

# Student Handbook

## Postgraduate Diploma In Primary Dental Care 2016/2017

### Incorporating:

Brighton and Sussex University Hospitals NHS Trust  
East Sussex Healthcare NHS Trust  
East Kent Hospitals NHS Trust  
Queen Victoria Hospital NHS Foundation Trust  
Royal Surrey County Hospital NHS Trust  
Western Sussex Hospitals NHS Trust  
Surrey and Sussex Health Care NHS Trust

Primary Dental Care Practice

Developing people  
for health and  
healthcare

[www.hee.nhs.uk](http://www.hee.nhs.uk)

### Health Education England working across Kent Surrey and Sussex

HEEKSS is part of Health Education England, charged within the NHS with ensuring that the dental workforce in London and 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 located near Russell Square in Central London, and it is commissioned to provide education, training and workforce development from Education Centres in the trusts across the region.

### Centre for Professional Practice (CPP)

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)



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## SECTION 1

### 2016-2017 Module Dates

Module dates for the PG Diploma in Primary Dental Care

Module Title	Dates	PG Dip Points of Contact
Research Skills for Dentists	<p><b>Days 1 &amp; 2</b> Thursday, 20 and Friday 21 October 2016 (Medway) Friday, 4 November and Saturday, 5 November 2016 (Canterbury)</p> <p><b>Day 3s</b> Friday, 6 January 2017 (PGEC Canterbury) Saturday 14 January and Saturday, 21 January 2017 – Medway Campus (UoK) M1-22 Medway building</p>	<p><b>PG Diploma in <u>Primary</u> Dental Care. Programme Director</b> Professor Mike Mulcahy</p> <p><b>Module Lead</b> Professor Ken Eaton</p>
Minor Oral Surgery	<p><b>Days: 1 &amp; 2</b> Day 1 – 09 /23 September 2016 Days 2 17 / 24 March 2017 - WHH</p>	<p><b>PG Diploma in <u>Primary</u> Dental Care. Programme Director</b> Professor Mike Mulcahy</p> <p><b>Module Lead</b> Mr N. Goodger</p>
Oral Medicine in Dentistry  Queen Victoria NHS Trust Hospital	<p><b>Days 1 &amp; 2</b> Group 1: 02/11/2016 &amp; 07/12/2016 Surgeons Mess (near the Spitfire Restaurant) <b>Day 3:</b> 13/04/2017</p> <p><b>Days 1 &amp; 2</b> Group 2: 18/01/2017 &amp; 08/02/2017 Surgeons Mess (near the Spitfire Restaurant) <b>Day 3:</b> 18/05/2017</p>	<p><b>PG Diploma in <u>Primary</u> Dental Care. Programme Director</b> Professor Mike Mulcahy</p> <p><b>Module Lead</b> Mr K. Sneddon</p>
Endodontics in Dentistry  PGEC Canterbury	<p><b>Days 1 &amp; 2</b> 13/14 January 2017</p> <p><b>Day 3</b> 18 March 2017</p>	<p><b>PG Diploma in <u>Primary</u> Dental Care. Programme Director</b> Professor Mike Mulcahy</p> <p><b>Module Lead</b> Mr A. Elder</p>
Periodontology in Primary and Secondary Care Dentistry	<p><b>Days 1 &amp; 2</b> 25 October 2016 29 November 2016</p> <p><b>Day 3</b> 24 January 2017 Guildford Education Centre, Royal Surrey County Hospital</p>	<p><b>PG Diploma in <u>Primary</u> Dental Care. Programme Director</b> Professor Mike Mulcahy</p> <p><b>Module Lead</b> Dr Phil Ower</p>

Education in Dentistry	<b>Days 1 &amp; 2</b> Day 1: 16 December 2016 Stewart Room (1st floor), Stewart House Day 2: 7 January 2017 Guildford Education Centre, Royal Surrey County Hospital <b>Day 3</b> 4 February 2017 Guildford Education Centre, Royal Surrey County Hospital	<b>PG Diploma in <u>Primary</u> Dental Care. Programme Director</b> Professor Mike Mulcahy  <b>Module Lead</b> Dr M. Kelly
Dental Public Health	TBC	<b>PG Diploma in <u>Primary</u> Dental Care. Programme Director</b> Professor Mike Mulcahy  <b>Module Lead</b> Professor Stephen Lambert Humble
Provisional Dates for: <b>Student Staff Liaison Committees</b>	22 July 2016 (Canterbury) 6 November 2016 (Canterbury) Provisional 16 or 22 January 2017 – Pembury (Provisional) 13 April 2017 (QVH) Provisional	
Provisional Dates <b>Board of Studies</b>	29 September 2016 – Stewart House 16 March 2017 Provisional 20 July 2017 Provisional Venues to be confirmed	
Provisional Dates <b>Board of Examiners</b>	28 July 2017	
External Examiner	TBC	

## Submission Dates for PG Diploma in Primary Dental Care (2016/2017)

Module	Module Study Day Dates	Submission Dates
WL859 Research Skills for Dentists	<b>Group 1</b> Days 1 & 2: 20 & 21 October 2016 Day 3: 06 January 2017	8 December 2016
	<b>Group 2</b> Days 1 & 2: 27 & 28 October 2016 Day 3: 14 January 2017	15 December 2016
	<b>Group 3</b> Days 1 & 2: 04 & 05 November 2016 Day 3: 21 January 2017	22 December 2016
Part of Research Skills for Dentists Module	Ethics Approval Paperwork for Research project	8 – 22 December 2016
WL862 Minor Oral Surgery	<b>Group 1</b> Day 1 – 09 September 2016 Day 2 17 March 2017	Assignment: 05 May 2017  Case study: 30 May 2017
	<b>Group 2</b> Day 1 23 September 2016 Day 2 2 March 2017	Assignment: 05 May 2017  Case Study: 30 May 2017
WL863 Oral Medicine	<b>Group 1</b> Days 1 & 2: 2 November 2016 & 07 December 2016 Day 3: 13 April 2017	Assignment: 21 March 2017 - <b>TBC</b> Case Study: 30 May 2017
	<b>Group 2</b> Days 1 & 2: 18 January 2017 & 8 February 2017 Day 3s: 18 May 2017	Assignment: 21 March 2017 - <b>TBC</b> Case Study: 30 May 2017
WL861 Endodontics	Days 1 & 2: 13 & 14 January 2017 Day 3: 18 March 2017	Assignment: 3 May 2017 Case study: 30 May 2017
WL858 Periodontology	Day 1: 25 October 2016 Day 2: 29 November 2016 Day:3: 24 January 2017	Assignment: 10 January 2017 Case study: 30 May 2017
WL 866 Education in Dentistry	Day 1: 16 December 2016 Day 2: 7 January 2017 Day 3: 4 February 2017	Assignment: 11 March 2017 -  Presentation date: 04 February 2017
WL 865 Dental Public Heath	Day 1: <b>TBC</b> Day 2: <b>TBC</b>  Day 3: <b>TBC</b>	Assignment 14 May 2017 - <b>TBC</b> Case Study Project: 30 May 2017  Presentation date: TBC



## Introduction

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Welcome to the Programme Handbook for the Postgraduate Diploma in Primary Dental Care. This programme aims to provide you with a route to gain academic accreditation for your Dental Core Training.

The Postgraduate Diploma in Primary Dental Care 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 2016/2017.

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 Programme Director of the Postgraduate Diploma in Primary Dental Care Professor Mike Mulcahy on [mike@themulcahys.org](mailto:mike@themulcahys.org) or the Academic Registrar on 020 7127 6267 or 020 7127 6269 or by Email: [dentaldiploma@kss.hee.nhs.uk](mailto:dentaldiploma@kss.hee.nhs.uk)

## Relationships

HEEKSS is responsible for delivering the training, education and the assessments of the PG Diploma programme. The University of Kent and the Centre for Professional Practice provide the quality assurance, regulations, policies and procedures in addition to awarding certificates and issuing student transcripts.

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 Diploma in Primary Dental Care 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:

- Provide a structured postgraduate academic training for students in Year 2 Dental Core Training within dentistry and within primary and secondary care practice that is designed to enable the student to combine academic study with clinical commitment through (work) based learning.
- Develop critical analysis and evaluation skills, appraisal of best practice, through a variety of learning and assessment formats including research, enhancing and improving professional practice and ultimately the quality of patient care.
- Create a supportive and challenging environment in which the student can enhance their skills of reflective practice.
- Develop a critical understanding of professional ethics that apply to and exist within primary and secondary care.
- 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.
- Enable the student to work independently and within a team to tackle complex issues and problems and act autonomously in resolving professional problems.

- Develop a comprehensive and current knowledge of common clinical dental issues and appropriate sources of referral within primary and secondary care.
- Facilitate the enhancement of a variety of skills in clinical and non-clinical disciplines at level 7.
- Develop research skills in order to advance evidence-informed practice within a practice based dental care setting.

## Entry Requirements

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HEEKSS (Health Education England, working across Kent Surrey and Sussex) will administer the initial application process in terms of the potential applicants suitability for the programme in terms of the following criteria:

1. Successfully completed the PG Cert in PDC for FDs (HEEKSS/UoK)
2. Successfully completed Foundation training within another UK postgraduate Deanery, and complete a portfolio complying with UoK standards and assessed by HEEKSS
3. Be currently registered with the General Dental Council.
4. IELTS Level 6.5
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:

6. Qualified dentists currently registered with the General Dental Council.
7. The participants should be working in a general practice or enrolled on the HEEKSS Foundation Dentist Year Two Programme (DENTAL CORE TRAINEE, 1). Participants may be able to be registered if on a DENTAL CORE TRAINEE programme in another deanery (Evidence requirements apply).
8. An enquiring approach to professional practice and a commitment to continued professional development.
9. An ability to study at Postgraduate level.

## Programme Content

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The PG Diploma in Primary Dental Care offers a fresh and innovative work based, structured, postgraduate programme, specifically for Foundation dentists that will acknowledge, with an academic award, the successful completion of Dental Core Training, Year 2. The programme as a flexible, selected 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 dental career pathway. The programme will provide transferable credits towards a Fellowship of the Faculty of General Dental Practice UK (FFGDP).

