



BSc Oral Health Science Programme Specification (CUR04)

Students based in:

Centre for Health Science, Inverness

Western Isles Dental Centre, Stornoway

and

Dumfries Dental Centre

1a	Programme Title
	BSc Oral Health Science
1b	Programme Leader
	Linda Gunn
1c	Faculty and Subject Network
	Faculty of Science Health and Education Subject Network: Applied Life Studies
1d	Awarding Institution
	University of the Highlands and Islands
1e	Teaching Institution
	University of the Highlands and Islands
1f	UCAS/JACS Code
	UCAS Code is B750 JACS Code is B750
1g	SFC Funding Group
	SFC funding group is 8 – Other Health and Welfare
2a	Date of Programme Start / Date of last re-approval
	January 2012
2b	Normal Start Dates
	September (Semester 1) / February (Semester 2)
2c	Exit and Final Awards
	SCQF Level 7 – Certificate in Higher Education SCQF Level 8 – Diploma in Higher Education SCQF Level 9 – BSc Oral Health Science
2d	Availability for Joint Honours
	N/A
2e	Professional accreditation
	General Dental Council
2f	Language of Study / Assessment
	English

3	Academic Partners
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	Responsible AP	Enrolling AP	Hosting AP
Argyll College UHI			
Highland Theological College UHI			
Inverness College UHI	✓	✓	✓
Lews Castle College UHI		✓	✓
Moray College UHI			
NAFC UHI			
North Highland College UHI			
Orkney UHI			
Perth College UHI			
Sabhal Mor Ostaig UHI			
SAMS UHI			
Shetland College UHI			
West Highland College UHI			

4a	Learning Centre Delivery Requirements
	Not suitable
4b	Modes of Attendance / Delivery
	Full-time
4c	Distance learning
	No
4d	Mode of Study

	Year 1 (usually SCQF 7)	Year 2 (usually SCQF 8)	Year 3 (usually SCQF 9)
Face-to-Face	20%	60%	60%
Video-conference	40%	20%	0%
Online	5%	5%	0%
Audio-conference	5%	5%	0%
Self-directed	30%	30%	40%

5	Target Market
	Indicate main market segments which this programme may attract.

	Local	Scotland	UK	International
School Leavers	✓	✓	✓	
FE Progressors	✓	✓	✓	
Life Changers (21-49)	✓	✓	✓	
Life Enhancers (50+)				
Career Developers	✓	✓	✓	
Employers				
UHI staff				

6a	Programme Summary
	<p>This course is designed to educate and train Dental Therapists and, through this education, the qualifying students may also register with the General Dental Council (GDC) as Dental Hygienists.</p> <p>Dental Therapists focus on prevention and restorative treatment, while Dental Hygienists provide preventive and periodontal (gum treatment) care to patients. The ethos of this education, however, is to provide holistic approaches to oral care for patients. By combining the training of these two professionals, the patient receives complete dental care for regular dental treatment that falls within the remit of both.</p> <p>Most Dental Hygienists and Dental Therapists work in General Dental Practice, for NHS Health Boards and in hospitals.</p> <p>The course is open to school leavers, dental nurses and anyone with University entry-level qualifications with an interest in dentistry.</p> <p>In the three-year study for this course, the student attends full-time. You will learn about preventing and treating periodontal disease and dental decay, train in the clinical skills lab in the first two years (for each discipline) and treat patients within the first three months.</p> <p>Learning takes place over three sites – Inverness, Dumfries and Stornoway – with students based in one of the three centres (mostly of your choice). Teaching is delivered by blended learning, included face-to-face, video-conferencing between the sites and enhanced through the Virtual Learning Environment (VLE). This is an innovative and exciting way of learning.</p> <p>NB: students who pass all assessments but do not complete their studies and leave after year one or two will be awarded Certificate in Higher Education and a Diploma in Higher Education respectively but these qualifications will be with non-practising rights, and not in Oral Health Science.</p>
6b	Keywords
	<p>Dental Dental Hygienist Dental Therapist</p>
7a	External reference points
	<p>The programme content has been formulated to adhere to the General Dental Council (GDC) 'Preparing for practice, Dental team learning outcomes for registration' (revised 2015) as well as to the Quality Assurance Agency for Higher Education (QAA) benchmark statements for Dental Therapists.</p> <p>The subject benchmarks statement for the undergraduate dental courses are reviewed below:</p> <p>Subject benchmarks</p> <p>Information and guidance is related to QAA for Dentistry (undergraduate), Dentists.</p> <ul style="list-style-type: none"> • Knowledge and skills • Transferable skills • Professionalism • Behavioural science and communication

