

**Student Handbook**

**Postgraduate Certificate  
In Primary Dental Care for  
Foundation Dentists 2015/2016**

## Centre for Professional Practice (CPP)

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CPP is a trans-disciplinary academic department focused upon flexible work-related learning within Higher Education. CPP is founded on the belief that employers can benefit from the University of Kent's academic and research excellence, quality teaching, design and delivery as well as development activities in order to create a positive change and to forge new knowledge within their organisations.

The Centre recognises and understands the individual needs of working professionals, who participate as non-traditional, part-time learners and the balance required between study and sector-specific requirements within which they operate. CPP programmes of study provide inclusive and coherent, educational and work-related opportunities. The taught sessions are delivered in a friendly, supportive and flexible academic environment, by an academic team with extensive professional practitioner experience. CPP works with an extensive range of external partners and employers to create distinct and original work-based and work-related developmental and educational solutions, which respond to the unique workforce challenges experienced by employees and organisations across the region and beyond.

For further information please visit: [www.kent.ac.uk/cpp](http://www.kent.ac.uk/cpp)

### **University of Kent**

Details of how to get to the Canterbury Campus, as well as a campus guide can be found at <http://www.kent.ac.uk/maps/canterbury/maps.html?tab=campus-maps>

### **Universities at Medway**

The University of Kent is part of a unique partnership that includes the University of Greenwich, Canterbury Christ Church University and Mid-Kent College, known collectively as Universities at Medway.

The four institutions share the specially developed Medway campus, adjacent to the Historic Dockyard at Chatham Maritime. The site was built originally as a naval base, HMS Pembroke, at the start of the 20th century. The University of Kent moved onto the Medway campus in 2005, and most of our buildings are new or have been completely renovated.

Details of how to get to the Medway Campus, as well as a campus guide can be found at: <http://www.kent.ac.uk/locations/medway/>

### **Health Education Kent Surrey and Sussex (HEKSS) Dental Department**

HEKSS is part of Health Education England, charged within the NHS with ensuring that the dental workforce in the South East of England is fully capable of delivering a high quality service to patients. It is a validated partner of the University of Kent and is thus able to deliver training courses that lead to academic as well as professional qualifications.

The main office is near London Bridge in South east London, and it commissions and provides education, training and workforce development in Education Centres in the trusts across the region.

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## Dates for the PG Cert in PDC for FDs Modules 2015-2016

Module Title	Dates	PG Cert Points of Contact and FD Training
WL 853 Dental Key Skills	Launch TBC 2015  <b>Provisional Submission Date: Wednesday 4 May 2016</b>	<b>PG Cert PDC for FDs Programme Director Professor Mike Mulcahy</b>  <b>Associate Dean for Dental Foundation Training Health Education Kent, Surrey and Sussex Huw Winstone</b>
WL 852 Dental Clinical Practice	Launch TBC 2015  <b>Provisional Submission Date: Wednesday 15 June 2016</b>	<b>PG Cert PDC for FDs Programme Director Professor Mike Mulcahy</b>  <b>Associate Dean for Dental Foundation Training Health Education Kent, Surrey and Sussex Huw Winstone</b>
WL 854 Dental Professionalism	Launch TBC 2015  <b>Provisional Submission Date: Wednesday 4 May 2016</b>	<b>PG Cert PDC for FDs Programme Director Professor Mike Mulcahy</b>  <b>Associate Dean for Dental Foundation Training Health Education Kent, Surrey and Sussex Huw Winstone</b>
<p>Details of the terms study days can be found at <a href="http://www.kssdeanery.ac.uk/dental">http://www.kssdeanery.ac.uk/dental</a>            For any further information please contact Dental Foundation Training Officer, Iris Handy by email: <a href="mailto:ihandy@kss.hee.nhs.uk">ihandy@kss.hee.nhs.uk</a></p>		
Provisional Dates for: <b>Student Staff Liaison Committees</b>	<b>Autumn: SSLCs Dates to be confirmed</b> 4 December 2015 East - TBC 18 September 2015 Coastal 27 November 2015 Central, October 2015 South (East 16 October 2015 West - TBC <b>Spring:</b> 29 January 2016 <b>Summer</b> 28 May 2016	
Provisional Dates <b>Board of Studies</b>	<b>Autumn:</b> TBC 2015 and 29 January 2016 Residential Maidstone	

<b>&amp; TPD meetings</b>	<b>Spring:</b> 26-28 May 2016 - BDA Conference, Manchester <b>Summer:</b> 10 June 2016, HEKSS <b>(Provisional)</b>
Provisional Dates <b>Board of Examiners</b>	28 <sup>th</sup> July 2016 TBC
External Examiner	Professor Jon Cowpe

## Introduction

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Welcome to Programme Handbook for the Postgraduate Certificate in Primary Dental Care for Foundation Dentists (PG Cert in PDC for FDs). This programme aims to provide you with a route to gain academic accreditation for your Foundation Dentist training and should be read in conjunction with the **HEKSS Dental Foundation Training Programme 2015-2016 Handbook**.

The Postgraduate Certificate in Primary Dental Care for Foundation Dentists programme will provide you with an opportunity to reflect – critically, systematically and collaboratively – on your current professional practice and consider how this may be enhanced in the interests of improved patient oral health outcomes.

In this handbook we aim to provide most of the information you will need for the sessions in 2015/2016. You are advised to read through the handbook to give you an overview of the programme and of the attendance and assessment requirements. If there are any queries please contact the Director of the PG Cert in PDC for FDs Professor Mike Mulcahy on [mike@themulcahys.org](mailto:mike@themulcahys.org) or the Academic Registrar by email: [dentalpgcert@kss.hee.nhs.uk](mailto:dentalpgcert@kss.hee.nhs.uk)

Any suggestions for extra information to include in the handbook in future years would be gratefully received.

## Aims of the Programme

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The PG Cert in PDC for FDs has been developed to apply theories, concepts and techniques of learning as they relate to the workplace. Students explore the nature of capability in a professional context including analysing problems and situations, the relative merits of alternative approaches and conceptualising and evaluating personal work in order to learn from experience.

The overall aims of the programme are to:

1. Provide a structured postgraduate academic training for dental foundation students within primary care practice that is designed to enable the student to combine academic study with clinical commitment through practice (work) based learning.
2. Develop critical analysis and evaluation skills, appraisal of best practice, through a variety of learning and assessment formats including clinical audit, enhancing and improving professional practice and ultimately the quality of patient care.
3. Create a supportive and challenging environment in which the student can enhance their skills of reflective practice.
4. Develop a critical understanding for Foundation Dentists of the professional ethics that apply to and exist within primary dental care practice.

5. Facilitate an ethos of academic understanding combined with a career pathway demonstrating the need for lifelong learning and continuing professional development, thereby improving the quality of patient care through practice based learning.
6. Enable the student to work independently and within a team to tackle complex issues and problems and act autonomously in resolving professional problems.
7. Develop a comprehensive and current knowledge of common clinical dental issues and appropriate sources of referral.
8. Facilitate the enhancement of a variety of skills in clinical and non-clinical disciplines at Level 7.

## Entry Requirements

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HEKSS Dental will administer the initial application process in terms of the potential applicants suitability for the programme in terms of the following criteria:

- Be involved in Dental Foundation Training in Primary Dental Care Practice.
- Be selected using a prior agreed open selection criteria as agreed by the Department of Health and the Dental School Deans Conference.
- Be currently registered with the General Dental Council.
- IELTS Level 6.5
- The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the course begins. There is no upper age limit.

Students/practitioners entering the course will be expected to demonstrate the following:

- Qualified dentists currently registered with the General Dental Council.
- The participants should be working in a NHS practice and enrolled on the HEKSS Foundation Dentist Year One Programme (Vocational Training).
- An enquiring approach to professional practice and a commitment to continued professional development.
- An ability to study at Postgraduate level.

## Programme Content

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The PG Cert in PDC for FDs offers a fresh and innovative work based, structured, postgraduate programme, specifically for primary dental care practitioners that will acknowledge, with an academic award, the successful the completion of Dental Foundation Training (DFT) Year. The programme as a flexible, modular format with blended learning approaches; designed to combine academic study, professional practice and blended learning techniques. The high standard of teaching is delivered by experienced specialist staff. The programme content promotes subject specific knowledge and competencies in preparation for entry into the recognised primary dental care career pathway.

Practice based learning is integral to the programme and emphasises wider learning opportunities as well as integrating the COPDEND (UK) Foundation Dentist Programme into a postgraduate scholarship. Practice based learning provides the context for the development of professional practice and provides the context for critical appraisal. There are two elements; the first is learning in the supportive structure of the training practice, the second is learning from others (the whole team and the trainer mentor). In

order to support this work based learning aspect both the practice and the prospective trainer are competitively appointed, quality assured and the trainer/ mentor trained in relevant educational aspects.

Within the practice based setting students will be expected to have seen a wide range of patients with a variety of treatment needs. All clinical work will be mentored and there will be feedback on a sessional basis through the use of a student E-Portfolio Development Plan. This practice based element is a unique aspect of the programme. Students will be located in Foundation training groups meeting weekly throughout the majority of the academic year, which will provide a structure in which skills, for example: communication, problem solving and information technology, can be continuously reviewed and enhanced.

## Programme Structure

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The PG Cert in Primary Dental Care for Foundation Dentists programme is designed to be studied on a full time basis for one year through blended learning, with a minimum of 30 days of teaching (7 hours /day) within the academic year.