Work based learning is integral to the programme and emphasises wider learning opportunities as well as integrating the Committee of Postgraduate Dental Deans and Directors UK (COPDEND) UK) Foundation Dentist Programme into a postgraduate scholarship. Work based learning provides the context for the development of professional clinical and non-clinical practice and provides the context for critical appraisal. There are two elements; the first is learning in the supportive structure of the work place, the second is learning from others (the whole team).

Within the work 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 tutored and there will be feedback through the use of a student E-Portfolio Development Plan (EPdP).

## Programme Structure

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The PG Dip in Primary Dental Care programme is designed to be studied on a full time basis for one year through blended learning, with a minimum of 9 days of face to face teaching (7 hours per day) within the academic year.

The programme requires the students to select 3 x 20 credit taught core National Qualification Framework level M 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 Diploma to be awarded. A Board of Examiners will recommend the award of PG Diploma 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 Diploma 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.

## E- PORTFOLIO

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HEEKSS uses the COPDEND Dental Foundation Training e-Portfolio. Usernames and passwords will be issued by HEEKSS.

Students within primary care practices will use a different form of PDP.

Support for the e-portfolio is provided by the Deanery which acts as your 'local administrator'.

### **Keeping Records of Your Training**

A fully completed log book (e portfolio) is required for successful completion of the Dental Core Programme.

Primary care students will complete a monthly log of clinical procedures. For further information about the DFT portfolio and assessments download the guide to completing the portfolio:

<http://www.copdend.org.uk/download/Dental%20Foundation%20Training%20Portfolio%20User%20Guide>

## CPD Records

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You should also keep a record of your verifiable and non-verifiable continuing professional development (CPD) completing annual General Dental Council returns. There is a section for recording verifiable CPD in the Dental Foundation Training e-portfolio. Copies of CPD certificates should be retained for 5 years after the end of your CPD cycle.

## Dissertation Supervisor

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For the Dissertation module, next year, every student will be allocated a dissertation supervisor. The dissertation supervisor will provide 1:1 guidance and support through-out the dissertation. Students should work with their allocated supervisor for the duration of the dissertation to ensure that their work is completed to meet the submission deadline. Students should direct the work and initiate contact with their supervisor.

Each student may have up to 10 hours tutorial support, which includes any time used for reading or commenting on material, with their supervisor, or other member of the programme team; which may be in person, by email, telephone, Skype and so on – to suit individual circumstance. Summaries of the tutorial will be recorded by the supervisors. Full details will be provided in the document Guidance for Students and Supervisors.

## Programme Modules

Passing three of the selected modules will result in the award of a Post-Graduate Diploma in Primary Dental Care

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<b>Stage 1 – PG Diploma</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>WL859</b>	Research Skills for Dentists	7	20	1 & 2
<b>WL861</b>	Endodontics in Dentistry	7	20	1 & 2
<b>WL862</b>	Minor Oral Surgery	7	20	1 & 2 & 3
<b>WL863</b>	Oral Medicine in Dentistry	7	20	1 & 2 & 3
<b>WL858</b>	Periodontology in Primary and Secondary Care Dentistry	7	20	1 & 2
<b>WL864</b>	Removable Prosthodontics in Primary and Secondary Care Dentistry	7	20	1 & 2
<b>WL860</b>	Mentoring Skills in Dentistry	7	20	1 & 2
<b>WL866</b>	Education in Dentistry	7	20	1 & 2
<b>WL865</b>	Dental Public Health	7	20	1 & 2
<b>Award of Postgraduate Diploma</b>			<b>60 Credits</b>	

## Access to Programme and Module Specifications

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Students may access full copies of the 'Programme Specification' and Module Specifications for the PG Diploma in Primary Dental Care using the following links:

[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)

An abridged versions 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 an assignment, (see the number the of assignments in the Module Outlines from pages (42-53) for each of the modules in order to gain the credit.

To gain University credits for a module, each student must successfully complete the assignment. 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:

- Copy and paste a Submission Coversheet to the front of your work. See Appendix 2.
- **ALWAYS include your student number** but not name, assignment title, word count and the title of the module.
- 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.
- **Submit a single hard copy** plus an **electronic copy** of each piece of work. Retain a further 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.
- Please use the **Harvard Method**, where references are presented alphabetically by author-use "Cite them right" for further explanation.  
*Pears, R., Shields, G. (2013) Cite Them Right: The Essential Referencing Guide. 9<sup>th</sup> Edition. Basingstoke: Palgrave Macmillan.*
- 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.

## Patient confidentiality and case reports

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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.



## Formative Assessment and Appraisal

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1. Highlight achievements and areas of excellence
2. Promote regular feedback
3. Supply and demonstrate evidence of progression linked to the Curriculum
4. Identify dentists who may need additional help

### **If in a DENTAL CORE TRAINEE Position:**

#### **Assessment forms**

The assessment framework for DFT uses five assessment tools as follows:

**Early Stage Peer Review (ESPR)** *Informal assessment during the first month of DFT only.*

**“ADEPT” (D-EPs)** *The ADEPT (A Dental Evaluation of Performance Tool) method involves direct observation of performance, followed by one to one feedback. D-EPs are to be carried out on a monthly basis throughout DFT (using tutorial time in GDS posts).*

**Dental Case-Based Discussion D-CbD** *D-CbD involves the FD presenting a case to the evaluator, which is then judged across several broad criteria, prior to one to one feedback being given. DCbDs are to be carried out on a monthly basis throughout DFT (using tutorial time in GDS posts).*

#### **Patient Assessment Questionnaire (PAQ)**

*To be carried out once only during GDS posts.*

**Multi-Source Feedback** *To be carried out once during each HDS / SDS post.*

*Either the TAB (Team Assessment of Behaviour) or MiniPAT (Mini Peer Assessment Tool) can be used.*

## 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, eg 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 at [dentaldiploma@kss.hee.nhs.uk](mailto:dentaldiploma@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 six 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 Module Leads 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 Programme Director will inform the student and the Academic Registrar 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.

## Examinations

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We hope that you will successfully complete either the MJDF or MFDS examination during your Dental Core Training year and the day release programme aims to provide supporting knowledge for the exams.

All those who possess the Postgraduate Certificate in General Dental Practice achieved during their DFT Year will have the opportunity of completing the necessary modules to obtain the Diploma during their Dental Core Training year and further details of this are provided separately.

## 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: <http://www.kent.ac.uk/teaching/documents/quality-assurance/credit-framework/creditinfoannex10.pdf>

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. (2013) *Cite*

Them Right: The Essential Referencing Guide. 9<sup>th</sup> Edition. Basingstoke: Palgrave Macmillan (ISBN-13: 978-1137273116)

## Reference page and Bibliography:

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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.

Please use the **Harvard Method**, where references are presented alphabetically by author- use "Cite them right" for further explanation.

*Pears, R., Shields, G. (2013) Cite Them Right: The Essential Referencing Guide. 9<sup>th</sup> Edition. Basingstoke: Palgrave Macmillan.*

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

## Credit Framework

### Introduction

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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

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In order to be eligible for the Postgraduate Diploma 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/documents/quality-assurance/credit-framework/creditinfoannex4.pdf>

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

### European Credit Transfer System

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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/teaching/documents/quality-assurance/credit-framework/creditinfoannex11.pdf> and <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 Diploma 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/documents/quality-assurance/credit-framework/creditinfoannex2.pdf>

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 Primary Dental Diploma is Stage 2 of the MSc in Primary Dental Programme.

**Awards:** In order to be eligible for the award of a certificate, diploma or degree by the University, 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/documents/quality-assurance/credit-framework/creditinfoannex4.pdf>

## Award of Credit

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### 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 at <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, or may elect to, **repeat** the module, before progressing to the next stage of the programme, provided that it is being taught in the year in question, or you may choose to take a different module provided that the requirements of the programme of study are still met, but must do so before progressing to the next stage of the programme, but this will be capped at 50%. Two such opportunities per module will be automatically permitted, unless denied for disciplinary reasons, and normally available during the long vacation following the initial failure. All repeat modules will attract academic fees

## **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/ga/credit-framework/creditinfoannex4.html>

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 at the University of Kent. Categorical marking will be applied to all assessments. Further details can be found in Annex 6 on this link <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfoannex6.html>

Students must gain an overall pass mark of 50% or more for each module, to be awarded PG Diploma in Primary Dental Care.

Please note that some modules will contain separate components which are weighted - meaning they represent a particular percentage of the overall grade. In these cases the grade for each element is multiplied by its corresponding weighting. These outcomes are then added together and divided by 100 to reach the module grade.

## Methods of Assessment

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In order to gain the award of PG Diploma in Primary Dental Care, students will be required to satisfy the following criteria:

- a. At a date set by the Programme Director 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 lead or the programme director and a sample moderated by another course assessor 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 mark guide for 2016 and 2017 is detailed below on page 27. Other assessment marking guides, along with those detailed below, will be provided within the Module Guides as they occur. If the mark guides are updated then the most recent mark guide will be provided within the relevant Module Guide.