	<ul style="list-style-type: none"> • Reflection • Working environment • Medical emergencies • Assessment – relevant, reflect student progression, encourage interaction of knowledge and skills, demonstration of understanding, feedback, examine communication skills, quality assurance. <p>These benchmarks will be incorporated into the ethos of this course in continuing professional development (CPD).</p> <p>The General Dental Council (GDC) recommends, and expects, the Dental Care Practitioner to undertake continuing professional development (CPD) and to show evidence of this for re-registration. These courses will satisfy its need for quality assurance in CPD and the modules conform to the GDC guidelines for undergraduate, and implied postgraduate, standards.</p>
7 b	<p>Educational Aims of the Programme</p> <p>To provide a qualification in Dental Hygiene and Dental Therapy by means of the BSc in Oral Health Science.</p> <ul style="list-style-type: none"> • To ensure that students have a high quality learning experience • To produce graduates who have an understanding of their discipline and the science which underpins it • To provide students with the opportunity to develop a breadth of understanding of essential facts, concepts, principles and theories relating to the role and practices of the dental therapist and dental hygienist • To develop students' critical, analytical, practical, research and communication skills as relevant to dentistry and patient care • To prepare students for employment, postgraduate study and career development • To develop in students the skills necessary for life-long independent learning, and the acquisition of knowledge to engender an awareness for the needs for these skills.
7c	<p>Programme Objectives</p> <p>GENERAL DENTAL COUNCIL: LEARNING OUTCOMES</p> <p>During the programme, students will be expected to demonstrate levels of knowledge and skills as indicated below. <u>Level 7</u> concentrates on developing general scientific knowledge and skills relevant to Dental Hygiene and Dental Therapy practice, while <u>Level 8</u> aims to provide a more in-depth knowledge of specific subjects as relevant to the care of the dental patient. <u>Level 9</u> develops the ability to analyse information and apply knowledge to the comprehensive dental care of diverse populations.</p> <p>The objectives:</p> <ul style="list-style-type: none"> • To provide professional dental qualifications • To provide BSc-level education • To meet the needs of many stakeholders, Scottish Government, NES, future students, patient. <p>The skills required of registrants are covered in the following domains:</p> <ul style="list-style-type: none"> • Clinical – the range of skills required to deliver direct care, where

registrants interact with patients, and also the essential technical skills, carried out in the absence of patients which support their care, for example, by dental technicians

- **Communication** – the skills involved in effectively interacting with patients, their representatives, the public and colleagues and recording appropriate information to inform patient care

- **Professionalism** – the knowledge, skills and attitudes/behaviours required to practise in an ethical and appropriate way, putting patient's needs first and promoting confidence in the dental team

- **Management and Leadership** – the skills and knowledge required to work effectively as a dental team, manage their own time and resources and contribute to professional practices (from 'Preparing for practice, Dental team learning outcomes for registration' 2013)

At SCQF Level 7, you will be expected to be able to:

- Demonstrate knowledge of basic scientific terminology, facts and principles underpinning dental biomedical science
- Make appropriate use of study skills, statistical, mathematical, IT and communication skills
- Develop experience in working individually and as a member of a group
- Use current literature retrieval systems
- Demonstrate clinical competence in the provision of oral care within the phantom head skills laboratory
- Discuss the professional and ethical implications, and social relevance of dental biomedical science and the provision of dental care.

At SCQF Level 8, you will be expected to be able to:

- Demonstrate an in-depth knowledge of aspects of dental biomedical science
- Demonstrate effective verbal and written communication skills through the care and management of dental patients
- Engage in independent learning, negotiating your own learning
- Work as part of the dental team
- Evaluate and critically analyse information and data
- Provide oral care to dental patients in accordance with defined treatment needs, and safe working practices.