The programme requires the students to undertake 3 x 20 credit taught core National Qualification Framework level 7 modules (60 credits in total). Modules cannot be compensated or condoned. Each 20 credits represents approximately 200 hours of student learning endeavour and assessment. Students must gain a mark of **50%** or above in each module for the PG certificate to be awarded. A Board of Examiners will recommend the award of PG Certificate with Distinction to a student/practitioner who achieves modules to the value of 60 credits with an overall average of 70% or above and a PG Certificate and recommend an award of Merit to a student who has achieved modules to the value of 60 credits with an overall average of 60% or above.

All modules in the PG Cert in Primary Dental Care for Foundation Dentists Post Graduate Certificate are mandatory and reflect the curriculum issued by the Committee of Postgraduate Dental Deans (COPDEND (UK)), outlined in the document 'Dental Foundation Training Curriculum.

Passing all of the required modules will result in the award of a Post-Graduate Certificate in Primary Dental Care for Foundation Dentists

<b>Stage 1 – PG Cert</b>				
<b>Required Modules</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Level of Study</b>	<b>Number of Credits</b>	<b>Term of delivery</b>
<b>WL 853</b>	Dental Key Skills	7	20	1 & 2& 3
<b>WL 852</b>	Dental Clinical Practice	7	20	1,2 & 3
<b>WL 854</b>	Professionalism within Dentistry	7	20	1 & 2& 3
<b>Award of Postgraduate Certificate</b>			<b>60 Credits</b>	

### **Access to Programme and Module Specifications**

You can access full copies of the 'Programme Specification' and Module Specifications for the PG Cert in PDC for FDs using the following links:

[http://www.kent.ac.uk/teaching/qa/collaboration/validation/profiles/hekss\\_dental.html](http://www.kent.ac.uk/teaching/qa/collaboration/validation/profiles/hekss_dental.html)

An abridged version of the Module Specifications can be found at the rear of this document for information.



## Assessment

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The programme is both academic as well as practical in its orientation: it aims to improve professional skills alongside those of academic analysis, synthesis and criticality. As a prime objective of the programme is to enhance professional practice, use is made of, at all stages, applied practice within the workplace and the focus is on the problems and possibilities for better professional standards in the workplace. You will be expected to demonstrate an appropriate level of conceptual, critical and analytical skills.

You will be expected to complete assignments for each of the modules in order to gain the credit.

To gain University credits for a module, each student must successfully complete the assignments. All assignments have an element of flexibility to enable students to research and discuss the areas of their own practice they find most interesting or challenging.

All marks will now contribute to the final classification of the degree. As part of the learning contract your tutors commit themselves to the highest standards of presentation and the prompt return of written assignments. You are obliged to:

- ALWAYS include your student number assignment title, word count and the title of the module. but not your name,
- The work should be word processed in Arial font, size 12; double spaced, single sided, with page numbers and neatly presented in a plastic cover. DO NOT put each individual page in a plastic folder.
- Electronic copy (MS Word) of your work must be submitted to dentalpgcert@kss.hee.nhs.uk no later than 5pm of the deadline dates provided on page 4. Retain an electronic copy for yourself
- Provide a word count. This should be no more or less than +/- 10% of the word count assigned to the assessment. References, annexes and appendices are not included in the word count. Note, that if you go over the word count assigned to the assessment you will not be penalised.
- Please use the **Harvard Method**, where references are presented alphabetically by author- use "Cite them right" for further explanation.  
*Pears, R., Shields, G. (2008) Cite Them Right: The Essential Referencing Guide. 8<sup>th</sup> Revised Edition. Durham. Pear Tree Books*
- Where acetates for overhead projection are part of the work for assessment, photocopies will suffice as attachments.
- Abide by the prescribed, approved or negotiated procedures for a particular assignment.
- All marks are provisional until verified and confirmed by the Annual Board of Examiners.
- You should retain all coursework until after the final Board of Examiners, as it may be required by the External Examiner.
- Should you wish to ask for an extension for whatever reason, you should notify the Academic Registrar in the first instance on [dentalpgcert@kss.hee.nhs.uk](mailto:dentalpgcert@kss.hee.nhs.uk)

## Extensions

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- Extensions on due dates for assignments are only granted in exceptional circumstances and where appropriate grounds for concession can be demonstrated, e.g. on production of a medical certificate. If an extension is required, an application should be submitted to the Academic Registrar at least four days **before** the due date by email at [dentalpgcert@kss.hee.nhs.uk](mailto:dentalpgcert@kss.hee.nhs.uk)

## Deadlines, Due Dates and Resubmission Dates

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Where students fail to submit an assignment by the due date, without being granted an extension, they will be deemed to have failed that piece of work and will be awarded a mark of 0%.

- The ideal of a maximum of four weeks turn around will be strived for in marking assignments. Holiday periods may lead to a slight delay on occasions. Assignments that have been handed in on an extension request may take six weeks from the date they are handed in.
- The FD Training Programme Directors will remind their students at the end of the module of the date that the assignment must be handed in.
- If it is confirmed by the Board of Examiners that a student has gained a Fail for their assignment, the FD Programme Director will inform the student and the Dental Foundation Training Officer of the new resubmission date usually within a two week period of confirmation that resubmission is required. The usual regulations will apply to the resubmitted assignment. A maximum of **50%** will be achievable on resubmitted work unless concessionary evidence is submitted prior to the Board of Examiners.
- Details of provisional assignment deadline dates can be found on page 4 of this Handbook.

## Plagiarism

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### ACADEMIC INTEGRITY AND HONESTY AT UNIVERSITY

#### What is academic integrity?

While you are at university, you are expected and required to act honestly regarding the work you submit for assessment in your courses. General Regulation V.3: Academic Discipline states that:

**“Students are required to act with honesty and integrity in fulfilling requirements in relation to assessment of their academic progress”.**

General Regulation V.3 specifies that any attempts to:

- cheat,
- plagiarise,
- improperly influence your lecturer’s view of your grades,
- copy other assignments (your own or somebody else’s) or
- falsify research data

will be viewed as a breach of this regulation.

The full details of this regulation including disciplinary procedures and penalties are available at:

<https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex10.html>

Most students do not have any problems understanding the rules and expectations about acting honestly at university, although some are not familiar with academic expectations and *plagiarism*.

### **What is plagiarism?**

General Regulation V.3 states that plagiarism includes:

**“reproducing in any work submitted for assessment or review (for example, examination answers, essays, project reports, dissertations or theses) any material derived from work authored by another without clearly acknowledging the source”.**

This means that if you read, study or use any other work in your assignment, you must clearly show who wrote the original work. This is called referencing and correct referencing will help you to avoid accusations of plagiarism.

## **Referencing**

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### **What is referencing?**

Referencing means acknowledging the original author/source of the material in your text and your reference list. Examples of source material which should be referenced include:

- exact words (written or spoken)
- summarised or paraphrased text
- data
- images (graph, tables, video, multimedia etc)
- pictures or illustrations
- ideas or concepts
- theories
- opinion or analysis
- music or other performance media
- computer code
- designs, drawings or plans.

A variety of referencing styles are available. The Harvard system is to be used for all assignments. Specific style guides can be found in the book by Pears, R., Shields, G. (2008) *Cite Them Right: The Essential Referencing Guide*. 9<sup>th</sup> Revised Edition. Durham. Pear Tree Books (ISBN- 978-0-9551216-1-6)

### **Reference page and Bibliography:**

A Reference page should always be provided at the end of your written work in which all books and articles referred to, should be listed in alphabetical order.

A Bibliography may be provided at the end of your written work in which all books and articles consulted, read and referred to should be listed in alphabetical order.

Good referencing and avoiding plagiarism are pre-requisites to good writing. If you are unsure about essay writing in general or want to make sure that you will receive the

good marks you deserve, then speak to the Programme Director Professor Mike Mulcahy.

## Credit Framework

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### Introduction

The Credit Framework for Taught Programmes applies to all taught programmes of study leading to awards of the University of Kent and sets out programme requirements to ensure that successful students will be eligible for an award from the University. This section of the handbook aims to explain those aspects of the credit framework, which will be of interest to students. However, it should be regarded as an informal guide only. The full Credit Framework Regulations may be found on the University website at: <http://www.kent.ac.uk/teaching/documents/quality-assurance/credit-framework/creditinfo.pdf>

### Outline of the Credit Framework

In order to be eligible for the Postgraduate Certificate by the University, you must take an approved programme of study, obtain a specified number of credits, the number required depending on the award in question, and meet such other requirements as may be specified for the programme of study in question. Each programme of study comprises a number of modules, each worth a specified number of credits. In order to be awarded the credits for a module, you must normally demonstrate, via assessment, that you have achieved the learning outcomes specified for the module. For further information is provided at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex4.html> and <http://www.kent.ac.uk/teaching/documents/quality-assurance/credit-framework/creditinfo.pdf>

### European Credit Transfer System

The University has adopted the European Credit Transfer System (ECTS) in the context of our participation in the Socrates-Erasmus programme and other European connections and activities

ECTS, the European Credit Transfer System, was developed by the Commission of the European Communities in order to provide common procedures to guarantee academic recognition of studies abroad. It provides a way of measuring and comparing learning achievements, and transferring them from one institution to another. Further details on ECTS can be found at: <http://www.kent.ac.uk/courses/short-term/erasmus/ects/>.

## Programme of Study

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Each programme of study comprises of an approved set or sets of modules and is divided into a number of stages. Each module is at a specified level and successful completion of the module results in the award of a specified number of credits at that level. The University defines these terms as follows:

**Credits:** one credit corresponds to approximately ten hours of 'learning time' (i.e. including all taught or supervised classes and all private study and research). Thus obtaining 120 credits in an academic year of 30 weeks requires approximately 1,200 hours of learning time, equivalent to approximately 40 hours per week.