## Categorical Marking

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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/qa/credit-framework/creditinfoannex6.html>

## PG Dip UoK /HEEKSS Assignment marking grid

**Module:**

**Module Lead:**

Student No	Reading and application of knowledge 40%	Analysis and reflection 40%	Organisation and Presentation 10%	Use of literature and referencing 10%	Total Mark Percentage
<b>Marker 1 comments/ feedback</b>					
<b>Marker 2 comments / feedback</b>					
<b>Agreed Provisional Categorical Mark</b>					<b>Categorical Mark</b>

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

Signatures of 1<sup>st</sup> Marker \_\_\_\_\_

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

Signature of 2<sup>nd</sup> Marker \_\_\_\_\_



## PG Dip UoK / HEKSS case marking grid

<b>Module</b>									
<b>Module Lead</b>									
<b>Student No</b>	Case appropriate for clinician at this stage of career 5%	Good History and examination recorded 10%	Correct diagnosis listed and explained 5%	Appropriate treatment options offered to the patient, 10%	Appropriate treatment plan 5%	Patient benefitted from treatment provided, definite health gain. Case demonstrates competency in required discipline 20%	Appropriate reflection on treatment provided 20%	Good discussion on all aspects with evidence base and references around options and treatment 20%	Appropriate level of Record Keeping 5%
<b>Marker 1</b>									
<b>Marker 2</b>									
<b>Marker 1 feedback to student</b>								<b>Score</b>	
<b>Marker 2 feedback to student</b>								<b>Score</b>	
<b>Agreed Provisional Categorical Mark</b>								<b>Categorical Mark</b>	

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

Signatures of 1<sup>st</sup> Marker \_\_\_\_\_

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

Signature of 2<sup>nd</sup> Marker \_\_\_\_\_

## Marking Descriptors for Diploma in PDC

<b>Weighting and marking area</b>	<b>0-39% Poor Fail</b>	<b>40 – 49% Fail</b>	<b>50 – 59% Pass</b>	<b>60 – 69% Merit</b>	<b>70 – 100% Distinction</b>
<b>Reading and application of knowledge</b>  40%	Work does not answer the task and totally failed to meet the learning outcome. Major gaps in knowledge, no or unclear theoretical framework. Many inaccuracies	Work barely answered the task and failed to meet the learning outcome. Large gaps in knowledge, unclear theoretical framework. Some inaccuracies	Some sense of an identified focus that is appropriate. Learning outcomes superficially but adequately met. Reasonably accurate knowledge and some understanding of the theories and concepts behind the question	Clear and appropriate focus. Learning outcomes met competently. Sound knowledge and understanding of the main concepts and theories	Sharp defined, clear and appropriate focus. Learning outcomes fully met. Detailed knowledge and understanding of the main concepts and theories
<b>Analysis and Reflection</b>  40%	No analysis of central issues. Very little or no reflective commentary on integrating knowledge into practice	Little or no analysis of central issues of KS. Little reflective commentary on integrating 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 own clinical practice and practices in other sectors
<b>Use of literature and referencing</b>  10%	No evidence of adequate information gathering. No effort to discover additional source material.	Little evidence of adequate information gathering. Little effort to discover additional source material.	Literature adequately but not critically reviewed. Some weakness in citations and referencing. Ideas and evidence largely limited to basic taught material	Clear review of a range of literature and contextually well linked. Critical evaluation of the literature used. All well cited in the appropriate style	A review of current literature that displays an excellent level of critical evaluation, differentiated in terms of importance
<b>Organisation and presentation</b>  10%	Not well or logically organised. Many spelling and grammar mistakes	Poor organisation and lay out. Some 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

## Classification of Qualification

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Classification is based on the following tables:

### PG Diploma

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 Diploma 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 Course/Programme Director along with a completed concessions form (available from Academic Registrar) one week prior to the 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 Director one week prior to the 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 Diploma in Primary Dental Care not later than one week prior to the Board of Examiners

Further details on concessions applications and appeals against the recommendations of Board of Examiners can be also found here in this link in sections 1 & 2

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

## Assuring Quality in Education

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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 in the delivery of the PG Diploma in PDC for Dental Core Trainees:

- Committee of HEKSS Dental DCT year 2 Training Programme Director (3 per year)
- Staff / Student Liaison Committee (one per term led by the HEKSS Diploma Programme Director)
- Module lead/Educational Supervisors

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

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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 with Health Education Kent, Surrey and Sussex Dental Core Training Programme including the following:

- Evaluation forms and personal reflections completed by the student at the end of Study Day.
- Student/supervisor discussions channelled through the HEKSS Associate Postgraduate Dental Dean for Dental Core Training Year 2 and the HEKSS Postgraduate Diploma Programme Director.
- Annual Monitoring Reports – to be initiated by the HEKSS Postgraduate Diploma Programme Director and submitted to the CPP GSC.
- Individual Final Interview with the HEKSS Postgraduate Dental Dean/Associate Dean.
- Final Completion Module 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 Diploma Programme Director at the CPP Joint Learning, Teaching and Graduate Studies Committee where HEKSS 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 in writing. **The PG Diploma Course Director is the person who will normally consider any complaint in the first instance. Complaints regarding Dental Core Training should be submitted in writing to the PG Diploma Course Director to the Dental Department, HEKSS Dental, 2<sup>nd</sup> Floor, Stewart House, 32 Russell Square, London WC1B 5DN or email directly to [dentaldiploma@kss.hee.nhs.uk](mailto:dentaldiploma@kss.hee.nhs.uk) . See also the Flow chart for raising a complaint in Appendix 3.**

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.

### 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/ga/credit-framework/creditinfoannex9.html>

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

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

## 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.

## **1. SUPERVISORS**

### **Educational Supervisors**

A named individual will act as your educational supervisor for your duration on the HEKSS Dental Core Trainee programme and will take a special interest in your training and professional development. The educational supervisor is appointed by your employing Trust and is available to meet you throughout your placement. You should make arrangements to meet formally with your educational supervisor within a couple of weeks of starting, and as a minimum at 3 monthly intervals throughout your post. You should set out and agree your educational and training needs and goals for the post and how you are going to achieve them at the start and have 3 monthly reviews of your progress which should be recorded in your e portfolio.

#### **Lead Educational Supervisors for DENTAL CORE TRAINEEs are:**

Brighton and Sussex University Hospitals NHS Trust	Mr Michael Monteiro / Keith Altman
East Sussex Healthcare NHS Trust	Mr Andrew Moody
East Kent Hospitals NHS Trust	Mr Nic Goodger/Andrew Elder
Queen Victoria NHS Foundation Trust	Mr Paul Norris
The Royal Surrey County Hospital NHS Trust	Mr Martin Danford
Surrey and Sussex Health Care NHS Trust	Ms Mili Doshi
Western Sussex Hospitals NHS Trust	Mr Stephen Walsh
Dental Public Health, NHS Trust	Mr Samit Shah

### **Clinical Supervisors**

These are the consultants, specialists, specialty registrars, trust doctors, senior dental officers, GDPs or any other clinical staff that you work for every day in any of your rotations. Clinical supervisors will only be responsible for you during a particular session or post and are responsible for ensuring that your day to day clinical training needs are being met. They should be asked to carry out workplace based assessments and to complete elements of your portfolio.

## **Meetings with the Educational and Clinical Supervisors at the start of each post**

At the start of each post the Dental Core Trainee (DF2) will meet with their trainer / educational supervisor to discuss expectations and the educational agreement. The following areas should be discussed at this first meeting:

- How to get help in a clinical situation
- Holiday / Sickness / Study Leave policy
- Supervision arrangements
- Dress code
- Punctuality and Team working
- Completing the Learning portfolio and reflective practice
- Workplace based assessments
- Practice / clinic organisation

## **2. MEDICAL STAFFING**

Personnel enquiries such as contracts, pay/banding, travel expenses, job descriptions, working hours etc should be addressed to the Medical Staffing or Human Resources department for your Trust in the first instance.

### **KEY PERSONNEL (Primary Care Practitioners, not in DCT post)**

Students within this category will have access to a Diploma Tutor and become part of an organised action learning set. Regular face to face meetings will be organised and electronic contacts will be arranged for access to all students.



## HEEKSS PG Diploma Student Support

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Prior to commencing the PG Diploma in PDC students should have received the following from HEEKSS.

- A 2 day Induction programme. Dentist on the ward.
- 9 taught sessions delivered normally at Postgraduate Centres within HEEKSS.
- Information for Dental Core Trainee (Programme Handbook).
- **Access to learning resources such as the Personal Development Portfolio**
- Access to the HEEKSS Associate Postgraduate Dental Dean for Dental Core Training Year 2 for advice on programme structure, progression routes and individual progress.
- Allocated a HEEKSS Educational Supervisor and Clinical Supervisors.
- Primary Dental Care Diploma Tutor

During the programme students can expect to receive the following from HEEKSS.

- Access to the PG Diploma, Programme Director, HEEKSS Postgraduate Dental Dean, HEEKSS Associate Postgraduate Dental Dean for Core Training Year 2 who will monitor individual student progress, provide advice and support on a range of academic and pastoral issues.
- Assignment of a HEEKSS Educational supervisor, and Clinical supervisor **or a Diploma tutor** to monitor individual student progress with their PDP and advice on overcoming obstacles to successful completion.
- Continuous online support by staff and other students via email, and online support material, which will be overseen by the HEEKSS Associate Postgraduate Dental Dean for Dental Core Training Year 2
- Administrative and educational support through HEEKSS by email at [dentaldiploma@kss.hee.nhs.uk](mailto:dentaldiploma@kss.hee.nhs.uk)
- Access to the NHS E-Den electronic learning package **or alternative PDP.**
- IT facilities will be practice/personal based.
- HEEKSS 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.
- HEEKSS central support including regional library facilities, Medline, Athens Gateway.
- NHS and HEEKSS facilities for hands-on skills, teaching and training.

## Networks of Support

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Details of the network of support available to Dental Core Trainees can be found in the Dental Core Training Programme Information Handbook.

## Ethics Approval for Dissertations

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Approval from the CPP Research and Ethics Committee will be required for Dissertations if humans or animals are involved in any way, even if only indirectly through the use of personal records.

Dissertation **must not** proceed without the necessary and appropriate Ethics Approval.

In addition to consideration by the CPP Ethics Committee, all research-active NHS care organisations (including Primary Care Trusts) are required to have local implementation plans. This ensures that any research funded by or involving the NHS, its patients and its employees (including contractors such as General Dental Practitioners) is conducted within the *Research Governance Framework for Health and Social Care*. You must discuss this matter with the Module Convener as soon as possible. Also General Managers of NHS trusts, Primary Care Trusts and Health Boards should be able to give details of the names and telephone numbers of NHS ethics committees chairpersons on request.

## Trainee Support and Guidance

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Dental Core Trainees 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 or the HEKSS Associate Postgraduate Dental Dean for Dental Core Training Year 2 through the Academic Registrar by email to [dentaldiploma@kss.hee.nhs.uk](mailto:dentaldiploma@kss.hee.nhs.uk)

Where a Dental Core Trainee feels they are unable to approach their educational supervisor or the programme director with these issues, they can approach the Postgraduate Dental Dean at HEKSS.