At SCQF Level 9, you will be expected to be able to:

- Demonstrate and apply in-depth specialist knowledge in dental biomedical science
- Initiate through practice, an understanding of evidence-based practice
- Analyse information in support of scientific argument
- Write concise reports in accordance with appropriate scientific convention
- Conceptualise current developments and issues in dental biomedical science
- Recognise and pursue opportunities for further education development
- Reflect on the integration of theory and practice through the provision and care of the dental patient.

Finally, on successful completion of the course, Dental Therapy students should achieve the following programme-specific learning outcomes:

- Be caring, knowledgeable and skilful in their role as a dental therapist and / or hygienist
- Accept professional responsibility for their contribution to the effective and safe care of patients (within legal and ethical frameworks informing their practice)
- Recognise and accept the obligation to practice in the best interest of the patient at all times, and promote their teeth and well-being
- Be aware of your limitations and seek advice and support as required
- Utilise advances in relevant knowledge and techniques, which support their role
- Understand the role of patients in the decision-making process
- Promote the acquisition of professional attitudes and behaviours that facilitate effective and appropriate interaction with patients and members of the health care team.

At the end of the programme, the graduates will be able to:

Work under the prevailing legislation and without direct supervision as part of a multi-skilled dental team, applying a wide range of skills and techniques to a wide variety of clinical and health promotional situations.

Knowledge objectives

The newly-qualified dental hygienist and therapist should understand the following:

- The scientific basis of dentistry, including the appropriate medical sciences
- The mechanisms of knowledge acquisition
- Behavioural science and communication
- The clinical experience necessary for the practice of dental hygiene and dental therapy
- The processes of disease and how these affect the appearance and function of oral tissues
- Principles of health promotion and disease prevention
- Organisation and provision of health care in different settings
- Ethics, medico-legal considerations and the maintenance of a safe working environment

Skills objectives

The newly-qualified dental hygienist and dental therapist should be able to demonstrate the ability to undertake the following activities:

- A range of clinical procedures as defined by current legislation within their knowledge and competence
- Effective communication with patients, their families and associates, members of the dental team and other health professionals involved in patient care
- Obtaining and recording a relevant history
- Performing an appropriate clinical examination
- Interpreting a care plan and making appropriate arrangements for the further management of patients whose treatment is beyond their level of competence
- Evaluation and application of evidence-based treatment and techniques
- Possession of a wide range of transferable skills, including problem-solving, communication, presentation and team skills

Attitudinal objectives

The newly-qualified dental hygienist and dental therapist should have:

- Approaches to teaching and learning that are based on curiosity and exploration of knowledge rather than its passive acquisition
- A desire to seek and act on evidence, a capacity for self-audit and an

	<p>appreciation of the need to participate in peer review</p> <ul style="list-style-type: none"> • An awareness of personal limitations, a willingness to seek help as necessary, and an ability to work effectively as a member of the dental team • Respect for patients and colleagues that encompasses, without prejudice, diversity of background and opportunity, language and culture • An understanding of patients' rights, particularly with regard to confidentiality and informed consent • An awareness of the ethical and moral responsibilities involved in the provision of care to patients and populations • An appreciation of the importance of honesty and trustworthiness • An understanding of audit and clinical governance • An awareness that hygienists and therapists should strive to provide or support the highest quality of patient care at all times • An awareness of the importance of one's own health, and its impact on the ability to practice as a hygienist and therapist • An awareness of the need for continuing professional development and education. <p>Quality evaluation and review of the programme</p> <p>The quality of the programme is formally monitored through GDC Visitation and through UHI Validation.</p> <p>Changes to GDC learning outcomes are incorporated in to the programme as they emerge (the most recent being in 2015). All GDC learning outcomes form the basis for each of the modules delivered in the course. The responsibility for this function lies with the University, Programme Director, Module Leaders and External Examiners.</p> <p>The framework for this process is as follows:</p> <ul style="list-style-type: none"> • Notification of changes (of GDC learning outcomes, changing legislation, and external guidance) received to Programme Director • Discussion with relevant modules leaders. • Initiation of MOD1 (Modification to Modules) to UHI • UHI approve modification • Changes to assessment notified to GDC • Approval received from GDC • Changes sent to External Examiner for review • External examiner approves • Delivery of changes. • Internal examiner, student and external examiner report on delivery and review. Additional feedback on clinic is sourced from patients four times a year and at the end of each course of treatment. <p>Timeline – Examiner and student reports are reviewed on an annual basis, and, changes (as described above) are initiated immediately.</p>
7 d	Programme Structure and Content
	<p>All modules in this degree are 'core' owing to General Dental Council requirements. Therefore, there is no opportunity to take faculty option modules or electives.</p>

In preparation for the year to come, induction is provided at the beginning of each year to prepare the student for the next level of the degree.

