summative		Health Promotion Project 40%	9	
			Case Study Assignment Dental Public Health (3000 words) 60%	12	
			Practice Based Learning Record (Specialities) Pass/Fail	15	
<b>Personal and Professional Development 2</b>	Formative	Individual and group presentations, case-based discussions, problem-based learning workshops, interactive quizzes and peer review. To develop and submit a portfolio plan detailing how the student will be able to meet the required hours of learning for the module.			
	Summative		Critical Reflective 50%	10	
			Quality Improvement Project 50%	11	

LEVEL 6		SEMESTER 1	Week	SEMESTER 2	Week	
<b>Consolidated Clinical Practice -Dental Therapy</b>	Formative	Problem based learning, clinical experience, groups discussions, presentations and reflective discussions				
	Summative			OSCE 30%	40	
				Written Unseen Case Study Assignment –Clinical Case 40%	40	
				Unseen Viva Case Study Clinical Case 30%	40	
				Practice Based Learning Record (Consolidation) Pass/Fail	9	
<b>Research Skills &amp; Dissertation</b>	Formative	Required to submit a research proposal as part of the dissertation project to obtain feedback and further develop. Class discussions and workshops				
	Summative			Dissertation 80%	10	
				Presentation 20%	11	
<b>Personal &amp; Professional Development 3</b>	Formative	Individual and group presentations, case-based discussions, problem-based learning and peer reviews.				
	Summative			Critical Clinical Based Reflective Writing 2500 words 100%	39	

Personal & Professional Development Portfolio

## BSc (Hons) Dental Therapy

### Year 1 Indicative Timetable Dental Therapy

<b>Date</b>	<b>Week</b>	<b>Activity</b>
11/01/202 1	25	Intro Week
18/01/202 1	26	Teaching
25/01/202 1	27	Teaching
01/02/202 1	28	Teaching
08/02/202 1	29	Teaching
15/02/202 1	30	Teaching
22/02/202 1	31	Teaching
01/03/202 1	32	Teaching
08/03/202 1	33	Teaching
15/03/202 1	34	Teaching
22/03/202 1	35	Teaching
29/03/202 1	36	Easter
05/04/202 1	37	Easter
12/04/202 1	38	Easter
19/04/202 1	39	Teaching
26/04/202 1	40	Teaching
03/05/202 1	41	Teaching
10/05/202 1	42	Teaching
17/05/202 1	43	Teaching
24/05/202 1	44	Exam / Teaching
31/05/202 1	45	Exam / Teaching
07/06/202 1	46	Exam / Teaching
14/06/202 1	47	Clinics
21/06/202 1	48	Teaching
28/06/202 1	49	Teaching
05/07/202 1	50	Clinics / Resits

12/07/2021	51	Clinics / Resits
19/07/2021	52	Clinics / Resits
26/07/2021	53	Teaching
06/09/2021	7	Exam / Clinic
13/09/2021	8	Clinic
20/09/2021	9	Teaching
27/09/2021	10	Clinic
04/10/2021	11	Clinic
11/10/2021	12	Clinic
18/10/2021	13	Teaching
25/10/2021	14	Clinic
01/11/2021	15	Clinic
08/11/2021	16	Exams
15/11/2021	17	Teaching
22/11/2021	18	Clinic
29/11/2021	19	Clinic
06/12/2021	20	Clinic
13/12/2021	21	Clinic
20/12/2021	22	Clinic

### Year 2 Indicative Timetable - Dental Therapy

Date	Week	Activity
10/01/2022	25	Clinic
17/01/2022	26	Teaching
24/01/2022	27	Simulation / Clinic
31/01/2022	28	Simulation / Clinic
07/02/2022	29	Simulation / Clinic
14/02/2022	30	Simulation / Clinic
21/02/2022	31	Teaching
28/02/2022	32	Simulation / Clinic
07/03/2022	33	Simulation / Clinic
14/03/2022	34	Simulation / Clinic