## DCTs with Special Needs

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Dental Core Trainees 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.

## DCTs with Dyslexia/Dyspraxia

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HEEKSS 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 student may apply for special arrangements to address their specific special educational needs.

Process of applying for special arrangements is the responsibility of the student who 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 Deanery requires that the report and recommendations are in line with the Department for Education & Skills guidelines.

If HEKSS 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 at the commencement of the course. 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 HEEKSS can make available, the Deanery 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.

## DCTs with Health Issues

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Any Dental Core Trainee (DCT1) 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 Dental Core Trainee make contact with, and obtain help through NHS Occupational Health Services and Dental Core Trainees (DCT1s) may wish to look at [www.health4works.nhs.uk](http://www.health4works.nhs.uk)

## DCTs 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 Dental Core Trainees. In addition, there are the formative assessments.

If any of these systems identify a Dental Core Trainee (DCT1) having difficulties this will be flagged up to the Programme Director during their scheduled meetings or by concerned staff.

The Programme Director will discuss the difficulties with the Dental Core Trainee (DCT1). Appropriate action will be taken to try to help the Dental Core Trainee overcome the difficulties.

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

## Academic Study Information

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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. (2013) *Pears, R., Shields, G. (2013) Cite Them Right: The Essential Referencing Guide. 9<sup>th</sup> Edition*. Basingstoke: Palgrave Macmillan.

## Administration

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### Registration

Student online registration takes place in September 2016 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 a student ID number to enable you to register for the Award. **An email communication from the Academic Registrar will be sent late September informing students of their Student ID number. You will have a 3 week window in which to complete your student registration online**

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

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

**HEEKSS students need to complete Steps 1 and 2, on this link,**

<http://www.kent.ac.uk/gettingstarted/>.

Students are advised to purchase the National Union of Students, NUS extra Card.. This is a nationally accepted card which costs approximately £12 per year and students will be able 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 [dentaldiploma@kss.hee.nhs.uk](mailto:dentaldiploma@kss.hee.nhs.uk)

### Emergencies

Please provide the Academic Registrar at [dentaldiploma@kss.hee.nhs.uk](mailto:dentaldiploma@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 at the Deanery at [dentaldiploma@kss.hee.nhs.uk](mailto:dentaldiploma@kss.hee.nhs.uk). This is to ensure that any necessary information or materials for your programme are not delayed in reaching you.

### Attendance

Attendance is mandatory for your chosen modules. Non-attendance is taken very seriously and is recorded on your student record. If you miss a taught session it is your responsibility to make up for the training to the satisfaction of the course director.

### Absence

If for any exceptional reason you need to be absent from a taught session please give advance notice in writing to your Module Lead, Programme Director and the Academic Registrar via

email at [dentaldiploma@kss.hee.nhs.uk](mailto:dentaldiploma@kss.hee.nhs.uk). It is your responsibility to make up for the training you have missed due to your absence.

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 Diploma in PDC then you should contact in writing the **PG Diploma in PDC Programme Director** Professor Mike Mulcahy on [mike@themulcahys.org](mailto:mike@themulcahys.org) and copy in the Academic Registrar at [dentaldiploma@kss.hee.nhs.uk](mailto:dentaldiploma@kss.hee.nhs.uk) who will help you make the necessary arrangements.

It is possible to take a break between the Diploma year and the MSc year, this is referred to as intermitting.

### **Transcripts**

Transcripts are an official record of a student's academic achievement whilst studying at an institution validated by the University of Kent and include a breakdown of all modules taken and results attained for a specific programme of study

Transcripts for students who have completed their studies at a Validated Institution are currently produced by the Quality Assurance Office and your final official transcript, on official University paper, will be available to you on your graduation day (or sent to you if your degree is being conferred in absentia).

If you require a replacement transcript then you will need to apply for this through the University's Student Records and Examinations Office website at:

<http://www.kent.ac.uk/student-records/graduates/transcripts.html?tab=accommodation> [11]

Applications must be made by the former student themselves - **third party applications will not be accepted.**

Requests cannot be prioritised and are dealt with on a first-come first-served basis.

Turnaround times vary depending on the time of year; May - October is the busiest period, due to work surrounding examinations, congregations, re-sits and student registration.

## RESPONSIBILITIES OF THE DENTAL CORE TRAINEE (DCT1)

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### **Your responsibilities as a Dental Core Trainee are to:**

1. Demonstrate professional behaviour in accordance with best practice
2. Become familiar with the requirements for successful completion of the Dental Core Training Programme
3. Become fully involved in the education and assessment processes, including attending Trust, Departmental and Deanery induction and training sessions, meeting regularly with your Educational Supervisor and maintaining an up-to-date e-portfolio provided by the Health Education Kent, Surrey and Sussex.
4. Take part in systems of quality assurance and quality improvement in your clinical work and training including audit and clinical governance.

## WHAT TO DO WITHIN THE FIRST FEW WEEKS OF STARTING

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We appreciate that the first few weeks of each new post will be busy for you. For ease of reference we have therefore provided you with a checklist which you may find useful:

1. Attend trust induction as appropriate
2. Attend the departmental induction
3. Collect your ID badge and any other equipment as appropriate
4. Make an appointment to see your educational supervisor
5. Find out about your rota and timetable
6. Familiarise yourself with the curriculum and assessment forms
7. Start to think about who should be completing the workplace based assessment forms for you
8. Read this handbook
9. Start attending the Trust and Deanery teaching programmes
10. Find out about other training and education sessions
11. Familiarise yourself with departmental/Trust policies
12. Book annual and study leave as soon as possible
13. Obtain your IT password as appropriate to your department/Trust
14. Make sure you have a username and password for the e-portfolio
15. Provide two passport sized photos to the Dental Core Trainee Administrator
16. Hand in your contact details form to the Dental Core Trainee Administrator
17. We recommend an encrypted USB stick be obtained for storing audits etc.
18. Ask the Key Contacts in this handbook any questions you may have.

## HEEKSS PG Dip in PDC - Points of Contact

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HEEKSS Dental Department,  
2<sup>nd</sup> Floor, Stewart House  
32 Russell Square  
London  
WC1B 5DN

The dental Dept website <http://www.kss.hee.nhs.uk/dental>

<b>Dean of Postgraduate Dentistry HEEKSS</b>	<b>Professor Stephen Lambert-Humble MBE</b> BDS MSc DGDP FFPH FFGDP (UK) Email: <a href="mailto:Dentaldiploma@kss.hee.nhs.uk">Dentaldiploma@kss.hee.nhs.uk</a>
<b>Programme Director of PG Diploma in PDC</b>	<b>Professor Mike Mulcahy</b> BChD. FFGDP(UK) FRCS(Hon) FDS(Hon) MGDS LDS RCS(Eng) Email <a href="mailto:mike@themulcahys.org">mike@themulcahys.org</a>
<b>HEEKSS Associate Dean for Dental Core Training Year 2</b>	<b>TBC</b> Email
<b>HEEKSS Training &amp; Education Director for Dental Core Training Year 2 and Training Supervisor</b>	<b>Mr Ken Sneddon</b> Email: <a href="mailto:kensneddon@btinternet.com">kensneddon@btinternet.com</a>
<b>HEEKSS Primary Dental Core Tutor/Associate Programme Director</b>	<b>Dr Shabba Shivji</b> Email: <a href="mailto:SShivji@kss.hee.nhs.uk">SShivji@kss.hee.nhs.uk</a>

Lead Educational Supervisors for DENTAL CORE TRAINEEs are:

Brighton and Sussex University Hospitals NHS Trust  
East Sussex Healthcare NHS Trust  
East Kent Hospitals NHS Trust  
Queen Victoria NHS Foundation Trust  
The Royal Surrey County Hospital NHS Trust  
Surrey and Sussex Health Care NHS Trust  
Western Sussex Hospitals NHS Trust  
Dental Public Health NHS Trust

Mr Jim Herold/Michael Monterio  
Mr Andrew Moody  
Mr Chris Hendy/Andrew Elder  
Mr Paul Norris  
Mr Martin Danford  
Ms Mili Doshi  
Mr Stephen Walsh  
Mr Samit Shah

### Dental Office Manager

Tynita Patterson  
Tel: 020 7127 6269  
Email: [tpatterson@kss.hee.nhs.uk](mailto:tpatterson@kss.hee.nhs.uk)

### Academic Registrar

Daniel Margerson  
Tel: 020 7127 6267  
[dentaldiploma@kss.hee.nhs.uk](mailto:dentaldiploma@kss.hee.nhs.uk)



## 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:

NATURE OF QUERY	FURTHER HELP – Initial Point of Contact
<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:dentaldiploma@kss.hee.nhs.uk">dentaldiploma@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>Module Lead Email: <a href="mailto:dentaldiploma@kss.hee.nhs.uk">dentaldiploma@kss.hee.nhs.uk</a></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>Programme Director / Module Lead Academic Registrar Email: <a href="mailto:dentaldiploma@kss.hee.nhs.uk">dentaldiploma@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>Academic Registrar Email: <a href="mailto:dentaldiploma@kss.hee.nhs.uk">dentaldiploma@kss.hee.nhs.uk</a></p>
<p><b>Results and Awards</b> When results are an issue</p>	<p>Academic Registrar Email: <a href="mailto:dentaldiploma@kss.hee.nhs.uk">dentaldiploma@kss.hee.nhs.uk</a></p>

## Resources

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HEEKSS Dental Department 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.

Any problems regarding accessing resource material, should be directed to the Programme Director for the PG Diploma in PDC, 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 the National Library for Health by registration and gaining an NHS Athens user name.