Year 1, Semester 1			
Module	Teaching Methods Content	Assessments	Progression
Biomedical Science	Lectures Tutorials Basic sciences	Exam - short answer questions, long answer questions and multiple choice questions	Must be passed prior to entry to second year
Clinical Practice 1 Clinical Skills	Self-directed learning Practical Phantom head scaling	Clinical skills and Practical Assessments; OSCEs	Must be passed prior to treating patients and entry to second semester
Behavioural Sciences	Lectures Tutorials Oral health promotion Mahahra	Essay Report OHP portfolio	Must be passed prior to entry to second year
Year 1, Semester 2			
Module			
Clinical Practice 1 Clinic	Clinic Clinical treatment of patients with moderate periodontal disease	Clinical case discussion	Must be passed prior to entry to second year
Clinical Dentistry 1	Lectures Tutorials	Exam - short and long answer questions Oral presentation	Must be passed prior to entry to second year
Oral Biology	Lectures Tutorials Practical	Exam - short and long answer questions	Must be passed prior to entry to second year
Year 2, Semester 1			
Module			
Clinical Dentistry 2	Lectures Tutorials Theory behind clinical practice	Exam - short and long answer questions Workbook	Must be passed prior to entry to third year
Radiography Radiology	Lectures Clinics Seminars	MCQ Short answer questions OSCE (DXXTR) Use of digital processing equipment	Must be passed prior to undertaking radiographs on patient and entry to third year
Clinical Practice 2 Clinical skills	Practical Seminars	Practical Assessment phantom head	Pass in clinical skills allows entry to

	Restorative phantom head Periodontal clinics	OSCE	restorative clinics component in semester 2. Assessed at the end of second semester and must be passed prior to entry to third year
Year 2, Semester 2			
Module			
Dental Public Health	Lectures Tutorials Seminars Health promotion Mahara	Portfolio assessment	Must be passed prior to entry to third year
Clinical Practice 2	Practical Seminars Clinical patient treatment of severe periodontal disease and adult and child restorative treatment.	Clinical Case discussion	Must be passed prior to entry to third year
Human Disease	Lectures Tutorials Seminars Study related to clinical dentistry, including oral medicine	Exam - short answer questions Case report Cleanliness champion programme First aid course	Must be passed prior to entry to third year
Year 3, Semester 1			
Module			
Literature Review: Oral Health Science	On-line and face to face tutorials	Proposal Review	Must pass to qualify
Advanced Clinical Practice 1	Lectures Tutorials Seminars Role in the dental team Theoretic knowledge of daily clinical practice for children	Discussion board Short answer questions and an essay	Must be passed to qualify
Clinical Practice 3	Clinical Adult and child holistic oral health care	OSCE	Assessed at the end of second semester and must be passed to qualify
Year 3, Semester 2			
Module			
Preparation for Practice career plan	Lectures tutorials	Business plan Career plan Portfolio	Must pass to qualify

			Observed clinical procedures	
Advanced Clinical practice 2	Lectures Tutorials Seminars Role in the dental team Theoretic knowledge of daily clinical practice for adults		Discussion board SAQ Essay	Must pass to qualify
Clinical Practice 3	Clinical Adult and child holistic oral health care.		Observed clinical procedure Clinical case discussion	Must pass to qualify

7e Teaching and Learning Approaches

This course is delivered over three main sites (Dumfries, Inverness and Stornoway) with input from outside speakers and other institutions for the delivery of part of certain modules. This gives students a fully blended-learning experience.

Face-to-face teaching sessions are delivered using video-conferencing with invaluable support from the UHI video-conferencing organising department (VC Master, Shetland Bridge). This is also true for phantom head sessions with the additional IT of SMOTS cameras, document cameras and ceiling cameras for an effective learning experience. Learning materials are provided on the virtual learning environment (VLE).

