Programme Specification

This specification provides a summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

The content of our courses is reviewed annually to make sure it's up-to-date and relevant. Individual modules are occasionally updated or withdrawn. This is in response to discoveries through our world-leading research; funding changes; professional accreditation requirements; student or employer feedback; outcomes of reviews; and variations in staff or student numbers. In the event of any change we will inform students and take reasonable steps to minimise disruption.

Programme Details

1. Programme title	Dental Hygiene and Therapy		
2. Award type	Diploma in Higher Education		
3. Programme details	**FHEQ Level:** 6	**Mode of Study:** Full time	**Duration:** 3 years
4. Faculty	Faculty of Health		
5. School	**Owning:** School of Clinical Dentistry		
6. Accrediting Professional or Statutory Body	General Dental Council (GDC)		
7. HECoS code *Select between one and three codes from the HECoS vocabulary.*	**Code:** 100266 **Percentage:** 100	**Code: Percentage:**	**Code: Percentage:**
Programme code (internal use)	DENU103		

9. Programme aims

	The programme aims to:
A1	Graduate a person who can register as a Dental Hygienist and Dental Therapist with the General Dental Council and who will be a professional and safe practitioner.
A2	Support students in developing skills, characteristics and attributes recognised as Sheffield Graduate Attributes (SGA).
A3	Create a supportive and inclusive environment which promotes student wellbeing and the ability to engage fully with the programme.
A4	Use a complementary range of teaching methods to provide the best opportunities for student learning.
A5	Provide hands-on clinical experience in all years of the programme.

10. Programme learning outcomes

Knowledge and understanding (K)	
On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:	
K1	The GDC learning outcomes relevant to the practice of dental hygienist and dental therapist (https://www.gdc-uk.org/professionals/students-and-trainees/learning-outcomes).
K2	The relevance of the science of health and disease to clinical practice.
K3	The scope of practice of the dental team.
K4	The importance of sustainable service provision and health promotion initiatives in the population.
K5	The importance of self-management, adaptability and lifelong learning.

Skills and other attributes (S)	
When considering the skills and attributes developed in this programme, please refer to the Sheffield Graduate attributes (SGAs). [SGAs can be found here](#)	
On successful completion of the programme, students will be able to:	
S1	Meet the GDC learning outcomes relevant to the practice of dental hygienist and dental therapist (https://www.gdc-uk.org/professionals/students-and-trainees/learning-outcomes).
S2	Use interpersonal skills and emotional awareness to enable effective communication.
S3	Promote team-working that delivers evidence-based, sustainable patient care.
S4	Demonstrate professionalism across dentistry: behaviours, skills and attributes.
S5	Demonstrate management, leadership and social accountability.
S6	Be reflective, people-centred clinicians.

S7	Identify and appraise literature, including the use of digital resources.

11. Learning and teaching methods *(this should include a summary of methods used throughout the programme, including any unique features and should be written with a student focus as this information will display to current students and applicants i.e. prospectus)*

Development of the learning outcomes is promoted through the following teaching and learning methods:

Our strategy is to offer a variety of appropriate and contemporary teaching methods and learning opportunities relevant to the learning outcomes. Learning outcomes have been identified for all modules which are distributed to staff and students. Feedback is provided to students throughout the programme and in a variety of ways. This enables students to gain more self-knowledge.

Our teaching programme is integrated so that students acquire an understanding of the basic scientific and pathological processes underlying oral and dental disease at the same time as they learn the skills to manage patients appropriately and maintain and promote health.

Lectures, tutorials and seminars
Lectures are used to convey essential information. Tutorials and seminars explore material through discussion and aid the application of theoretical knowledge to the clinical setting and are used to facilitate exchange of ideas through discussion. Lectures, tutorials and seminars also contribute to the development of appropriate attitudes. (K1-5, S2,3,5,6).

Practical classes
Focus on the development of practical skills but also encourage knowledge and understanding outcomes. This may include preparation and practical work. (K1-5, S1-4,6).

Project supervision
Focus on knowledge and understanding of a particular area in detail but also develop transferrable skills. One-to-one supervision is used to support the planning and implementation of an Oral Health Promotion project. (K1-5, S1-7).

Teamwork
A number of modules have a teamwork focus where teaching is delivered alongside the dental students. Students sometimes work in pairs or small groups, generating an awareness of the importance and benefits of teamwork and enabling students to learn from one another. (K1,3,5, S1-4).

Independent learning
Allows students to prepare for teaching events and to clarify and extend their understanding of issues covered in module content, allowing students to further explore areas of particular interest and engender an attitude towards continuing professional development and self evaluation. (K1-5, S1,4,5,6,7).

12. Assessment and feedback methods *(this should include the range of types of methods used and should be written with a student focus as this information will display to current students and applicants i.e. prospectus)*

Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods:

Various forms of assessment methods are used throughout the programme to achieve both self-knowledge and to monitor abilities and progression.

These include unseen written/online examinations, digital media, project, portfolio, set exercises, vivavoce, assessed practicals, objective structured clinical examination (OSCE) and continuous assessment of clinical performance using the Dentistry Portfolio.

The Dentistry Portfolio is a bespoke system where students enter details of every clinical encounter (including phantom head work) together with reflection that is graded by their clinical tutor appropriate to their year of the programme. Behaviours and professionalism in patient clinics are recorded and integrated with clinical performance.

Over time, the Portfolio will demonstrate a student's progress and attainment and will form a comprehensive record of all clinical activity that is taken with them into their first clinical employment.

To aid consistency in the assessment process, the School has standardised marking criteria.

Assessment methods fall into two broad categories:

Formative

There are formative assessments throughout the programme in order to provide feedback to students concerning their progress. These provide benchmarks of the student's abilities and identify areas of knowledge, understanding, skills and attitudes that might require further support. These assessments enable student's abilities to be monitored. They provide an opportunity to identify and rectify areas of weakness and to encourage the further development of areas of strength.

Summative

All modules have summative assessments. Some modules include gateway assessments that need to be passed to treat patients at that particular stage of the programme.

In addition to these assessments, the School monitors the progress of students via regular progress meetings to include Professionalism.

Version Number:	Purpose / Change:	Cohort affected: (academic year and level)	Date change approved:
1			February 2021

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