**Module:** a module is a self-contained component of a programme or programmes of study with defined learning outcomes, teaching and learning methods and assessment requirements. Each module normally corresponds to a multiple of 15 or 20 credits

though the Faculty may approve exceptions where it is satisfied that there is good reason to do so.

**Level:** The PG Cert modules are at the Masters Level /Level 7.

The level descriptors adopted by the University for these levels may be found in Annex 2 of the Credit Framework Regulations:

<http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>

Further information on Programme of Study are set out on Section 3 of

<http://www.kent.ac.uk/teaching/documents/quality-assurance/credit-framework/creditinfo.pdf>

**Stage:** Most programmes of study are divided into a number of stages and you must achieve specified requirements in each stage. The Postgraduate Certificate in Primary Dental Care for Foundation Dentists is Stage 1 of the MSc in Primary Dental Programme.

**Awards:** In order to be eligible for the award of a PG Certificate by the University of Kent, you must obtain at least the minimum number of credits specified for that award at the specified levels. These requirements are set out in Annex 4 of the Credit Framework Regulations. <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex4.html>

Individual programmes or groups of programmes will normally specify additional requirements which must be met for the award of the qualification in the subject concerned, for example by requiring specified modules to be taken and passed.

## *Award of Credit*

### **Successful Completion of Module**

If you successfully demonstrate via assessment that you have achieved the specified learning outcomes for a module you will be awarded the number and level of credits prescribed for the module. Assessment methods vary between modules and assessment is designed so that achievement of the pass mark or above will demonstrate achievement of learning outcomes. Module specifications will state whether the pass mark has to be achieved overall and/or in prescribed elements of assessment. The pass mark is 50% for each module.

### **Referral**

Two referral opportunities per module will be automatically permitted, the first of which is normally available during the long vacation following the initial failure. Further details can be found here on this link in Section 7.4 Referral

<http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#progression>

If you are not permitted to progress to the next stage of a programme, or if, on completion of the programme, you fail to meet the requirements for that award, the Board of Examiners may permit you to undertake further assessment in failed modules. The Board of Examiners will specify which elements of assessment you are required to undertake.

If you are so referred in a module you may be required to **repeat** the module, before progressing to the next stage of the programme, provided that it is being taught in the year in question. If you repeat the module, the marks for the module will be capped at 50%. There are two opportunities automatically permitted per module, the first of these to be permitted on submission deadline date (see page 4) and the other during the long vacation following the initial failure. All repeat modules will attract academic fees.

### **Trailing and Retrieving Credit**

For the purpose of this PGC each module carries 33.3% of the total mark. For this reason trailing is not possible.

### **Deferral**

If you have been unable to complete assessment requirements or your performance has been affected by circumstances such as illness, and where there is written evidence to support this, the Board of Examiners may permit you to undertake some or all of the assessment for some or all of the modules comprising the stage at a later date and as for the first time.

### **Award and Classification of Qualifications**

Certificates and diplomas may be awarded pass, 'with Merit' and 'with Distinction'. Full details of the requirements for these awards may be found in the Credit Framework Regulations at; <http://www.kent.ac.uk/teaching/documents/quality-assurance/credit-framework/creditinfo.pdf>

The University uses a 'credit framework' for all of its taught programmes of study, similar to the credit systems adopted by many other universities in the UK. This is intended to make it easier for students to obtain exemption from part of a University of Kent programme on the basis of study elsewhere and similarly for students to transfer credit obtained at this University to another university or college.

Use will be made of the standard marking schemes in operation in the University of Kent, although these may be subject to amendment given the specific orientation of the certificate.

You must achieve a pass mark of at 50% or more for WL852, Dental Clinical Practice WL853, Dental Key Skills, and WL854, Professionalism in Dentistry, and you must pass each component of WL854 Professionalism in Dentistry to be awarded the PGC.

## Methods of Assessment

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In order to gain the award of PG Cert in PDC for FDs, students will be required to satisfy the following criteria:

- a. At a date set by the Director of Studies and at the end of each module have handed in assignments in accordance with the assessment criteria.
- b. Successfully complete assessment requirements for the modules.

All marks are provisional subject to confirmation by the Board of Examiners.

## Conventions

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- a. All assessed work will be available to the External Examiner.
- b. All assessed work will be independently marked by the module convenor tutor and a sample moderated by another course tutor then assigned a pass/fail agreed mark.
- c. The assignments will be marked out of 100 in accordance with the following scale:

70% and above	=	Distinction
60-69%	=	Merit
50-59%	=	Pass
Below 50%	=	Fail

- d. Where markers fail to agree a mark the work will be submitted to the External Examiner.

## Mark Guides

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Examples of the written assessment marking descriptors for 2015 is detailed on the next page.

### Categorical Marking

Markers confirm the provisional marks and apply the categorical marking process. See the link for details on the Categorical marking <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfoannex6.html>



### Key Skills Marking Descriptors for PGC in PDC for Foundation Dentists

<b>Weighting and marking area</b>	<b>0-29% Fail</b>	<b>30 – 49% Fail</b>	<b>50 – 59% Pass</b>	<b>60 – 69% Merit</b>	<b>70 – 100% Distinction</b>
<b>Focus of Key Skill and achieving outcome</b>  <b>40%</b>	Work does not answer the Key Skill task and totally failed to meet the learning outcome	Work barely answered the Key Skill task and failed to meet the learning outcome	Some sense of an identified focus that is appropriate. Learning outcomes superficially but adequately met	Clear and appropriate focus. Learning outcomes met competently	Sharp defined, clear and appropriate focus. Learning outcomes fully met
<b>Knowledge and understanding</b>  <b>20%</b>	Major gaps in knowledge, no or unclear theoretical framework. Many inaccuracies	Large gaps in knowledge, unclear theoretical framework. Some inaccuracies	Reasonably accurate knowledge and some understanding of the KS key theories and concepts	Sound knowledge and understanding of the main concepts and theories of the relevant KS	Detailed knowledge and understanding of the main concepts and theories around the KS. An awareness of the limitations of the existing knowledge base
<b>Analysis and Reflection</b>  <b>20%</b>	No analysis of central issues of KS. Very little or no reflective commentary on putting knowledge into practice	Little or no analysis of central issues of KS. Little reflective commentary on putting knowledge into practice	Analysis mainly accurate but may be incomplete. Some reflective commentary on impact on practice	Relevant and critical analysis, data well analysed with some slight weakness. Reflection on own practice but little analysis of impact on other or future practice	Original, comprehensive and critical analysis of central issues; appropriate inferences from data presented. Skilled reflective interpretation of data to practice and practices in all sectors
<b>Use of literature and referencing</b>  <b>10%</b>	No evidence of adequate information gathering. No effort to discover additional	Little evidence of adequate information gathering. Little effort to discover additional source	Literature adequately but not critically reviewed. Some weakness in citations and referencing. Ideas	Clear review of a range of literature and contextually well linked. Critical evaluation of the literature used. All	A review of current literature that displays an excellent level of critical evaluation, differentiated in terms of importance

	source material.	material.	and evidence largely limited to basic taught material	well cited in the appropriate style	
<b>Organisation and presentation</b>  <b>10%</b>		Not well or logically organised and sectioned. Many spelling and grammar mistakes	Reasonable structure and clarity in organisation and sectioning. Few grammar and spelling mistakes	Well laid out and logically sectioned portfolio. Very few grammar or spelling mistakes. A clear and fluent style	Excellent portfolio with no errors, scholarly. Excellent arrangement and organisation of the evidence presented

Date

Student Number:

Module WL 853 Key Skills Marking Sheet

Scheme

<u>WL 853 Key Skill</u>	<u>Focus Of Key Skill and achieving outcome</u>  <u>Max mark 40%</u>	<u>Knowledge and Understanding</u>  <u>Max mark 20%</u>	<u>Analysis and Reflection</u>  <u>Max mark 20%</u>	<u>Use of literature and referencing</u>  <u>Max mark 10%</u>	<u>Organisation and Presentation</u>  <u>Max mark 10%</u>	<u>Individual Key Skill% Mark Given</u>  <u>100%</u>
<u>Key Skill: Medical Emergencies</u>						
<u>Key Skill: Infection Control</u>						
<u>Key Skill: Radiography</u>						

Total mark for WL 853 (3 KS)

Total

Marker 1 name  
Feedback for student

Signature

Marker 2 name  
Feedback for student

Signature

Checked

Signature

**Agreed Provisional  
Categorical Mark for  
WL853**

**Module WL 854 Professionalism in Dentistry Marking Sheet**  
**Law & Ethics Key Skill**

<b><u>Focus Of Key Skill and achieving outcome</u></b>  <b><u>Max mark 40%</u></b>		<b><u>Knowledge and Understanding</u></b> <b><u>Max mark 20%</u></b>	<b><u>Analysis and Reflection</u></b>  <b><u>Max mark 20%</u></b>	<b><u>Use of literature and referencing</u></b>  <b><u>Max mark 10%</u></b>	<b><u>Organisation and Presentation</u></b>  <b><u>Max mark 10%</u></b>	<b><u>Individual Key Skill and Audit % Mark Given</u></b>  <b><u>100%</u></b>
<b><u>Key Skill:</u></b> <b><u>Law &amp; Ethics</u></b> <b><u>30%</u></b>						
<b>Feedback for Student</b>						