A variety of teaching methods are used throughout the Degree programme – face-to-face, video-conferencing and online are used:

- Learning material will be provided online
- Face-to-face tutorials / seminars will be used to provide further information as required
- Explanation, illustration and application will encourage students to ask questions and to discuss topics in more depth, allowing students to gain confidence in their knowledge and communication skills
- Practical classes allow students to develop specific skills associated with oral health
- Clinics are a major component of this course. Under supervision, students will provide oral health care for patients
- Coursework and projects are used throughout the course to develop skills in organisation, independent working, acquiring further knowledge and applying skills and knowledge already acquired.

Teaching, Learning and Assessment

Knowledge and understanding

Students are provided with the knowledge necessary using a variety of methods.

These include:

- Face-to-face teaching
- Online learning in the form of self-directed learning, discussion boards and chat rooms
- Tutorials (either face-to-face or online)

Each module has its own assessment method to examine students' knowledge and understanding of the material. Assessment is also carried out in a variety of ways, including:

- Open and closed book written examinations
- Submission of assignments (essays)
- Portfolio-based work
- Observed clinical procedures (OCPs)
- Practical examinations

Practical skills

Owing to the nature of the course we provide, a large proportion of the teaching is practical-based and is progressive through the three years of the course.

First year:

- Semester 1 in phantom head with instruction on instruments and a clinical exam in Week 15 to determine competence for moving on and treating patients on the clinic (periodontology (gum treatment))
- Ability to use instruments effectively and safely is assessed as an ongoing process
- Plenty of clinical skills sessions for practice
- Assessment for the module takes place in Week 15 of Semester 2 and takes the form of one clinical case presentation

Second year:

- Continuing treatment of patients (periodontal) on the clinic
- From Week 1, Semester 1, second-year students are back in phantom head for instruction on adult and paediatric restorative procedures
- During Week 15, there is a clinical examination to determine competence for treating patients on the clinic for restorative procedures
- Assessment for the module takes place in Week 15 of Semester 2 and takes the form of two clinical case presentations – one adult patient and one child patient

Third year:

- No formal practical training
- Development of skills for preparation for the transition into practice following qualification
- Students also attend outreach placements during this year to further develop their skills

Placement details

Close association and collaboration between the local NHS Health Boards (Dumfries and Galloway, Highland, Grampian, Western Isles and Broxden in Perth) provide invaluable learning experiences for the students prior to entering the workplace on qualification. These include clinical experience in oral and maxillo-facial surgical wards in the main hospitals which also provide experience in diabetes, stroke and rehabilitation for example. In outreach clinics, such as Elgin and Broxden, students experience general clinical dental work in preparation for qualification.

Transferable skills

- The experience the students gain in the third year of the course is invaluable to their future careers
- Outreach placement gives them the feeling of working in the world with their own nurse and surgery
- Throughout the course, the students learn communication and team-working skills which gives them a good foundation to work in practice

Formative and Summative Assessment are used throughout the three years of the course. All modules have summative assessment and, in certain modules, formative assessment is also included. These tend to be the clinical modules and relate to particular clinical procedures. Formative assessments may be in the form of Observed Clinical Exams (OSCEs), reports, essays, short and long answer questions and research. Formative assessments are 'Observed Clinical Procedures' (OCPs).

Module assessment

There is a system of continuous assessment and exams, and each module will be assessed.

Each module must be passed and there is no compensation between modules.

There is a 50% minimum pass mark for all modules and certain aspects of the summative assessment, for example the OSCE are pass / fail.

Students who are unsuccessful in the examinations will normally be permitted one re-sit. Failure at this will normally result in discontinuation of studies.

Clinical practice examinations

Clinical case presentations are stand-alone assessments and must be passed. A student may re-sit in Summer any component failed during the year, some first semester submissions are re-submitted mid-semester 2. Students who are unsuccessful in the re-sit examination may be required to withdraw from the programme of study.