21/03/2022	35	Teaching
28/03/2022	36	Simulation / Clinic
04/04/2022	37	Easter
11/04/2022	38	Easter
18/04/2022	39	Teaching
25/04/2022	40	Simulation / Clinic
02/05/2022	41	Simulation / Clinic
09/05/2022	42	Simulation / Clinic
16/05/2022	43	Exams / Teaching
23/05/2022	44	Clinic
30/05/2022	45	Clinic
06/06/2022	46	Clinic
13/06/2022	47	Clinic
20/06/2022	48	Teaching
27/06/2022	49	Clinic
04/07/2022	50	Clinic
11/07/2022	51	Clinic
18/07/2022	52	Teaching
05/09/2022	7	Clinic
12/09/2022	8	Clinic
19/09/2022	9	Exam / teaching
26/09/2022	10	Exam Submission / Clinic
03/10/2022	11	Exam Submission / Clinic
10/10/2022	12	Exam / Clinic
17/10/2022	13	Exam / Teaching
24/10/2022	14	Clinic
31/10/2022	15	Clinic
07/11/2022	16	Clinic
14/11/2022	17	Clinic / Resits
21/11/2022	18	Teaching
28/11/2022	19	Clinic
05/12/2022	20	Clinic
12/12/2022	21	Clinic
19/12/2022	22	Teaching

**Year 3 Indicative Timetable - Dental Therapy**

<b>Date</b>	<b>Week</b>	<b>Activity</b>
09/01/2022 3	25	Simulation / Clinic
16/01/2022 3	26	Teaching
23/01/2022 3	27	Simulation / Clinic
30/01/2022 3	28	Simulation / Clinic
06/02/2022 3	29	Simulation / Clinic

13/02/2023	30	Clinic
20/02/2023	31	Teaching
27/02/2023	32	Clinic
06/03/2023	33	Clinic
13/03/2023	34	Clinic
20/03/2023	35	Teaching
27/03/2023	36	Easter
03/04/2023	37	Easter
10/04/2023	38	Clinic
17/04/2023	39	Teaching
24/04/2023	40	Clinic
01/05/2023	41	Clinic / Exam submission
08/05/2023	42	EXAMS
15/05/2023	43	Teaching
22/05/2023	44	Clinic
29/05/2023	45	Clinic
05/06/2023	46	Clinic
12/06/2023	47	Clinic
19/06/2023	48	Teaching
26/06/2023	49	Clinic / Resits
03/07/2023	50	Clinic / Resits
10/07/2023	51	Clinic
17/07/2023	52	Clinic
24/07/2023	53	Teaching
04/09/2023	7	Clinic
11/09/2023	8	Clinic

18/09/2023	9	Teaching / PBLR Submission
25/09/2023	10	Recess - Dissertation Submission
02/10/2023	11	Recess - Dissertation presentation
09/10/2023	12	
16/10/2023	13	
23/10/2023	14	Resits
30/10/2023	15	
06/11/2023	16	
13/11/2023	17	
20/11/2023	18	
27/11/2023	19	
04/12/2023	20	
11/12/2023	21	

**Placements information (please refer to Practice Placement Document)**

Throughout the semesters of the course, placement- based learning plays a central role in the preparation of students for professional practice. Experiential learning opportunities will be included in throughout the course and become central during placements. This ensures an integrated approach to theory, practice and professional development. Varied opportunities, for students to practice and develop practitioner skills, are central throughout the duration of the BSc (Hons) Dental Therapy at London South Bank University.

Clinical placements and their associated objectives and competencies are developed in an upwardly spiralling fashion, gradually requiring the student to learn about and develop competence in more complex aspects of the clinical process. In order to do this, the student needs to be provided with opportunities to draw on the range of subjects studied in a number of different modules, and to synthesise this knowledge, using it to respond to clinical problems.

By the end of the course students will be expected to deal with all aspects of the clinical process and to manage complex cases, enabling them to be recognised as competent to enter practice.

The clinical elements enable a gradual building of competence, through the three strands of knowledge, skills and attitudes.

Clinical placements aim to:

- Provide a cognitive framework for future learning
- Give support to, and extend, university-based learning
- Develop interpersonal skills within the work context
- Enable the application of knowledge and the development of skills relevant to clinical practice
- Explore issues as they relate to professional practice
- Ensure that learners understand and are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.
- Foster the development of an evidence based, evaluative and reflective approach to professional skills and continuing professional development
- Ensure that, on completion of the programme, learners meet the standards of proficiency to register with



the General Dental Council.