**WL 854 Personal Development Plan**

Has initially set out clear strengths & weaknesses and identified training needs  <b><u>Max Score 15%</u></b>	Has set out clear (SMART) goals for the training year  <b><u>Max Score 15%</u></b>	Has documented the acquisitions (or non-acquisition of the skills identified within the training needs  <b><u>Max Score 15%</u></b>	Has set out clear (SMART) goals for the future  <b><u>Max Score 15%</u></b>	Reflected on the skills and knowledge developed over the year  <b><u>Max Score 10%</u></b>	Has used other methods (e.g. SEA, PUNs, DENs) to develop the PDP  <b><u>Max Score 15%</u></b>	Analysed their professional development reflective at the completion of the training period.  <b><u>Max Score 15%</u></b>	<b><u>Total % mark given</u></b>  <b><u>100%</u></b>
<b>Feedback for student</b>							



**WL 854 AUDIT Professionalism in Dentistry Marking Sheet**

**AUDIT**

<b>Aim</b>	<b>Standards</b>	<b>Data collection</b>	<b>Evaluation</b>	<b>Reflection</b>	<b>Conclusion</b>	<b>Total % mark</b>
Max Score 20%	Max Score 15%	Max Score 20%	Max Score 15%	Max Score 20%	Max Score 10%	<b>100%</b>
<b>Feedback for Student</b>						

**Total Mark WL 854 KS maximum % = 30% Audit maximum % = 50% - PDP maximum % = 20%**

**Marker 1 name** \_\_\_\_\_

**Signature**

**Marker 2 name** \_\_\_\_\_

**Signature**

**Checked** \_\_\_\_\_

**Signature**

**WL 852 DCP- Mini Case Summary Sheet 1**

Student UoK number \_\_\_\_\_

Case 1	Case 2	Case 3	Case 4

**Total Mark for WL 852 Dental Clinical practice**

**Total % mark- Categorical Mark**

1<sup>st</sup> marker \_\_\_\_\_

2<sup>nd</sup> marker \_\_\_\_\_

0 – 49%	FAIL
50– 59%	PASS
60 – 69%	MERIT
70 – 100%	DISTINCTION

Date:

**WL 852 Dental Clinical Practice**

**Case Marking sheet 2**  
(4 copies for each marker per student)

<b>Student Number</b>		<b>Case Name or Case Number</b>	
	<b>Total % mark available</b>	<b>1<sup>st</sup> marker % and comments</b>	<b>2<sup>nd</sup> marker % and comments</b>
Case appropriate for Dental Foundation Practitioner	5%		
Good History and examination recorded	10%		
Correct diagnosis	15%		
Appropriate treatment options offered to the patient	15%		
Appropriate treatment plan	5%		
Patient benefitted from treatment provided, definite health gain perceived	20%		
Appropriate reflection on treatment provided.	10%		
Good discussion with evidence base and references around options and treatment	10%		
Record keeping	10%		
<b>Overall Markers comments for students</b>			





**PGC AUDIT PROJECT – 2015/2016 – MARKING DESCRIPTORS**

**Student Number**

	<b>Fail, Pass, Merit or Distinction + % mark</b>	<b>Comments</b>
<b>Aim of audit Background and theory of audit and how it relates to CG 20%</b>		A clear explanation of the aim of the audit is given. The theories around audit as a tool to bring about change covered Clear links to clinical governance outlined
<b>Identified recognised standards 15%</b>		Standards and their sources used in the audit are identified. Some evidence base to standards explored and critiqued
<b>Data collection. Discussion and interpretation of data 20%</b>		Size and weight of data appropriate to audit. Critically explores the results of the data collected and collated. Has measured performance against standards. Appropriate use of aids such as graphics to display results of data analysis
	<b>Fail, Pass, Merit or Distinction + % mark</b>	
<b>Evaluation of audit and plans and processes to improve working environment / practice</b>		Planned and initiated changes in process to improve own practice. Some discussion around ease and/or difficulties in implementation of change Discussion around team dynamics of change Discussion around resourcing and financial implications of any proposed change Change management principles

<b>15%</b>		
<b>Reflection on the outcome of the audit. Plans for re-audit / further cycle</b>		Shows understanding of the results of the audit. Has reflected upon the process of the audit cycle. Has demonstrated a commitment to re-audit as appropriate.
<b>20%</b>		
<b>Conclusion</b>		An appropriate summing up of the process and the outcome
<b>10%</b>		
	Total % mark for audit	Grade given for Audit

## Classification of Qualification

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Classification is based on the following tables:

### PG Certificate

Distinction	70 and above
Merit	60-69
Pass	50-59

## Board of Examiners

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Each academic year, in July, a Board of Examiners sits to review marking and to confirm provisional marks for work relating to all modules on the course. The Board also recommends the award of Certificate to those students successfully completing their studies.

## Medical and Other Concessionary Evidence

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In considering results the Board of Examiners may take into account medical and other evidence relating to a candidate's performance. This evidence must be presented in writing to the Programme Director along with a completed concessions form available from Academic Registrar two weeks prior to the Board of Examiners' Meeting as follows:

- a. Where a candidate's performance and/or attendance has been affected by ill health or where this has prevented him/her meeting the programme requirements (attendance and/or assignments) a medical certificate must be submitted to the Programme Directors two weeks prior to the Board of Examiners' Meeting.
- b. All medical certificates must make reference to the part(s) of the programme where a candidate's performance and/or attendance has been affected by ill health.
- c. Where a candidate's performance has been adversely affected by other circumstances, an explanation in writing with appropriate documentary evidence must be submitted to the Programme Director for the PG Cert in PDC in FD via the Academic Registrar not later than two weeks prior to the Board of Examiners' Meeting. This must be submitted to [dentalpgcert@kss.hee.nhs.uk](mailto:dentalpgcert@kss.hee.nhs.uk)

## Assuring Quality in Education

Both the University of Kent and HEKSS take the quality of educational delivery very seriously. Therefore the following committees have responsibility for monitoring and evaluating quality and standards of HEKSS delivery of the PG Cert in PDC for FDs:

- Committee of HEKSS Dental, Foundation Training programme Directors (3 per year)
- Staff / Student/Practitioner Liaison Committee (one per term led by the HEKSS Postgraduate Certificate Programme Director)
- Board of Studies, one per term

This information will in turn into the Quality Assurance and Validation processes within the University of Kent, through the following:

- CPP Joint Learning, Teaching and Graduate Studies Committee.
- The Board of Examiners (Chair to be UoK CPP Liaison).
- Faculty for Social Sciences Graduate Studies Committee.
- University Graduate School Board.

## Module Evaluation

There are a number of mechanisms through which students will be able to provide valuable feedback on the quality of teaching and their learning experience HEKSS including the following:

- Evaluation forms and personal reflections completed by the student at the end of each Study Day.
- Student/practitioner annual module evaluation reports.
- Student/trainer discussions channelled through the HEKSS Associate Postgraduate Dental Dean for Foundation Training and the HEKSS Postgraduate Certificate Programme Director.
- Director Annual Monitoring Reports – to be initiated by the HEKSS Postgraduate Certificate Programme Director and submitted to the CPP
- Individual Final Interview with the HEKSS Postgraduate Dental Dean.
- Final Completion Report compiled by each student.

This information will then feed into the Quality Assurance and Validation processes within the University of Kent, through the following:

- Attendance of the HEKSS Postgraduate Certificate Programme Director at the CPP Joint Learning, Teaching and Graduate Studies Committee where KSS Business is on the Agenda.
- CPP Annual Monitoring Reports.

As a student you are entitled to receive teaching on every module which is both competent and compatible with its learning outcomes. The module evaluation questionnaire that is completed by you at the end of the module will enable your tutors to

pick up suggestions for improvement. In many cases you will be able to sort out any problems on the spot by talking them through with the tutor(s) of the module.

## **Complaints and Appeals Procedure**

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### **Definitions**

**Academic Appeal:** A request for a review of a decision made by a Board of Examiners in regards to matters of progression to the next stage, assessment results or academic awards.

**Academic Complaint:** A specific concern about the provision of a programme of study or related academic service: e.g. delivery of teaching, availability of learning of resources.

**Complaint:** means any specific concern, other than one relating to an academic matter as defined above, made by a student with regard to services provided by the institution against which the complaint is made.

### **Academic Complaint**

A specific concern about the provision of a programme of study or related academic service: e.g. delivery of teaching, availability of learning of resources. It occasionally happens that there are serious grounds for dissatisfaction which can be dealt with only by someone other than the tutor(s) concerned. If you, as an individual or as a group of students, feel that the basic requirements of good teaching are not being met, or that there are other issues to do with the module or its tutor(s) which give ground for complaint, you should raise the matter immediately. The Programme Director of the PG Cert in PDC for FDs is the person who will normally consider any complaint in the first instance regarding the PG Cert in PDC for FD. Complaints regarding Foundation Dentist training should be submitted in accordance with Section 3.7 of the **HEKSS Dental Foundation Training Programme Handbook** . In either case, an initial response will normally be made within two working weeks of receipt of the complaint.

If the complaint is judged to be justified you may wish to claim that it has affected your final assessment, in which case your complaint will be brought to the attention of the Board of Examiners.

Dissatisfied complainants on academic grounds who have exhausted the HEKSS Dental complaint's procedure have a further right of complaint to the University.

**Complaint-** HEKSS Dental may process complaints on non-academic grounds without recourse to the University. Where such complaints are made with respect to services provided by the University, Kent's complaint's procedure should be used. Further details can found in HEKSS Dental Foundation Training Programme handbook.

### **Academic Appeal**

For a full description of the grounds for appeal and the procedures for initiating formal academic appeals please refer to:

<http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex9.html>

For further details on complaints, appeals through the University of Kent please refer to

<http://www.kent.ac.uk/teaching/qa/collaborative/validation/studentinfo.html>

Further details on Appears can be found in HEKSS Dental Foundation Training Programme Handbook.