### Other Teaching and Education

1. [www.gdc-uk.org](http://www.gdc-uk.org) has information on continuing professional development requirements.
2. Smile On offers online “webinars” with various dental topics and has a large selection of e-learning programmes. [www.healthcare-learning.com](http://www.healthcare-learning.com)
3. [www.websurg.com](http://www.websurg.com) is a virtual surgical university, accessible from anywhere in the world through the Internet. Its goal is to provide the surgical community, scientific societies, medical teaching centres and industries online training in surgery, information on the latest surgical breakthroughs and the possibility to chat with surgeons and experts from all over the world.
4. [e-Den - e-Learning for Healthcare](http://www.e-den.org.uk/projects/dentistry/)  
[www.e-lfh.org.uk/projects/dentistry/](http://www.e-lfh.org.uk/projects/dentistry/)

### Programmes and Modules Specifications

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/ga/collaborative/validation/profiles/hekss\\_dental.html](http://www.kent.ac.uk/teaching/ga/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 Diploma in PDC. Details of the modules specifications are also contained within the literature supporting each module delivery. See also Appendix 1.

## **Module Outlines**

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**Passing three of the selected modules will result in the award of a Post-Graduate Diploma in Primary Dental Care**

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## WL 859 Research Skills for Dentists

Version	Location	Starts in term	Level	Credit	Assessment	Convenor
1	HEKSS PG Centres	Autumn	M	20	Protocol 75% Ethics Approval submission 25%	Professor Ken Eaton

### 24 Contact hours

This module is unusual in that it will HAVE to be undertaken if the student is to progress to the third year, it is not technically compulsory if the student wishes to achieve only the Diploma.

#### A synopsis of the curriculum

This module will provide participants with the all the necessary skills to formulate a research question, identify and test an hypothesis, write a research protocol for a project based on their professional practice and write an application for ethics approval for the project. This module is an introduction to and must be completed before undertaking the Master's Stage dissertation).

The module will be delivered over three days. The first two days will either be on a Thursday and Friday or Friday and Saturday and the third day will either be delivered on a Friday or a Saturday

- The principles of research methodology and methods.
- Developing a research protocol
- Research ethics application
- Peer review reflection on proposed research protocols and ethics approval applications

#### Subject specific learning outcomes

- Develop a critical understanding of the principles of research methodology and specific methodologies of managing a research project applied in the context of own practice.
- Review and critically evaluate best available evidence relevant to a specified area of professional practice, synthesising information from key sources and databases using a range of database tools and techniques.
- Demonstrate ability to reflect on the ethical aspects of research, and to compile a formal application for consideration by the University of Kent's Centre for Professional Practice's research ethics approval committee, and if necessary by an NHS ethics committee, comprising a research project protocol and ethics approval form.

#### Assessment

- Written project protocol proposal of 3000 words
- An ethics approval submission equivalent to approximately 1000 words

A copy of the module specification can be found here

<http://www.kent.ac.uk/teaching/qa/collaborative/validation/profiles/documents/hekss/dental/wl859.pdf>

## **WL 859 Research Skills for Dentists continued**

### **Criteria for Different Types of Research and Governance for MSc Projects**

Apart from **systematic reviews**, all MSc research projects require Research and Development (R&D) and ethics approval. This document explains the criteria for the different types of project.

#### **Projects which gather data only from patient records (including radiographs)**

Such projects are retrospective studies, which involve no contact with patients. If they take place in hospitals or community clinics, R&D permission is required together with an e-mail or letter from the Trust R&D officer, which states that the project falls within the broad areas of either clinical audit or service evaluation and as such is not research and therefore does not require NHS ethics approval. There should also be an e-mail from the Head of the Department where the candidate works, stating that they are happy for the project to take place in their department.

For these projects, the following documents should then be sent to the Ethics Committee of Centre for Professional Practice (CPP) at the University of Kent:

- Project protocol
- Completed part 1 of the CPP ethics approval application form.
- e-mail or letter from the Trust R&D officer.
- A note or e-mail from the Head of Department or General Practice, where the project will take place, stating that they are happy for it to take place in the Department/Practice.

For students who are working in general practice, the e-mail or letter, stating that the project does not require NHS ethics approval must come from the RM & G officer for either Kent & Medway or Surrey and Sussex, who must be sent the protocol with a request for his/her opinion.

#### **Projects which gather data from NHS staff**

NHS staff include those working for NHS Trusts as well as those in general dental practices, which contract with the NHS. Thus the term includes trainers and trainees in foundation training practices. Typically these studies involve the use of a questionnaire. However, they may also involve the use of focus groups or interviews with NHS staff.

Students working in Trusts should obtain approval for their project from their Trust R&D office and an e-mail or letter which states that because no patients are involved (just NHS staff), the project does not require NHS ethics approval.

For these projects, the following documents should then be sent to the Ethics Committee of Centre for Professional Practice (CPP) at the University of Kent:

- Project protocol
- Completed parts 1 and 2 of the CPP ethics approval application form.
- e-mail or letter from the Trust R&D officer.
- A note or e-mail from the Head of Department or General Practice, where the project will take place, stating that they are happy for it to take place and for the student to carry it out.

For students who are working in general practice, the e-mail or letter, stating that the project does not require NHS ethics approval must come from the RM & G officer for either Kent & Medway or Surrey and Sussex, who must be sent the protocol with a request for his/her opinion.

### **Projects which involve direct contact with patients**

Such projects may involve questionnaires or require some form of clinical assessment or procedure. A full IRAS REC form must be completed and sent to the IRAS together with:

- The protocol
- A patient information leaflet
- A patient consent form
- Any other relevant documents

Once completed, the IRAS form must be signed by both the student and supervisor and sent, together with the above documents to Nicole Palmer (Research Administration Officer, University of Kent), [N.R.Palmer@kent.ac.uk](mailto:N.R.Palmer@kent.ac.uk) for countersigning, prior to its online submission to the IRAS.

The relevant R&D officer (for those working in Trusts) or RM&G officer (for those working in general practice) must also be contacted **and in addition to the above documents, be sent:**

- The letter or REC form stating that the project has been given NHS ethics approval
- A completed R&D form from the IRAS website
- A completed SSI form

so that R&D approval can be obtained.

Once R&D and NHS Ethics approvals have been given the University of Kent's CPP ethics committee should be notified.

### **Any other type of project**

It is unlikely that there will be any other types of project. If there are, in the first instance ask Professor Eaton for advice..

## WL 863 Oral Medicine in Dentistry

Version	Location	Starts in term	Level	Credit	Assessment	Convenor
1	HEKSS PG centres	Autumn	M	20	Assignment 60% Case Study 40%	Mr Kenneth Sneddon

### 21 Contact hours

Plus 20 hours of tutorials within the clinical setting

#### A synopsis of the curriculum

This module is designed to increase knowledge, skills and performance within the clinical discipline of oral medicine. The module will build upon knowledge of the oral tissues in health and diseased states and the knowledge and skills needed in the diagnosis of diseased states. The module will review the role of medical history, special investigations and clinical examinations as a basis for the understanding of patient assessment and clinical examination. The module will deliver understanding of the treatment options and outcomes of these treatments whether through the medical route or a combined surgical method pathway.

The module will be delivered as advised in the Programme module dates for 2016 - 2017

- Current concepts of the oral tissues in health and disease.
- Special tests and patient examination required to reach differential diagnosis.
- Treatment options available in pathological states.
- Actual cases seen on clinics and reflection on knowledge gained and application of this clinically.

#### Subject specific learning outcomes

- Describe selected principles of health and disease of the lips and oral soft tissues, including the salivary glands.
- Critically understand the health and disease features of infective processes of the orofacial tissues and relate these to relevant body systems where appropriate.
- Demonstrate the ability to establish a tissue diagnosis, in benign and malignant oral mucosal disorders, and plan subsequent management.
- Demonstrate an understanding of the selection of appropriate medication in orofacial conditions.
- Demonstrate appropriate surgical techniques associated with oral pathological conditions of lesion excision and biopsy taking.

#### Assessment methods

- A written assignment of 2,500 words examining the students' understanding of the key issue of oral medicine and demonstrating use of referenced literature.
- A written clinical case study of 2000 words demonstrating general oral medicine and surgical diagnostic and or treatment skills on a patient.

A link to the module specification can be found here:

<http://www.kent.ac.uk/teaching/qa/collaborative/validation/profiles/documents/hekss/dental/wl863.pdf>

<b>WL 862 Minor Oral Surgery</b>						
Version	Location	Starts in term	Level	Credit	Assessment	Convenor
1	HEKSS PG Centres	Autumn	M	20	Assignment 60% Case Study 40%	Nic Goodger

## 21 Contact hours

Plus 20 hours of tutorials within the clinical setting

### A synopsis of the curriculum

This module is designed to increase knowledge, skills and performance within the clinical discipline of minor oral surgery. The module will build upon knowledge of the anatomy and pathology of the jaws and the basic skills required for the practice of oral surgery. The module will review the role of medical history, special investigation and clinical examination as a basis for the understanding of assessment of patients. As well as the academic component there will be a practical element using animal tissue under supervision and supervised working within the secondary care arena on patients.

The module will be delivered as advised in the Programme module dates for 2016-2017

- Knowledge based lectures on anatomy, pathology, diagnostic and surgical skills necessary in minor oral surgery.
- Practical skills session on animal tissue.
- Reflective session on cases undertaken in clinical practice

### Subject specific learning outcomes

- Critical knowledge of the basic anatomical structures required for surgery on the teeth and jaws.
- Illustrate comprehensive knowledge around pathological and developmental conditions which would require surgical treatment and the logical treatment plans for patients.
- Evaluate various surgical approaches and their appropriateness in varying surgical situations.
- Have a sound understanding of pre-, peri- and post-operative medication.
- Demonstrate appropriate oral surgical procedures to include exodontia and other procedures within the students' expected competency framework.

### Assessment methods

- A written assignment of 2,500 words examining the students' understanding of the key issue of oral surgery and demonstrating use of referenced literature.
- A written clinical case study of 2000 words demonstrating oral surgical and general skills on a patient.