### Teaching and Learning on Clinical Placements

A range of teaching and learning methods can be employed which are effective in experiential placement-based learning. There is an emphasis on guided observation, hands on experience and reflection. Regular feedback and goal setting are seen as essential components in the student's learning experience on placement. Students will need time to plan clinical sessions, prepare material, write case notes and reports. Regular opportunities should be provided for the student to discuss case management and receive feedback on progress in an appropriate way. All feedback must be detailed and constructive, supporting the on-going development of the student, placement and associated working relationships. Any concerns must be directed to the personal tutors or to the Programme Lead to enable appropriate follow up.

University College London Hospital (UCLH) is a centre of excellence providing specialist clinical dental services for the Central and North West London.

As part of the students training, they will be rotate at the clinics offered by the Dental Hospital, conducting most of the treatment under close supervision from highly qualified and experienced dental staff. The specialties that students will interact with include:

- Special Care Dentistry
- Oral Medicine
- Restorative Dentistry
- Pediatric Dentistry
- Orthodontics
- Oral Surgery
- Dental Radiology

As students' progress through their dental training, they will attend 'out-reach' placements that partner with UCLH Trust, this includes but is not limited to primary and further secondary dental care settings. All placements continue to be supported under the direct supervision of a highly qualified dental teaching team.

Access to various clinical sites at UCLH or partners is mapped against the skills of the year group cohorts.

### BSc (Hons) Dental Therapy

<b>Year 1</b>	<b>June / July</b>
	Periodontal Clinics Primary Care practice placements
<b>Year 2</b>	<b>January</b>
	Periodontal Clinics Special Care Dentistry Oral Medicine Restorative Dentistry Paediatric Dentistry Orthodontics Oral Surgery Dental Radiology Primary Care practice placements
<b>Year 3</b>	<b>January</b>
	Periodontal Clinics Restorative Dentistry Community Dentistry Out-reach placements Primary Care practice placements

### H. Course Modules

All modules are compulsory and progression is dependent on completion of pre-requisite modules. The vocational nature of dentistry requires its clinicians to have adequate knowledge of a vast range of areas and must be competent across the breadth of general dentistry. The different assessments and components within assessments evaluate different learning outcomes. Therefore, compensation of marks across different assessments is rarely appropriate, and students must pass all parts of assessments. The individual components of each assessment must also be passed without compensation.

#### **I. Timetable information**

The programmes run as full time course and students are notified of their timetables by the virtual learning platform. Teaching and clinical scheduling takes place in blocks to ensure stability, consistency and equality of experience in the different practice placements.

#### **J. Costs and financial support:**

##### **Costs not included in tuition fee:**

DBS check prior to commencement  
DBS ongoing subscription  
Travel expenses between sites and satellite clinics  
Graduation costs – gown hire etc  
GDC registration  
Books (should you wish to purchase your own copies)  
Library fees and fines  
Personal photocopies  
Printing course handouts  
Society membership fees  
Stationery

##### **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: Personal Development Planning (postgraduate courses)  
Appendix D: 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 (Hons) Dental Therapy

Level	Title	Code	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4
4	Biomedical Science	HED_4_001																	
4	Oral & Dental Sciences	HED_4_003																	
4	Foundations of Clinical Skills & Practice	HED_4_002																	
4	Personal & Professional Practice 1	HED_4_004																	
5	Applied Clinical Practice - Dental Therapy	HED_5_001																	
5	Dental Specialities	HED_5_003																	
5	Personal & Professional Practice 2	HED_5_004																	
6	Consolidated Clinical Practice - Dental Therapy	HED_6_001																	
6	Personal & Professional Practice 3	HED_6_002																	
6	Research Skills & Dissertation	HED_6_003																	