### **Working your way through the programme**

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A programme of this kind, located with a validated partner of the University of Kent, is both conceptually and professionally exciting but also potentially confusing for those unused to academic study or the academic conventions of universities. You should not be afraid to ask for advice and time will be given, throughout the programme, for you to raise questions of concern about whether your programme of work and study is evolving in a coherent way.

Given the practical, professional focus to the programme, where possible you will need to ensure you are supported by your employer or line manager and who understands the requirements of the programme of study and gives permission to make use of your workplace.

## HEKSS PGC Dental Student Support

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Prior to commencing the PG Cert in PDC for FDs students should have received the following from HEKSS:

- A fixed 3 day Induction programme.
- 30 taught sessions delivered at the Postgraduate Centres within HEKSS.
- Information for Foundation Dental Practitioners (Programme Handbook).
- Access to learning resources such as Electronic Personal Development Portfolio
- Access to the Postgraduate Certificate Programme Director and Associate Postgraduate Dental Dean for Foundation Training for advice on programme structure, progression routes and individual progress.
- Allocated a Foundation Dentist Trainer.
- Allocation of Foundation Training Groups for Study Days (30 per year).

During the programme students can expect to receive the following from HEKSS:

- Access to the Postgraduate Dental Dean, Postgraduate Certificate Training Programme Director and Associate Postgraduate Dental Dean for Foundation Training who will monitor individual student progress, provide advice and support on a range of academic and pastoral issues.
- Assignment of a Foundation Dentist Trainer to monitor individual student progress with their EPdP and advice on overcoming obstacles to successful completion.
- Continuous online support by staff and other students via email, EPdP and online support material, which will be overseen by the Postgraduate Certificate Programme Director and Associate Postgraduate Dental Dean for Foundation Training.
- Administrative and educational support through the HEKSS Dental department.
- Access to the NHS E-Den electronic learning package.
- IT facilities will be practice/personal based.
- HEKSS extensive dedicated web-sites including: copy of programme handbook, module descriptions and supporting materials, module assessment details and coursework deadlines, timetables, staff/student liaison information.
- HEKSS central support including regional library facilities, Medline, Athens Gateway.
- NHS and HEKSS Dental facilities for hands-on skills, teaching and training.

## Networks of Support

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Details of the network of support available to Foundation Dentist students can be found in Section 3.1 of the **HEKSS Dental Foundation Training Programme DF1 Information Handbook**. Extracts from the **HEKSS Dental Foundation Training Programme DF1 Information Handbook** are detailed on pages 21-23 of this document .



## Trainee Support and Guidance

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FDPs (DFTs) will be a part of one of the five KSS FDT schemes; these are designed to be self support groups. FDPs (DFTs) also have their own trainer or joint trainers, and will also be allocated a Training Programme Director, who will provide counselling for the FDPs (DFTs) on their clinical and academic performance.

FDPs (DFTs) whose place in the course is in jeopardy will be referred to an Internal Mentor, if needed.

All other issues, medical, personal, social, financial etc are to be addressed to the Programme Director through the Course Administrator at [dentalpgcert@kss.hee.nhs.uk](mailto:dentalpgcert@kss.hee.nhs.uk)

Where a FDP feels they are unable to approach their programme director with these issues, they can approach the Associate Dean for Dental Foundation Training (Year One) or the Postgraduate Dental Dean (hereafter referred to as the Associate Dean and the Dean respectively)

## Mentor/Supervisor

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The DFTs (FDPs (DFTs)) workplace is a fundamental part of the course, and work performed there is noted in the EPdP and cases assessed.

Each FDP has a trainer/joint trainers who will be available to provide help on demand and also to provide an educational hour of protected time. This will happen at least once a week.

The trainer is expected to be available for the whole year and will give advice when asked; will provide reports on the FDPs (DFTs) practice activity at appropriate times and verify that the FDPs (DFTs) clinical work has been completed competently.

The trainer is expected to ensure that the FDPs (DFTs) is treating their patients in accordance with the GDC's Fitness to Practice parameters and are acting professionally. The trainer will regularly review the EPDP and will sign off the FDPs (DFTs) project work prior to it being submitted.

## FDPs (DFTs) with Special Needs

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FDPs (DFTs) who have special needs must make these known to their Programme Director preferably before the Course starts, and certainly by the end of their first week in practice, so that appropriate support/action can be taken/offered.

## FDPs (DFTs) With Dyslexia/Dyspraxia

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HEKSS recognises that those who suffer from dyslexia and/or dyspraxia may have special educational needs that may impact on their ability to demonstrate their knowledge in examinations. Any candidate may apply for special arrangements to address their specific special educational needs.

Process of applying for special arrangements [is the *responsibility of the FDP*]  
Candidates who are dyslexic or suffer from dyspraxia must produce evidence of an up-to-date Dyslexia/Dyspraxia Assessment Report, which includes specific mention of recommendations for examinations.

The Dyslexia/Dyspraxia Assessment should normally have been carried out within three years prior to the date of the examination that is entered. The HEKSS requires that the report and recommendations are in line with the Department for Education & Skills guidelines.

If the Deanery considers that a Dyslexia/Dyspraxia Assessment is not sufficiently up-to-date, or the recommendations it contains are not sufficiently specific with regard to the arrangements for the fulfilment of the curriculum including the project work, it may require the candidate to be reassessed – at their own expense.

The Dyslexia/Dyspraxia Assessment Report must be submitted before 31<sup>st</sup> July 2015. Applications for special arrangements cannot be accommodated after this date.

#### Arrangements

The special arrangements will be allowed, as far as possible, to comply with the Dyslexia/Dyspraxia Assessment and may include **either** extra time for written work, and/or where appropriate audio or electronic facilities,  
For project work, such audio, scribing or laptop facilities will be provided at no additional cost to the student.

If additional help or equipment is required for home work and study – that is outside the remit of what the HEKSS can make available, the HEKSS will, where appropriate, allow additional time for assessments to be completed.

Candidates will have the right to decide how widely information on their condition is made known. For practical purposes, however, The Dean, the Associate Dean, the individual's Programme Director, the trainer/s, and the administration team will all be informed.

#### **FDPs (DFTs) With Academic or Clinical Difficulties**

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The continuous assessment system for clinical skills, knowledge, management, motivation, and attendance is in place to monitor the progress of FDPs (DFTs). In addition, there are the formative assessments.

If any of these systems identify a FDP having difficulties this will be flagged up to the FDP's Programme Director during their scheduled meetings or by concerned staff.

The Programme Director will discuss the difficulties with the FDP. Appropriate action will be taken to try to help the FDP overcome the difficulties.

If the difficulties cannot be resolved, the issue will be raised with the Associate Dean or Dean.

Of the many books on study techniques that are available, you may wish to buy or borrow one or more of the following to help you off to a good start:

- Creame, P. and Lea, M. (1997) *Writing at University, a Guide for Students*. Buckingham: Open University (ISBN- 978-3883771069)
- Cottrell, S. (1999) *The Study Skills Handbook*. London: Palgrave (useful for all students; mature studies and dyslexic students will find this especially useful). (ISBN- 978-0333751893)
- Greetham, B. (2001) *How to Write Better Essays*. Basingstoke: Palgrave. (ISBN- 978-0333947159)
- Northedge, A. (2005) *The Good Study Guide*. Milton Keynes: Open University (for all Social Sciences students, but note alternative, above, for Management students) (ISBN- 978-0749259747)
- Peck, J. and Coyle, M. (1999) *The Student's Guide to Writing, Grammar, Punctuation and Spelling*. London: Macmillan (ISBN- 978-0333727423)
- Pears, R., Shields, G. (2008) *Cite Them Right: The Essential Referencing Guide*. 9<sup>th</sup> Revised Edition. Durham. Pear Tree Books (ISBN- 978-0-9551216-1-6)

### **FDPs (DFTs) With Health Issue**

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Any FDP with health concerns or who develops health concerns during the course should identify these in writing to the Associate Dean or Dean. Advice can then be given on how to deal with the issue, from the point of view of managing attendance and assessment on the course. Advice may include a suggestion that the FDP make contact with, and obtain help through NHS Occupational Health Services and FDPs (DFTs) may wish to look at [ww.health4works.nhs.uk](http://ww.health4works.nhs.uk)

## Administration

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### Registration

Student online registration takes place in September 2015 through the University of Kent online facility. It is the responsibility of each student to ensure that they complete the enrolment process. If you do not complete the enrolment process via your University Computer Account you will not be fully registered and cannot be awarded any credits for the modules you complete. Students must go online and complete enrolment at <http://www.kent.ac.uk/gettingstarted/>. Please note you will require an student ID number to enable you to register for the Award. **An email communication from the Academic Registrar will be sent in September informing students of their Student ID number and a set deadline will be provided to Register onto the award.**

The link, <http://www.kent.ac.uk/gettingstarted/> provides the following options:

1. Complete your online account
2. Claim your IT account

**HEKSS students need to complete Steps 1 & 2.** The student status will then be set at 'R'. During the registration process. You will be given the opportunity to apply for a One Kent student card and you will be required to produce two photographs for your One Kent Student Card. HEKSS does not require you to apply for this card as it is for students who are based on the University of Kent Campus. The One Kent Student Card will expire when your registration ends. You will need to inform the Academic Registrar at HEKSS at [dentalpgcert@kss.hee.nhs.uk](mailto:dentalpgcert@kss.hee.nhs.uk) that you wish to apply for a One Kent Student Card.