Link to the module specification can be found here

<http://www.kent.ac.uk/teaching/ga/collaborative/validation/profiles/documents/hekss/dental/wl862.pdf>



## **WL 861 Endodontics in Dentistry**

Version	Location	Starts in term	Level	Credit	Assessment	Convenor
1	HEKSS PG Centres	Spring	M	20	Assignment 60% Case Study 40%	Andrew Elder

### **24 Contact Hours**

#### A synopsis of the curriculum

This module will build on your previous endodontic experience, and aims to develop the evolve knowledge, skills and performance within this clinical discipline. It will build upon knowledge of the pathology of pulpal and periradicular diseases to underpin an understanding of the rationale behind canal preparation, medication and obturation techniques and the factors that may influence or limit successful endodontic treatment. The role of micro-organisms in the disease process will be revised as a basis for the understanding of the aims and objectives of canal preparation, cleansing and obturation with appropriate use of intra-canal medication and temporary seals.

- Current theories and evidence base around modern endodontic practice
- Practical hands-on techniques in accessing, cleaning, shaping and obturating root canals.
- Exposure to the use of magnification to aid endodontic treatment.
- Reflective exercise on the utilisation of those skills in the practice environment.
- Tutor led presentation of cases undertaken.

The module will be delivered as advised in Programme module dates for 2016-2017

#### Subject specific learning outcomes

- Have a sound understanding of the pathogenesis of endodontic disease, microflora and complexity of root canal systems.
- Evaluate and diagnose pulpal and periradicular conditions, which require de nova endodontic treatment and simple retreatment, including endodontic-periodontal lesions, and root resorption.
- Critically evaluate the merits and demerits of various chemomechanical preparation and obturation techniques.
- Critical knowledge of the principles in the treatment of traumatised teeth.
- Demonstrate an ability reflect on practice to devise logical treatment plans for patients requiring endodontic therapy.

#### Assessment methods

- A written assignment of 2,500 words examining the students' understanding of the key issue around endodontics and demonstrating use of referenced literature.
- A written clinical case study, demonstrating skills and competencies on a patient within the area of endodontics, of 2000 words

Link to the module specification can be found here

<http://www.kent.ac.uk/teaching/qa/collaborative/validation/profiles/documents/hekss/dental/wl861.pdf>

## WL 858 Periodontology In Primary and Secondary Care Dentistry

Version	Location	Starts in term	Level	Credit	Assessment	Convenor
1	HEKSS PG Centres	Autumn	M	20	Assignment 60% Case Study 40%	Phil Ower

### 24 Contact hours

#### A synopsis of the curriculum

This module will build on your previous experience, and aims to develop the evolve knowledge, skills and performance within the clinical discipline of Periodontology. Areas that will be considered include record keeping, assessment of risk factors of periodontal disease, treatment planning and the use of antibiotics in the management of periodontal disease against a backdrop of new information relating to the management of periodontal disease and the links with systematic disorder.

- Modern, evidence-based theories of periodontal disease.
- Risk factors, host resistance and inflammatory responses to periodontal disease.
- Systemic disease interactions.
- Reflective tutor led peer review of actual clinical cases

The module will be delivered as advised in the Programme module dates for 2016 -2017

#### Subject specific learning outcomes

- Display a critical understanding of modern evidence-based theories of pathogenesis of periodontal disease and its management and it's classification.
- Have a critical understanding of risk factors for periodontal disease on an individual patient basis.
- Demonstrate competency in the documentation and assessment of a patient's periodontal health and ability to competently treatment plan and reflect on the treatment of those patients and work collaboratively with appropriate team members.
- Critically evaluate the use of antimicrobials that might be used on patients with presenting conditions.
- Demonstrate a sound understanding of the links between systematic conditions and the periodontal disease.
- Critical understanding of how to effect behavioural change and compliance in patients

#### Assessment methods

- A written assignment of 2,500 words examining the students' understanding of key issues of Periodontal Disease and demonstrating use of referenced literature
- A written clinical case study, demonstrating skills and competencies on a patient within the area of periodontal disease, of 2000 words.

The link to the Module specification can be found here:

<http://www.kent.ac.uk/teaching/qa/collaborative/validation/profiles/documents/hekss/dental/wl858.pdf>

## WL 864 Removable Prosthodontics in Primary and Secondary Care Dentistry

Version	Location	Starts in term	Level	Credit	Assessment	Convenor
1	HEKSS PG Centres	Autumn	M	20	Assignment 60% Case Study 40%	Graham Gilmour

### 24 Contact hours

#### A synopsis of the curriculum

This module will build on your previous experience, and aims to develop and evolve knowledge, skills and performance related to removal prosthodontics. The module will include principles of treatment planning, the effects of removable partial and complete prostheses upon the soft and hard dental and oral tissues..

- Current theories and treatment planning of removable prosthodontic devices.
- The importance of oral preparation and the provision of post-operative devices.
- The principles of implants to aid removable prostheses retention.
- Reflective session on actual clinical cases.
- Treatment planning the period after immediate post-surgery

The module will be delivered as advised in the Programme module dates for 2016-2017

#### Subject specific learning outcomes

- Critically understand the effects of removable prostheses upon soft and hard dental and oral tissues.
- Illustrate comprehensive knowledge in the design and prescription of successful removable prostheses.
- Critically understand the importance of preparing the oral structures appropriately and evaluating the occlusion for removable dental prostheses.
- Evaluate how implants relate to removable dental prostheses.
- Demonstrate the ability to prescribe and design successful removable prostheses and other devices indicated post-surgery.

#### Assessment methods

- A written assignment of 2,500 -3000 words examining the students' understanding of the key issue of removable prosthodontics and demonstrating use of referenced literature.
- A written clinical case study of 1500-2000 words, demonstrating prosthodontic and general skills on a patient.

The link to the module specification can be found here:

<http://www.kent.ac.uk/teaching/ga/collaborative/validation/profiles/documents/hekss/dental/wl864.pdf>

<b>WL 865 Dental Public Health</b>						
Version	Location	Starts in term	Level	Credit	Assessment	Convenor
1	HEKSS PG Centres	Spring	M	20	Assignment 60% C Study/Project 40%	Professor S Lambert Humble

## 24 Contact hours

### A synopsis of the curriculum

This module will introduce skills, build on knowledge and develop the assessment of oral health and dental interventions programmes within the general framework of the disciplines of public health. It will build upon knowledge of oral health improvement, oral health surveillance, epidemiology, audit and the development and monitoring quality dental services. The role of strategic leadership and collaborative working for health will be addressed.

- The principles of oral health needs assessment
- Strategy and collaborative working for health
- Oral health and dental interventions programmes
- Oral health promotion within the wider community
- Planning and delivering an Oral Health Service
- The management of NHS dentistry

### Subject specific learning outcomes

- Describe the principles of oral health needs assessment.
- Critical knowledge of the high level management of NHS dentistry.
- Describe the issues relevant to the planning of oral health services.
- Understand the changing contractual processes in NHS dentistry.
- Describe techniques for the promotion of oral health within a general health promotion context.

### Assessment methods

- A written assignment of 2,500 words examining the students' understanding of the key issues of dental public health and demonstrating use of referenced literature.
- A case study/project of 2000 words demonstrating competence and understanding in the field of dental public health
- A 15 minute presentation on your Case project (formative assessment)

The link to the module specification can be found here:

<http://www.kent.ac.uk/teaching/qa/collaborative/validation/profiles/documents/hekss/dental/wl865.pdf>

<b>WL 866 Education in Dentistry</b>						
Version	Location	Starts in term	Level	Credit	Assessment	Convenor
1	HEKSS PG Centres	Spring	M	20	Delivery of Practical Teaching Session 50% Assignment 50%	Dr Mike Kelly

## 24 Contact Hours

### A synopsis of the curriculum

This module will develop your ability to critically analyse a selection of educational theories, particularly as it relates to models of adult learning, teaching and supervision in a clinical environment. The analysis of learning theory can then be used as a basis for the development of clinical teaching skills.

This will build on your previous experience, and aims to develop the skills and knowledge to help you create and maintain a positive and supportive learning environment and enable you to engage in lifelong learning yourself.

Assessed presentations will enable you to demonstrate critical analysis of the theory together with your own teaching skills. The presentations and practical teaching demonstrations will also provide opportunities for you to experience feedback and provide feedback to others in a positive learning environment. The encouragement of self-reflection and feedback throughout the module will enable you to be more aware of the role of positive critique and the importance of reflective practice for clinical educators.

- Theories of education relating to adult learning
- Techniques for effective delivery of the education
- Delivery to the peer group of teaching episode
- Delivery to the peer group of a PowerPoint presentation
- Delivery of feedback on peers performance

### Subject specific learning outcomes

- Illustrate comprehensive knowledge of selected educational theories and practice, related to teaching, learning and supervision in a dental environment.
- Critically evaluate all aspects of the educational process applied to postgraduate and undergraduate dental education and training.
- Demonstrate an application of theoretical learning to clinical training and practice, by means of presentations and teaching demonstrations.
- Critically appraise educational literature to dental practice.
- The opportunity to develop and refine skills in teaching and supervision (related to the programme).

### Assessment methods

- The delivery of a practical demonstration of teaching a non-clinical skill
- A formal written presentation of 2500 words on a subject relevant to student's own clinical setting.

The link to the module specification can be found here:

<http://www.kent.ac.uk/teaching/ga/collaborative/validation/profiles/documents/hekss/dental/wl866.pdf>

## **WL 860 Mentoring Skills in Dentistry**

Version	Location	Starts in term	Level	Credit	Assessment	Convenor
1	HEKSS PG Centres	Spring	M	20	4 Case studies (100%)	Dr Lawrence Mudford

21 Contact hours

### A synopsis of the curriculum

This module will build on your previous experience working as part of a dental team, and aims to develop the skills and knowledge to help you establish and maintain high standards in mentoring practice in dentistry.

Mentors are an important link within postgraduate learning within dentistry; providing support to their colleagues to develop skills and careers. The mentoring programme is therefore intended to enhance performance at work including career enhancement and interpersonal skills. This module will provide preparation for mentors and will include recognising issues outside of the scope of the mentor's knowledge and skills and how to deal with these appropriately.

This module will develop your abilities to provide mentoring support to colleagues. This particularly relates to the application of a mentoring/coaching approach to the conduct of relationships with other team members and patients in the clinical, practice and educational environments and settings.