## Appendix B: 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	
1 Supporting the development and recognition of skills through the personal tutor system.	<ul style="list-style-type: none"> <li>• Each student is assigned a personal tutor for the duration of their whole course.</li> <li>• Students are scheduled two formal opportunities for 1:1 meetings with a personal tutor during each term.</li> <li>• The 'open door' policy allows - further meetings can be arranged if needed.</li> <li>• Outputs from the personal tutorial sessions feed through into Student Progress Committee meeting attended by the Course Director, Year and Module Leaders.</li> <li>• Students develop a formal, structured Professional Development Plan (PDP) in the early stages of the course which they work with throughout the modules and the Personal Professional Development Module.</li> <li>• Early use of a PDP reflects supports the student engagement in their own progression in encouraging self-reflection, action planning and self-monitoring. This process mirrors the recommendations from professional bodies encourage students to assess their own continuous professional development (CPD) using a portfolio.</li> </ul>
2 Supporting the development and recognition of skills in academic modules/modules.	<ul style="list-style-type: none"> <li>• Students are provided with feedback on formative and summative assignments and assessments throughout their course.</li> <li>• Additional support for study skills support can be addressed either via their own request or on the advice of a personal or module tutor.</li> <li>• Additional tuition can also be offered to a whole cohort where needed. Students are also guided to complete preparatory work where necessary prior to joining their course.</li> </ul>
3 Supporting the development and recognition of skills through purpose designed modules/modules.	<ul style="list-style-type: none"> <li>• Within each module both BSc courses assimilate:               <ol style="list-style-type: none"> <li>1. Study skills</li> <li>2. Academic writing skills</li> <li>3. Clinical skills</li> <li>4. Personal and professional development skills</li> </ol> </li> <li>• Each course includes a research skills module, and research skills are also integrated into other modules on each course (at varying skill set levels). This provides students with opportunities to develop their skills and knowledge in an incremental manner.</li> </ul>
4 Supporting the development and recognition of skills through research projects and dissertations work.	<ul style="list-style-type: none"> <li>• Each BSc course includes a final module which requires a dissertation or the design, implementation and reporting of a research project to explore clinical practice.</li> <li>• All modules completed prior to the final year 3 Research / Dissertation module would have presented and offered opportunity to undertake an spiralling approach to research skills</li> </ul>
5 Supporting the development and recognition of career management skills.	<ul style="list-style-type: none"> <li>• All BSc courses include the development of reflective skills, each module is underpinned with opportunities for the student to reflect on their work</li> </ul>

	<ul style="list-style-type: none"> <li>The PDP process requires students to reflect on their management of their own learning, in preparation for the later CPD requirements of their professional bodies.</li> <li>The Personal and Professional 3 module in Year 3 permits the building skills in the business of dentistry.</li> </ul>
6 Supporting the development and recognition of career management skills through work placements or work experience.	<ul style="list-style-type: none"> <li>The BSc include clinical training in the UCLH's advanced hospital own teaching clinics and observations in various departments of offered by the secondary care setting.</li> <li>Assessments/report writing encourage the development of reflective practice.</li> <li>This is also implemented in all practice placement or partnerships that are experienced as part of the programme.</li> </ul>
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	<ul style="list-style-type: none"> <li>Students are encouraged to get involved in their professional bodies and associations and to contribute to their activities – students on the programmes are supported to be members of the relevant professional associations.</li> <li>Opportunities are facilitated by the department to support students in attending conferences, and other events such as regional professional group meetings, that focus on practice and researching practice.</li> </ul>
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	<ul style="list-style-type: none"> <li>The culmination of reflective practice skills and research skills foster the attitudes required to continue with professional development.</li> <li>The PDP process in the final year of the practitioner training courses deliberately points students towards considering their future CPD once they are in practice. In the case of the online MScs, many students join these courses for the very purpose of promoting their continuing professional development.</li> </ul>
9 Other approaches to personal development planning.	<ul style="list-style-type: none"> <li>The multiple sources of feedback from assessments, clinical and academic experience presents with multiple opportunities to contribute to the students PDP</li> <li>Students are supported via different coaching programmes within the UCLH organisation – personal tutor meetings are based on the GROW approach and encourage the process of self-enquiry.</li> </ul>
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	<ul style="list-style-type: none"> <li>Approaches to recording learning through the activities can be electronic or paper-based to suit each student.</li> <li>PDPs and reflective reports are submitted for assessment purposes as electronic documents. Reflective journals may be kept electronically or paper-based according to students' personal preferences.</li> </ul>

#### Appendix D: Terminology

<b>awarding body</b>	LSBU as the provider awarding this degree.
<b>collaborative provision / partner</b>	a formal arrangement between LSBU and UCLH and partners to deliver the BSc in Dental Therapy organisation, allowing for the latter to provide higher education on behalf of the former

<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation (UCLH and partners)</b>	UCLH and partners delivers learning opportunities on behalf of LSBU
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	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

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	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
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	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
<b>professional body (General Dental Council)</b>	The regulatory body that governs all dental professionals
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	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
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	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)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	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
<b>workload</b>	see 'total study time'
<b>written examination</b>	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