Students are strongly recommended to purchase the NUS extra Card (National university student card). This is a nationally accepted card which costs approximately £12 per year and students will be able to receive discounts in the following areas: Amazon, Food, Clothes, Travel, Accommodation. For the full discount list please view this link. <http://www.nus.org.uk/en/nus-extra/discounts/>

To purchase the NUS extra Card you will need to complete an online form through the University of Kent online facility which includes registration for an online NUS account. This allows you to access on-line discounts. For further details click on this link. <https://cards.nusextra.co.uk/>. You will be required to complete the relevant forms, attached a photograph and request this card is sent to the Universities of Medway. Once you have done this, then you need to inform the Academic Registrar at [dentalpgcert@kss.hee.nhs.uk](mailto:dentalpgcert@kss.hee.nhs.uk)

If you need any assistance with the process of enrolment, contact the Academic Registrar at [dentalpgcert@kss.hee.nhs.uk](mailto:dentalpgcert@kss.hee.nhs.uk) who will be happy to assist you.

Please provide the Dental Foundation Training Officer at [dentalpgcert@kss.hee.nhs.uk](mailto:dentalpgcert@kss.hee.nhs.uk) with your contact details for the unlikely event of an emergency and ensure that these details are kept up-to-date.

### Contact Details

If your term time or home address or any other contact details should change at any time during your studies you should immediately inform the Academic Registrar and

Dental Foundation Training Officer at [dentalpgcert@kss.hee.nhs.uk](mailto:dentalpgcert@kss.hee.nhs.uk). This is to ensure that any necessary information or materials for your programme are not delayed in reaching you.

**Absence**

Attendance is mandatory for all taught sessions. If for any reason you need to be absent from a taught session please give advance notice in writing to your Foundation Programme Director and the Dental Foundation Training Officer Iris Handy [ihandy@kss.hee.nhs.uk](mailto:ihandy@kss.hee.nhs.uk)

If you have to miss more than one session through sickness or otherwise you will be asked to provide appropriate certification and may be required to undertake alternative sessions in the subject in question.

**Intermission/Withdrawal**

Should you wish to take a break or withdraw from the PG Cert in PDC for FDs then you should contact in writing the Academic Registrar at [dentalpgcert@kss.hee.nhs.uk](mailto:dentalpgcert@kss.hee.nhs.uk) to assist you with the necessary arrangements.

**Department of Postgraduate Dentistry,  
7, Bermondsey Street,  
London  
SE1 2DD**

The dental website <http://www.kssdeanery.ac.uk/dental> and <http://www.kss.hee.nhs.uk/>

The dental foundation training website <http://www.kssdeanery.ac.uk/dental-foundation-training>

<b>Dean of Postgraduate Dentistry</b>	Professor Stephen Lambert-Humble MBE
<b>Programme Director of PG Cert in PDC for FD</b>	Professor Mike Mulcahy BChD FFGDP FRCS(Hon) FDS(Hon) MGDS LDS RCS(Eng) MSc Email: <a href="mailto:mike@themulcahys.org">mike@themulcahys.org</a>
<b>Associate Dean for Dental Foundation Training Kent, Surrey and Sussex Deanery</b>	Huw Winstone BDS U.Lond., MFGDP (UK), PGCECS Tel: 020 7415 3424 Email <a href="mailto:hwinstone@kss.hee.nhs.uk">hwinstone@kss.hee.nhs.uk</a>
<b>Dental Foundation Training Officer (Tuesdays, Wednesdays and Fridays)</b>	Iris Handy Tel: 020 7415 3424 Email <a href="mailto:ihandy@kss.hee.nhs.uk">ihandy@kss.hee.nhs.uk</a>
<b>Dental Workforce Development and Support Office Manager</b>	Sheryl Yearwood Tel: 020 7415 3422 Email <a href="mailto:yearwood@kss.hee.nhs.uk">yearwood@kss.hee.nhs.uk</a>
<b>Academic Registrar</b>	<b>TBC</b> <b>Tel: 020 7415 3405</b> <b>Email: <a href="mailto:dentalpgcert@kss.hee.nhs.uk">dentalpgcert@kss.hee.nhs.uk</a></b>

## Programme Staff and Contact Points

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You will find below a list to guide you quickly to the most helpful source of information to deal with queries you may have:

<b>NATURE OF QUERY</b>	<b>FURTHER HELP – Initial Point of Contact</b>
<p><b>Registration</b> Confirmation of your registration Change of address or telephone number Unexpected difficulties with studies</p>	<p>Academic Registrar Email <a href="mailto:dentalpgcert@kss.hee.nhs.uk">dentalpgcert@kss.hee.nhs.uk</a> Email <a href="mailto:dentalpgcert@kss.hee.nhs.uk">dentalpgcert@kss.hee.nhs.uk</a> Email <a href="mailto:dentalpgcert@kss.hee.nhs.uk">dentalpgcert@kss.hee.nhs.uk</a></p>
<p><b>Course Materials</b> Subject Matter Non receipt or Faulty or missing materials Borrowing of resource materials</p>	<p>FD Programme Director  Email <a href="mailto:dentalpgcert@kss.hee.nhs.uk">dentalpgcert@kss.hee.nhs.uk</a></p>
<p><b>Your Tutor</b> Problems with your tutor</p>	<p>FD Programme Director Associate Dean Dental Foundation Training</p>
<p><b>Assignments</b></p> <ul style="list-style-type: none"> <li>• Subject Matter</li> <li>• Application to submit an assignment late</li> <li>• Non receipt of assignment assessment</li> <li>• Any special circumstances which have affected your study and which can be taken into account</li> <li>• Problems accessing EPdP</li> </ul>	<p>FD Programme Director Email <a href="mailto:dentalpgcert@kss.hee.nhs.uk">dentalpgcert@kss.hee.nhs.uk</a> Email <a href="mailto:dentalpgcert@kss.hee.nhs.uk">dentalpgcert@kss.hee.nhs.uk</a> Email <a href="mailto:dentalpgcert@kss.hee.nhs.uk">dentalpgcert@kss.hee.nhs.uk</a> FAO of FD Programme Director  Email <a href="mailto:dentalpgcert@kss.hee.nhs.uk">dentalpgcert@kss.hee.nhs.uk</a></p>
<p><b>Study Days</b> Dates, location of study days Difficulty of attendance at a study day</p>	<p>FD Programme Director FD Programme Director</p>
<p><b>Results and Awards</b> When results are an issue</p>	<p>Academic Registrar Email <a href="mailto:dentalpgcert@kss.hee.nhs.uk">dentalpgcert@kss.hee.nhs.uk</a></p>



## Resources

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HEKSS Dental is your point of contact for any issues to do with resource material for your programme and ensure a range of access to electronic resources directly or through local Postgraduate Centres. Details of electronic resources available from HEKSS Dental can be found in the HEKSS Dental Foundation Training Programme DF1 Information Handbook.

Any problems regarding accessing resource material, which cannot be resolved by your FD Programme Director, should be directed to the PGC Programme Director, Professor Mike Mulcahy.

Each Education Centre has a postgraduate library with Knowledge and Library Services staff who can assist students. Arrangements can be made for access to NHS evidence and gaining an NHS Athens user name. Further information can be found on

<https://www.evidence.nhs.uk/nhs-evidence-content/journals-and-databases>

<https://openathens.nice.org.uk/>

## Programmes and Modules Specifications

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Access to the full programme and module specifications can be gained via the University of Kent's Faculty of Social Science website located through the following link:

[http://www.kent.ac.uk/teaching/qa/collaborative/validation/profiles/hekss\\_dental.html](http://www.kent.ac.uk/teaching/qa/collaborative/validation/profiles/hekss_dental.html)

Full details of programme, as well as all the relevant individual modules, are covered during the Induction sessions for the PG Cert in PDC for FDs. Details of the modules specifications are also contained within the literature supporting each module delivery. Further information about either the programme or module specifications can be gained from your tutor. An abridge version of the Module Specifications for the PG Cert in PDC for FDs can be found from page 37.

<b>WL 853 Key Skills</b>						
Version	Location	Starts in term	Level	Credit	Assessment	Convenor
1	HEKSS PG Dental Dept	Spring	7	20	100% Coursework	Professor Mike Mulcahy

### Contact Hours

50 hours of contact teaching and 20 hours of tutorials within practice

### Restrictions

None

### Method of Assessment

100% coursework consisting of:

- A Key Skills Portfolio of 3 Key Skills (equivalent to approximately 6000 words)

**Note: Students will not be penalised if they go above the word count**

### Synopsis

This module covers three of the four key skills which are considered important to the development of competent dental practice, through the production of a portfolio of evidence the students will research and evaluate current practice. A fourth key skill, Law and Ethics, is addressed within the Professionalism Module. The subject areas for this module are:

- Medical emergencies
- Disinfection and Decontamination (Cross Infection)
- Radiography

### Subject Specific Learning Outcomes

On successful completion of the module students will:

- Demonstrate a comprehensive understanding of professional knowledge and competence relating to the management of medical emergencies.  
(A1,A3,B1,B4,C1,C2,C3,C4)
- Demonstrate competence in applying universal precautions for disinfection and decontamination procedures reflecting a sound knowledge of contemporary guidelines and regulations (Infection Control). (A4,B1,C3)
- Demonstrate best practice in relation to radiographic examination in line with current legal requirements. (A1,A4,A6,B1,C1,C3)
- Illustrate a comprehensive knowledge of health and safety legislation as it affects dental practice and an ability to undertake systematic risk assessment in a practice setting. (A4,A7,B1,C3)
- Demonstrate the ability to adopt reflective and evidenced based approach to clinical and non clinical processes in order to advance professional practice.  
(A1,A8,B2, B3,C3,C5)