- Principles underpinning mentorship
- Techniques for successful application of mentorship
- Standards guiding mentorship
- Reflective evaluation of mentorship practice and performance

### Subject specific learning outcomes

- Demonstrate the critical understanding of the methods and techniques to conduct supportive mentoring discussions.
- Critical understanding of the standards and guidelines for mentorship, to include European Mentoring and Coaching Council (EMCC) and The International coaching Federation (ICF).
- Demonstrate knowledge and understanding of the application of mentorship techniques and agreements for application to professional practice and clinical settings.
- Reflectively evaluate the impact of mentor behaviour and mentor attitudes in the mentoring encounters, and the way this influences the value of the session to the mentee.

### Assessment methods

- A set of 2 case studies (1000 - 1500 words each). These will be submitted prior to the final session
- A set of 2 case studies (1000- 1500 words each). These will be submitted 4 weeks following the final taught session.

The link to the module specifications can be found here:

<http://www.kent.ac.uk/teaching/ga/collaborative/validation/profiles/documents/hekss/dental/wl860.pdf>

### 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**

### Patient Consent

DCTs need to ascertain from their Educational Supervisor whether their DGH covers patient consent for their information to be used in an assessment process.

Patient consent is to be obtained and included in the case study report.

Links to the Case study templates and patient consent form can be found here (Appendix 1) and <http://www.kssdeanery.ac.uk/node/3539> and also can be requested directly from [dentaldiploma@kss.hee.nhs.uk](mailto:dentaldiploma@kss.hee.nhs.uk).

*Please note: the case presentation template MUST be used for all clinical case submissions*

## Appendix 1

### Patient Consent Form

I (Full name )  
of (Address )  
( )  
( )  
( )

understand that ..... (insert name of dentist) is undertaking the Postgraduate Diploma in Primary Dental Care

I consent to records of my dental treatment, including photographs, radiographs and models of my teeth and jaws, being used for the purpose of supporting an entry for the assessment. No part of the records, including the case report of my treatment, may be reproduced or divulged to anyone outside the assessment process without my further consent.

I understand that I am entitled in accordance with current legislation to scrutinise these records, including my case presentation transcribed from the records, and may ask for copies (for which I may be charged reasonable expenses).

My consent is only in respect of the dental practitioner whose name appears above.

I have been given a copy of this consent form.

Signature

Date

*Patient* (parent/guardian in the case of a child under the age of 16)



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

**Front Cover sheet**

**Postgraduate Diploma in Primary Dental Care**

<b>Insert Module Number and Name</b>
--------------------------------------

<b>Student Number:</b>	<b>Insert your student number here</b>
<b>Name the Assessment and the word count:</b>	<b>Copy and paste the assignment question here and confirm your word count here</b>

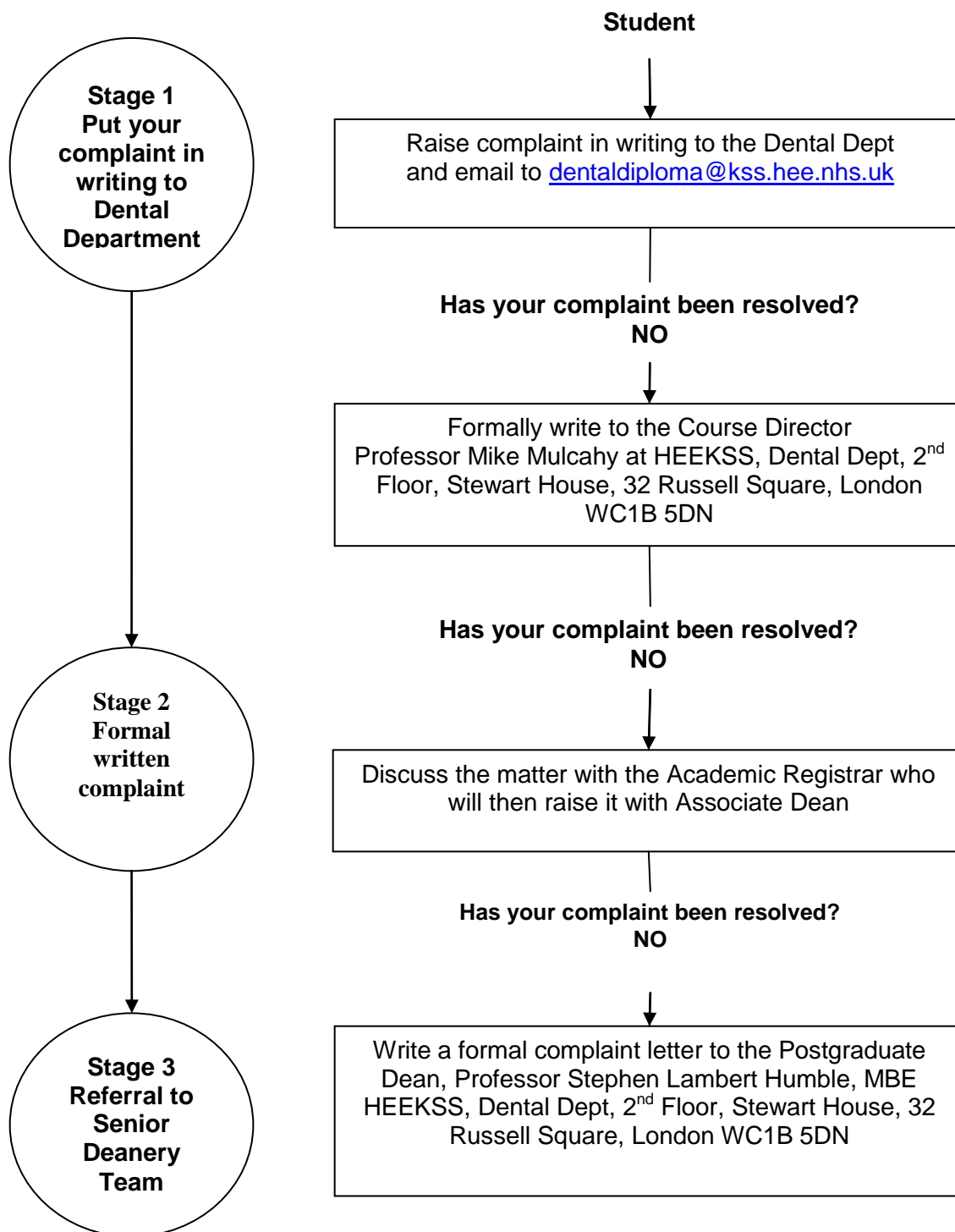
<p>I am aware of the University of Regulations concerning plagiarism as detailed in 'General Regulations for Students - V.3: Academic Discipline' found at: <a href="https://www.kent.ac.uk/teaching/ga/credit-framework/creditinfoannex10.html">https://www.kent.ac.uk/teaching/ga/credit-framework/creditinfoannex10.html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

**Student Signature:**

Students are to sign the hard copy.

**Do not include your name on your work**

### Complaint Procedure Flowchart



## Appendix 4

### Academic Appeal Procedure

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/collaborative/validation/studentinfo.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>

**APPENDIX 5**

**University of Kent**

**Stage 3**

**MSc Primary Dental Care**

**Final Year Dissertation**

**FOR INFORMATION ONLY (example)**

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## SECTION 1: MODULE SPECIFICATIONS

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- 1. Title of the module**  
WL898 Work Based Project and Dissertation
- 2. School or partner institution which will be responsible for management of the module**  
Health Education England Kent Surrey and Sussex (HEKSS)
- 3. Start date of the module**  
September 2014
- 4. The number of students expected to take the module:**  
10-15
- 5. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal.**  
NA
- 6. The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**  
M
- 7. The number of credits and the ECTS value which the module represents:**  
60 Credits (30 ECTS)
- 8. Which term(s) the module is to be taught in (or other teaching pattern)**  
Flexible
- 9. Prerequisite and co-requisite modules** NA  
This module is co-requisite to WL 859 in Stage 2
- 10. The programmes of study to which the module contributes:**  
PG Diploma and MSc in Primary Dental Care
- 11. The intended subject specific learning outcomes:**
  - 11.i Apply the principles and methodologies of the management of a work-based research project in the context of their own practice and the wider workplace setting.
  - 11.ii Undertake informed research strategies, to identify the best available evidence, utilizing a range of database tool, techniques and statistical requirements; critically assessing the literature for validity and relevance using recognised appraisal tools.
  - 11.iii Apply selected methodology and methods appropriate to conduct a work-based project.
  - 11.iv Produce a work-based research project dissertation, containing the key elements of: research methodology, research project and dissertation management, and ethical consideration relevant to the participants' professional practice
- 12. The intended generic learning outcomes**
  - 12.i Demonstrate the ability to manage and present complex information from the workplace setting using a comprehensive range of learning resources.
  - 12.ii Demonstrate the capacity for autonomous learning in the execution of a work-based project.
- 13. A synopsis of the curriculum**

In an attempt to achieve professional and wider organisational effectiveness there is an increasing emphasis on organisational systems and the evidence as a basis for practice decisions. Such processes require professionals to have the skills to critically appraise evidence bases, project manage the implementation of research findings, and/or undertake such research. The aim of this module therefore is to provide participants with the opportunity to

undertake a research project carried out in the workplace and which is relevant to the participants' professional practice.

The purpose of the dissertation is to critically examine in depth a research question relevant to the participant's practice. This should be supported by a critical review of the literature, a statement of the methods, an analysis of the data and an extended discussion of the findings. During the taught weekend the lecturers will outline and confirm key features and structure of the final dissertation, establish the support structures available to students during the module and action learning sets will be used for students to deliver, and receive feedback on, a confirmed outline of their final project plans, prior to commencing work. The final taught session will be a confirmation of process and review of student process. All taught sessions are compulsory attendance and have academic attached for student participation.

The project will usually be based on the project detailed in the (WL859) Research Skills For Dentists. Depending on the nature of the projects permission to proceed will only be permitted subject to prior consideration and approval by either the CPP Ethics Committee or by a NHS Ethics Committee.