- 1 **The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes:**
- (i) Show evidence of critical self-reflection and the ability to enhance professional competence on the basis of feedback from self and others. (D3)
  - (ii) Demonstrate an ability to apply theory to evidence based and accepted practice to further enhance professional learning and competence. (D2)
  - (iii) Show ability to effectively manage and present complex information using a comprehensive range of learning resources. (D2, D4)
  - (iv) Demonstrate a capacity for autonomous learning through personal reflective practice and mentor / trainer feedback. (D2, D3, D5)

### **Indicative Reading List**

- Care Quality Commission - A New System of Registration – Guide for providers of primary dental care.  
[http://www.cqc.org.uk/db/documents/8788-CQC-Dentists-Revised\\_FINAL-300101.pdf](http://www.cqc.org.uk/db/documents/8788-CQC-Dentists-Revised_FINAL-300101.pdf)
- COPDEND (2006) Child Protection and the Dental Team.  
<http://www.cpdt.org.uk/>
- Department of Health and The British Association for the Study of Community Dentistry. (2009) Delivering Better Oral Health; Evidence Based Toolkit For Prevention. Second Edition. London, Department of Health Publications.  
[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_102331](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_102331)
- Department of Health (2009) E-Den <http://www.e-lfh.org.uk/projects/dentistry/>
- [http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_4123251](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4123251)
- Department Of Health (2009) Health Technical Memorandum 01-05: Decontamination In Primary Care Dental Practices.  
[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_109363](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_109363)
- Department of Health. (2005) Choosing Better Oral Health. London, Department of Health Publications.
- Department of Health (2009) E-Den <http://www.e-lfh.org.uk/projects/dentistry/>  
[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_4123251](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4123251)
- Eaton KA (2007) Standards in Dentistry : A New Approach. London. Revised First Edition. London: Faculty of General Dental Practitioners (UK)  
<http://www.fgdp.org.uk/content/publications/standards-in-dentistry.ashx>
- Faculty of General Dental Practitioners (UK) (2007) Key Skills in Primary Dental Care. 2<sup>nd</sup> Edition. CD Learning Package. London: Smile-On.  
<http://www.fgdp.org.uk/content/publications/key-skills-in-primary-dental-care-cd-rom.ashx>
- Faculty of General Dental Practitioners (UK) (2009) Clinical Examination and Record Keeping – Good Practice Guidelines. 2<sup>nd</sup> Edition. London Faculty of General Dental Practitioners (UK)

<http://www.fgdp.org.uk/content/publications/clinical-examination-and-record-keeping-good-pract.ashx>

- Martin MC, Longman LP, Palmer NAO. (2000) Adult Antimicrobial Prescribing in Primary Dental Care for General Dental Practitioners. 44pp. London: Faculty of General Dental Practitioners (UK)
- Pendlebury ME, Horner K, Eaton KA (2004) Selection Criteria for Dental Radiography. 75pp London: Faculty of General Dental Practitioners (UK) Royal College of Surgeons
- Raghani, A. Franklin, C. & Dixon, S. (2003) Personal Development Plans for Dentists. London. Radcliffe Medical Press.
- Rattan, R. Chambers, R. & Wakley, G. (2002) Clinical Governance in General Dental Practice. London, Radcliffe Publishing Ltd.

Additional readings to support your academic development will be supplied to you throughout the duration of the module's taught sessions

<b>WL 852 Dental Clinical Practice</b>						
Version	Location	Starts in term	Level	Credit	Assessment	Convenor
1	HEKSS PG Dental Dept	Spring	7	20	100% Coursework	Professor Mike Mulcahy

### **Contact Hours**

50 hours of contact teaching and 20 hours of tutorials within practice

### **Restrictions**

None

### **Method of Assessment**

100% coursework consisting of:

- 4 Clinical Case Study Presentations - clinical cases in different dental disciplines, supported with a written narrative of around 1000 words in each case. All of the cases constitute a single portfolio therefore marks can be compensated between the cases
- Completion of the ePDP

### **Patient confidentiality and case reports**

The key principles of Caldicott are

- Justify the purpose of use of patient information
- Don't use patient information unless it is necessary
- Use the minimum patient-identifiable information

Therefore it is ESSENTIAL that within case reports ALL patient identifiers are removed from copies of the record cards, correspondence, diagnostic reports etc.

It is advised that patients are identified by their initials only in the case report and no other attributable values are used e.g. address, date of birth etc

### **Synopsis**

This module provides students with a range of theoretical and clinical practical knowledge and skills which will encompass the necessary clinical skills that are considered important to the development of competent dental practice.

- Initial assessment, screening and preventative advice
- Patient management, record keeping and communication
- Restorative dentistry and prosthodontics
- Periodontics
- Development of child / young adult dentition
- Surgery of both hard and soft tissue of the head and neck
- Pain and anxiety control

### **Subject Specific Learning Outcomes**

On successful completion of the module students will be able to:

- (i). Demonstrate a comprehensive understanding of professional knowledge and competence relating to diagnosis including: assessment, screening, treatment planning, anxiety and pain control, prescribing therapeutic agents, preventative advice, referral and review. (A1,A3,A4,A6,B2,B4,C1,C2,C3)
- (ii). Demonstrate competence and knowledge in the communication and the management of all patients groups and their treatment records, to include consent and complaint handling and the protection of vulnerable groups and special needs patients. (A1, A4,A7,B1,C1,C2)
- (iii). Demonstrate knowledge in surgical and non-surgical management of the tissues of the head and neck. (A2,C1,C2,C3)
- (iv). Demonstrate competence and knowledge in the management and treatment processes periodontal therapy. (A6,B3,C1,C2,C3)
- (v). Demonstrate competence and knowledge in the restoration and replacement of teeth. (A6,B3,C1,C2,C3)
- (vi). Demonstrate knowledge in the management of the developing dentition. (A6,B3,C1,C2,C3)
- (vii). Demonstrate an ability to develop through reflection on dental diseases in populations, health promotion, associated risk factors and preventative programmes. (A5, A8,B2,C3,C5)

**The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes:**

- (i). Show evidence of critical self-reflection and the ability to enhance professional competence on the basis of reflection and feedback from others. (D2,D3, D5)
- (ii). Communicate with clarity in the professional setting to a range of audiences and using a variety of approaches. (D1)
- (iii). Show a capacity for autonomous learning and the ability to access professional resources including others, as appropriate. (D2)
- (iv). Show ability to effectively manage and present complex information using a comprehensive range of learning resources. (D4)

**Indicative Reading List**

- Brennan, M., Oliver, R., Harvey, B., Jones, G. (2006) Ethics and Law for the dental team. Cheshire:PasTest
- Care Quality Commission - A New System of Registration – Guide for providers of primary dental care.  
[http://www.cqc.org.uk/db/documents/8788-CQC-Dentists-Revised\\_FINAL-300101.pdf](http://www.cqc.org.uk/db/documents/8788-CQC-Dentists-Revised_FINAL-300101.pdf)
- COPDEND (2006) Child Protection and the Dental Team.  
<http://www.cpdend.org.uk/>
- Department of Health and The British Association for the Study of Community Dentistry. (2009) Delivering Better Oral Health; Evidence Based Toolkit For Prevention. Second Edition. London, Department of Health Publications.[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_102331](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_102331)

- Department of Health (2009) E-Den <http://www.e-lfh.org.uk/projects/dentistry/>  
[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_4123251](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4123251)
- Department Of Health (2009) Health Technical Memorandum 01-05: Decontamination In Primary Care Dental Practices.  
[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_109363](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_109363)
- Department of Health. (2005) Choosing Better Oral Health. London, Department of Health Publications.
- Eaton KA (2007) Standards in Dentistry : A New Approach. London. Revised First Edition. London: Faculty of General Dental Practitioners (UK).  
<http://www.fgdp.org.uk/content/publications/standards-in-dentistry.ashx>
- Faculty of General Dental Practitioners (UK) (2007) Key Skills in Primary Dental Care. 2<sup>nd</sup> Edition. CD Learning Package. London: Smile-On.  
<http://www.fgdp.org.uk/content/publications/key-skills-in-primary-dental-care-cd-rom.ashx>. This can also be found as an e-learning programme see <http://www.healthcare-learning.com/elearning/detail/view/productId/66>
- Faculty of General Dental Practitioners (UK) (2009) Clinical Examination and Record Keeping – Good Practice Guidelines. 2<sup>nd</sup> Edition. London Faculty of General Dental Practitioners (UK)  
<http://www.fgdp.org.uk/content/publications/clinical-examination-and-record-keeping-good-pract.ashx>
- Martin MC, Longman LP, Palmer NAO. (2000) Adult Antimicrobial Prescribing in Primary Dental Care for General Dental Practitioners. 44pp. London: Faculty of General Dental Practitioners (UK)
- Pendlebury ME, Horner K, Eaton KA (2004) Selection Criteria for Dental Radiography. 75pp London: Faculty of General Dental Practitioners (UK) Royal College of Surgeons
- Raghani, A. Franklin, C. & Dixon, S. (2003) Personal Development Plans for Dentists. London. Radcliffe Medical Press.
- Rattan, R. Chambers, R. & Wakley, G. (2002) Clinical Governance in General Dental Practice. London, Radcliffe Publishing Ltd.
- Resuscitation Council (UK) (July 2006) (Revised and updated June 2011) Standards For Clinical Practice And Training For Dental Practitioners And Dental Care Professionals In General Dental Practice.  
<http://www.resus.org.uk/pages/MEdental.pdf>

Additional readings to support your academic development will be supplied to you throughout the duration of the module's taught sessions

<b>WL 854 Professionalism in Dentistry</b>						
Version	Location	Starts in term	Level	Credit	Assessment	Convenor
1	HEKSS PG Dental Dept	Spring	7	20	100% Coursework	Professor Mike Mulcahy

### **Contact Hours**

30 hours of contact teaching and 20 hours of tutorials within practice

### **Restrictions**

None

### **Method of Assessment**

100% coursework consisting of:

- Audit Report
- Personal Development Portfolio, commenced at the start of the year and completed towards the end of the academic year, outlining progress and a SWOT analysis
- Key Skill in Law and Ethics

**All elements of the above have to be passed for successful completion of module**

### **Synopsis**

This module will provide students with a range of theoretical and practical knowledge, providing them with an opportunity to think critically and evaluate the theory and practice of team working within primary dental care. Students will be able to develop and apply team working tools and techniques to the specific workplace setting in which they are employed. The main subject areas being studied within this module are:

- Professionalism
- Continuous Development and Education
- Team working
- Leadership
- Communication
- Law, Ethics, Equality and Diversity
- Audit
- Resourcing and Finance

### **Subject Specific Learning Outcomes**

On successful completion of the module students will:

- (i) Dental Care; the governing and political bodies, the public health services, PDC and professional Regulator; the General Dental Council (Standards Guidance and Scope of Practice), the professional indemnity organisations.(A7,B1,C4)
- (ii) Critically apply and evaluate selected core theories, concepts, frameworks and principles related to professionalism, communication, leadership, teamwork, mentorship



and the continuous development and education of the dental team.  
(A4,A7,A8,B2,B4,C3,C4 )

(iii) Critical understanding of the power dynamics within the leader/teamwork relationship

including: building professional and respectful relationships, equality and diversity, challenging and positively influencing working practice, giving and receiving feedback.

( A4,A7,B4,C4)

(iv) Critically evaluate the legal and ethical responsibilities related to the organisational

and financial leadership and resourcing of dental practice. (A4,A7,B1)

(v) Ability to apply the principles of audit within the bounds of ethical frameworks sufficient to enhance; the quality of patient care, leadership, inter-professional and

collaborative working practices and patient centred practice. (A2,A4, A7, B4, C5)

(vi) Critical understanding of the processes and procedures appropriate to the reporting

or referral of incidents related to vulnerable or challenging patients and colleagues. (A1,

A7,B1,C2)

(vii) Demonstrate an ability to develop through reflection on personal performance within

the dental team, including a critical understanding the limitation of own level of competence. (A8,B2,B3,C3,C4)

The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes:

(i) Demonstrate an ability to apply theory to practice to further enhance professional team

Working. (D1, D2, D5)

(ii) Prepare and communicate information on evidence based issues to specialist and non

specialist audiences. (D1)

(iii) Demonstrate the ability to express opinions and engage in critical and reflective

thinking both in written format and verbally. (D2)

(iv) Demonstrate a capacity for autonomous learning through the use of learning resources, collaborative practice and the ability to find solutions. (D3)

## Indicative Reading List

- Barr, J. and Dowding, L. (2008) Leadership in health. London: Sage Publishing.
- Brown, K.; Gray, I.; Field, R. (2009) Introduction to leadership and management in health and social care. London: Learning Matters Ltd.
- Brennan, M., Oliver, R., Harvey, B., Jones, G. (2006) Ethics and Law for the dental team. Cheshire:PasTest
- Department of Health (2009) E-Den <http://www.e-lfh.org.uk/projects/dentistry/>  
[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_4123251](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4123251)
- Faculty of General Dental Practitioners (UK) (2007) Key Skills in Primary Dental Care. 2<sup>nd</sup> Edition. CD Learning Package. London: Smile-On.  
<http://www.fgdp.org.uk/content/publications/key-skills-in-primary-dental-care-cd-rom.ashx>
- Freeman, R., Humphris, G. (2006) Communication in dental practice: stress free dentistry and improved patient care. London: Quintessence Publishing.
- General Dental Council. (2006) Principles of dental team working. London: GDC.
- Hartley, J., Benington, J. (2010) Leadership for healthcare. Bristol: Policy Press.
- Hornby, S.; Atkins, J.(2000) Collaborative care; interprofessional, interagency and intra personal. 2<sup>nd</sup> Edition. Oxford. Blackwell Science.
- Kay, E., Tinsley, S. (2004) Communication and the dental team. London: Stephen Hancocks Ltd
- Lambden, P. Ed. (2002) Dental law and ethics. Oxford: Radcliffe Medical Press
- Raghani, A. Franklin, C. & Dixon, S. (2003) Personal Development Plans for Dentists. London. Radcliffe Medical Press.
- Rattan, R., Manolescue, G. (2002) The business of dentistry. London: Quintessence Publishing.
- Rattan, R. (2007) Quality matters: from clinical care to customer service. London: Quintessence Publishing.
- Rattan, R. Chambers, R. & Wakley, G. (2002) Clinical Governance in General Dental Practice. London, Radcliffe Publishing Ltd.

- Silverman, J., Kurtz, S., Draper, J. (2005) Skills for communicating with patients. 2<sup>nd</sup> Edition. Oxford: Radcliffe Publishing.

Additional readings to support your academic development will be supplied to you throughout the duration of the module's taught sessions

## Appendix 1

### STUDENT DECLARATION

As a student on the HEKSS/UoK postgraduate certificate in primary dental care:

I HEREBY DECLARE THAT THIS WORK SUBMITTED IS MY OWN ORIGINAL WORK,  
OTHER THAN THE CORRECTLY CITED INCLUSIONS FROM ANY OTHER  
SOURCES.

THIS WORK HAS NOT BEEN SUBMITTED BY MYSELF, OR ANY OTHER PERSON,  
AT ANY TIME, FOR ANY ASSESSMENT WITHIN HEKSS OR UoK

Title of assessed  
work \_\_\_\_\_

Signature \_\_\_\_\_

Printed name \_\_\_\_\_

Student Number \_\_\_\_\_

Date \_\_\_\_\_

To be submitted via email to [dentalpgcert@kss.hee.nhs.uk](mailto:dentalpgcert@kss.hee.nhs.uk)  
The document is to be saved using the naming conventions. Save as  
studentnumber\_SD\_East before submitting to [dentalpgcert@kss.hee.nhs.uk](mailto:dentalpgcert@kss.hee.nhs.uk)

Note, this page will be separated from your work to ensure that the marker does not  
know the author of the marked work

**COPY AND PASTE TO THE FRONT OF YOUR SUBMISSION**

**Front Cover sheet**

**Postgraduate Certificate in Primary Dental Care  
For Foundation Dentists  
Stage One**

**WL 853 DENTAL KEY SKILLS**  
To be used for Medical Emergencies, Disinfection and Decontamination (Cross Infection) and Radiography

<b>Student Number:</b>	<b>PLEASE INSERT YOUR STUDENT NUMBER HERE</b>
<b>Name the Assessment and the word count:</b>	

**WL 854 PROFESSIONAL IN DENTISTRY**  
To be used for Audit report, PDP and Key Skills in Law and Ethics.

<b>Student Number:</b>	
<b>Name the Assessments and the word count:</b>	

I am aware of the University of Regulations concerning plagiarism as detailed in 'General Regulations for Students - V.3: Academic Discipline' found at:  
<http://www.kent.ac.uk/UJLT/quality/credit/creditinfoannex10.html>  
 In that a single offence can lead to a zero mark for an entire module.  
**I certify that this assignment is not plagiarised**

**COPY AND PASTE TO THE FRONT OF YOUR SUBMISSION**

**Front Cover sheet**

**Postgraduate Certificate in Primary Dental Care  
for Foundation Dentists  
Stage One**

**WL 852 DENTAL CLINICAL PRACTICE  
CLINICAL CASE STUDY PRESENTATIONS**

<b>Student Number:</b>	
<b>Case Study Presentations</b>	<b>Word Count</b>

**Patient confidentiality within case reports**

The key principles of Caldicott are

- Justify the purpose of use of patient information
- Don't use patient information unless it is necessary
- Use the minimum patient-identifiable information

Therefore it is **ESSENTIAL** that within case reports **ALL** patient identifiers are removed from copies of the record cards, correspondence, diagnostic reports etc.

It is advised that patients are identified by their initials only in the case report and no other attributable values are used e.g. address, date of birth etc

I am aware of the University of Regulations concerning plagiarism as detailed in 'General Regulations for Students - V.3: Academic Discipline' found at:

<http://www.kent.ac.uk/UELT/quality/credit/creditinfoannex10.html>

In that a single offence can lead to a zero mark for an entire module.

**I certify that this assignment is not plagiarised**

### Appendix 3

#### Key Skills Trainer Sign off Sheet

Student Number:

List the Key Skills here

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- 
- 
- 

FOUNDATION DENTAL PRACTITIONER	TRAINER/S	ASSESSED BY TRAINER

The purpose of this is to ensure and record the fact that your trainer has seen each core skill prior to handing them in. Please show your key skill to your trainer at least one week prior to handing in to allow for changes to be made. Please ensure this sheet is included in the core skills folder when it is handed in and it should remain in the folder. Any changes that are required will be recorded and when these have been completed the trainer who has assessed them will acknowledge this on the same sheet.

Once the form has been signed off by your Trainer, save the file as studentnumber\_trainersignoff\_scheme and email the file to [dentalpgcert@kss.hee.nhs.uk](mailto:dentalpgcert@kss.hee.nhs.uk)