The module will be delivered over two separate weekends:

**Weekend 1** will depend on organisational required and be held either:

Friday pm (1-5pm) and Saturday(10-4) and Sunday (10-4) in the Autumn term

or

Friday and Saturday (9-5)

or

Saturday and Sunday(9-5)

**Weekend 2** will be a Saturday only, approximately half way through the Spring term to discuss student progress; students will present a progress report on their project. Students will deliver an overview presentation within an Action Learning Set forum. The members of the Action Learning Set will provide formative feedback focussed on enhancing and progressing each participant's project towards final completion.

The taught sessions will include:

- Dissertation format and structure
- Statistical analysis
- Features of a successful dissertation
- Use of Supervision
- Oral presentation of project outline
- Skills audit
- Time management

#### 14. Indicative Reading List:

Black N. (1994) Why we need qualitative research,. *Journal of Epidemiology and Community Health* 1994; 48: 425 - 426.

Brunette D.M. *Critical Thinking - understanding and evaluating dental research*. 2nd ed.Hanover Park, Il. Quintessence Publishing Co. Inc.

Bryman, A. (1989) *Doing Research in Organisations*, (London, Routledge)

Creswell, J. (2007) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 3<sup>rd</sup> Edition. London: Sage.

Department of Health, (2005) *Research Governance Framework for Health and Social Care*. 2<sup>nd</sup> Ed. London, Department of Health.

Faculty of General Dental Practice (UK) (2007). *Research Competencies Framework*.

Eaton, K. et al. 2010-2012. Nine part series introduction to research skills for Primary Dental Care clinicians. *Primary Dental Care* 17,18,19: various page numbers.

Fiske J. Research governance. Editorial. *British Dental Journal* 2007; 203: 117.

Greenhalgh T. (2006) *How to read a paper – the basics of evidence-based medicine*. 3<sup>rd</sup> ed. Oxford, Blackwell Publishing.

Hart, C. (2005), *Doing Your Masters Dissertation*, (London, Sage)

Mays N, Pope C. (1999) (eds) *Qualitative research in health care*. London: BMJ Books.

- Oleary, Z, (2010) *The Essential Guide to Doing Your Research Project*. London:Sage
- Petrie A, Bulman JS, Osborn JF.(2002) *Further Statistics in Dentistry*. London. British Dental Association.
- Ridley, D.(2008). 'The literature review, a step by step guide for students', (London, Sage)
- Richards D, Clarkson J, Matthews D, Niederman R.(2008) *Evidence-based Dentistry: Managing information for better practice*. London. Quintessence.

**15. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes**

The module includes 21 hours of contact teaching, plus a self-study package requiring approximately 30 hours of student work and supervision tutorials. Participants will undertake their dissertation through private study and research activity in the workplace. The project should be agreed in advance with the module convenor. An approximate division of the 600 hours of learning are listed below:

Module Learning Outcomes	Delivery Methods					
	Guided study Package	Lectures	Action Learning Sets	Supervision Tutorials	Independent Self Study	Assessment
11i	X	X	X	X	X	X
11ii	X	X	X	X	X	X
11 iii	X	X	X	X	X	X
11iv	X	X	X	X	X	X
12 i	X		X	X	X	X
12 ii	X	X		X	X	X
<b>Approximate Number of Hours</b>	30	7	14	12	437	100

**16. Assessment methods and how these relate to testing achievement of the intended module learning outcomes**

The module will comprise of both formative assessment and feedback provided during the Spring terms when students will deliver an progress presentation of their work to date to a peer group action learning set for feedback and comment.

The summative assessment will comprise of a single piece of work. An overall pass must be gained in order to successfully complete the module.

MLO	Method of Assessment
11i	X
11ii	X

11 iii	X
11 iv	X
12 i	X
12 ii	X
% of Mark	100%

**17. Implications for learning resources, including staff, library, IT and space**

As a validated programme this module does not have implications on resourcing – other than in the matters of administration and Quality Assurance; through the CPP Graduate Studies Committee and attendance at the Board of Examiners. As part of a validated programme, this module will be delivered by specialists within the dental sector from HEKSS Dental. All learning and teaching will take place within appropriate HEKSS facilities, postgraduate centres or dental practice settings.

**18. The School/Collaborative Partner recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University's/Collaborative Partner's disability/dyslexia support service, and specialist support will be provided where needed.**

**19. Campus(es) where module will be delivered:**

HEKSS Facilities

***If the module is part of a programme in a Partner College or Validated Institution, please complete the following:***

**20. Validated Institution:** Health Education England Kent Surrey and Sussex (HEKSS)

**21. University School responsible for the programme:** Centre for Professional Practice



## EDUCATIONAL APPROVAL OF PROGRAMMES

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The Postgraduate Dental Dean is responsible for approving training programmes and will periodically inspect the posts and programmes and may wish to talk to you about your experiences. Attendance at these inspections is mandatory and you will be informed in advance of the date of any inspection.

Additionally, you will be expected to take part in a completion interview with the Postgraduate Dental Dean or Associate and to complete a short questionnaire survey about your training experience.

## CAREERS ADVICE AND PLANNING

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### DELIVERING CAREERS ADVICE

The following are organisations that offer or have careers advice:

- 1 NHS Careers [www.nhscareers.nhs.uk](http://www.nhscareers.nhs.uk)
- 2 British Dental Association [www.bda.org](http://www.bda.org)
- 3 Committee of Post Graduate Deans and Directors [www.copdend.org.uk](http://www.copdend.org.uk)
- 4 General Dental Council [www.gdc-uk.org](http://www.gdc-uk.org)
- 5 Oxford Deanery Career Development Unit [www.oxforddeanerycdu.org.uk](http://www.oxforddeanerycdu.org.uk)
- 6 The Royal College of Surgeons of England [www.rcseng.ac.uk/career](http://www.rcseng.ac.uk/career)

### WEBSITES with FURTHER INFORMATION

1. Faculty of General Dental Practice, [www.fgdp.org.uk](http://www.fgdp.org.uk)
2. British Society for Oral Medicine, [www.bsom.org.uk](http://www.bsom.org.uk)
3. British Society for Restorative Dentistry, [www.bsrd.org.uk](http://www.bsrd.org.uk)
4. British Association of Oral Surgeons, [www.baos.org.uk](http://www.baos.org.uk)
5. Oral Pathology, [www.oralpath.com](http://www.oralpath.com)
6. OMFS, [www.omfs.co.uk](http://www.omfs.co.uk)
7. Paediatric dentistry, [www.bspdp.co.uk](http://www.bspdp.co.uk)
8. Dental public health, [www.bascd.org](http://www.bascd.org)
9. Special Care Dentistry, [www.bsdh.org.uk](http://www.bsdh.org.uk)
10. Orthodontics, [www.bos.org.uk](http://www.bos.org.uk)

## SHOULD THINGS GO WRONG

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If you do have concerns about your training, it is important that you contact either your Educational Supervisor or Clinical Supervisor / Diploma tutor immediately. This should normally be done in a formal setting. If you are still not happy after having spoken to your Educational Supervisor or Clinical Supervisor / Diploma tutor please contact the Dental Core Director and Associate Dean, Mr Graham Gilmour. If things cannot be resolved at this level, and you are still having problems you should contact the Trust Director of Medical Education or the Deanery for advice.

There are also external organisations which deal with dentists in personal trouble.

The BDA is the professional association and trade union for dentists in the United Kingdom. Its mission is to promote the interests of its members, advance the science, arts and ethics of dentistry, and improve the nation's oral health. It also offers help with individual problems including representation at a national or international level in contractual disputes with employers and with NHS Trusts and guidance on employment law, health and safety and ethics.

[www.bda.org.uk](http://www.bda.org.uk)

### **2. DENTAL PROTECTION LIMITED**

[www.dentalprotection.org/uk/](http://www.dentalprotection.org/uk/)

### **3. DENTAL DEFENCE UNION**

[www.the-ddu.com](http://www.the-ddu.com)

### **4. MEDICAL AND DENTAL DEFENCE UNION OF SCOTLAND**

[www.mddus.com](http://www.mddus.com)

### **5. NARCOTICS ANONYMOUS**

Tel: 0300 900 1212

[www.ukna.org](http://www.ukna.org)

### **6. ALCOHOLICS ANONYMOUS**

[www.alcoholics-anonymous.org.uk](http://www.alcoholics-anonymous.org.uk)

### **7. DEFEAT DEPRESSION LEAFLET - Royal College of Psychiatrists**

Available from the John Radcliffe Hospital Postgraduate Centres leaflet/information stands or from the Royal College of Psychiatrists at [www.rcpsych.ac.uk](http://www.rcpsych.ac.uk)

### **8. GENERAL DENTAL COUNCIL**

The GDC regulates dental professionals in the United Kingdom.  
[www.gdc-uk.org](http://www.gdc-uk.org)

## **9. OCCUPATIONAL HEALTH**

Contact the Occupational Health Department in your Trust.

## **10. THE SAMARITANS**

Tel: 08457 909090 (UK)  
jo@samaritans.org [www.samaritans.org.uk](http://www.samaritans.org.uk)

## **11. DENTISTS' HEALTH SUPPORT TRUST**

The Dentists' Health Support Programme (originally The Sick Dentists' Scheme)  
The emergency helpline is 020 7224 4671

## **12. SICK DOCTORS TRUST**

Tel: 0870 444 5163  
Web: [www.sick-doctors-trust.co.uk](http://www.sick-doctors-trust.co.uk)

## **STORAGE OF INFORMATION**

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The Deanery and Postgraduate Centres will keep information about your training and education in the Dental Core Training Programme for 5 years after the date of completion of the programme. After this time all information will be destroyed.

## **DISCLAIMER**

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The advice and information contained in this handbook is offered to assist you with your training and is given in good faith. As many of the official Dental Core Training Programme documents are working documents, there may be amendments or changes to the Dental Core Training Programme which the Postgraduate Centres and all individuals involved with the Programme are unable to predict at the time of publication of this handbook. Dentists must check with the Postgraduate Centres, Programme Director and other individuals involved with the Dental Core Training Programme to ensure they have the latest information and advice.

## **ACKNOWLEDGMENT**

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Health Education England, Kent, Surrey and Sussex gratefully acknowledge the work of the Oxford Deanery in the compilation of this handbook.