Year 1, Semester 1				2,500–3,000 word limit
Module	Credits	Teaching methods content	Assessments	Word count total
Biomedical Science	20	Lectures Tutorials Basic sciences	Multiple choice questions Short answer questions Long answer question	1,500 500 1,000 2,500
Clinical Practice 1 Clinical skills		Lectures Tutorials Practical Phantom head scaling	Clinical phantom head OSCE 4 OSCEs	2,500 2,500
Behavioural Sciences	20	Lectures Tutorials Oral health promotion	Essay Report, Oral presentation OHP portfolio	1,000 1,000 500 500 3,000
Year 1, Semester 2				
Module				
Clinical Dentistry 1	20	Lectures Tutorials Theory behind clinical practice	Exam – 2 short and 1 long answer questions Oral presentation	1,000 1,000 1,000 3,000
Clinical Practice 1 Clinic	40	Clinic Clinical treatment of patients with	Clinical case discussion	3,000

			moderate periodontal disease		3,000
	Oral Biology	20	Lectures Tutorials Practical Regional anatomy	Exam – 2 short and 2 long answer questions	1,000 2,000 3000
	Year 2, Semester 1				2,500–3,500 word limit
	Module				
	Clinical Dentistry 2	20	Lectures Tutorials Theory behind clinical practice	Exam – 4 short and 1 long answer questions	2,000 1,000 3,000
	Radiography Radiology	20	Lectures Clinics Seminars Radiography and radiology	Multiple answer questions Short answer questions OSCE Practical	1,000 1,000 500 1,000 3,500
	Clinical Practice 2 Clinical skills and clinics		Practical Seminars Restorative phantom head	Practical Assessment OSCE phantom head	3,500 3,500
	Year 2, Semester 2				
	Module				
	Dental Public Health	20	Lectures Tutorials Seminars Health promotion and preparation for work	Portfolio assessment of practice (OHP)	 3,500
	Clinical Practice 2 clinics	40	Practical Seminars Clinical patient treatment severe periodontal disease and adult and child restorative treatment	Clinical portfolio Clinical case discussion	3,500 3,500
	Human Disease	20	Lectures Tutorials Seminars Study related to clinical dentistry	Exam – 3 short answer questions Case report	1,500 2,000 3,500
	Year 3, Semester 1				3,500-4,000 word limit
	Module				

	Literature review	20	Lectures. On-line teaching	Proposal Review	500 3500 4,000
	Advanced clinical practice 1	20	Lectures Tutorials Seminars Role in the dental team Theoretic knowledge of daily clinical practice applied to children	Discussion board Essay	2,000 2,000 4,000
	Clinical Practice 3 Placement and clinics		Clinical Adult and child holistic oral health care	Clinical portfolios	<i>Semester 2</i>
	Year 3, Semester 2				
	Module				
	Preparation for Practice	20	Lectures Tutorials	Business plan Portfolio Observed clinical procedure	2000 2000 4,000
	Advanced Clinical Practice 2	20	Lectures Tutorials Seminars Role in the dental team Theoretic knowledge of daily clinical practice applied to adults	Discussion board Essay	2,000 2,000 4,000
	Clinical practice 3 Placement and clinics	40	Clinical Adult and child holistic oral health care	Clinical case discussion Radiography	7,500 500 8,000
8a	Entry Requirements				
	Entry qualifications for University-level qualification (access to University course), standard entry requirement, including specified subjects:				
	<ul style="list-style-type: none"> 4 Highers at B or above which must include a science subject, preferably Biology and, if possible, English or <ul style="list-style-type: none"> 3 A level at B or above which must include a science subject, preferably Biology, and if possible English In the absence of English at Higher grade B or above, a Scottish standard grade at 'credit pass' is required. 				
8b	Recruitment & Admission				

Recruitment

As part of recruitment, both Inverness and Dumfries have had contact with local schools, either through open days or by invitation to the schools.

Inverness participates in a Careers Day set up in the Centre for Health Science. All departments in the building take part and 5th and 6th year school pupils had career talks and taster sessions. There is excellent interaction and this gives the School an opportunity to clarify the role of the Therapist / Hygienist within dentistry. Teachers and pupils attend from schools from many parts of The Highlands.

The Therapy tutors from Dumfries have an annual visit to a local school where a careers talk is delivered.

In addition, for those who visit the UHI website, they can see details of the programme as well as student and employer video testimonials.

Admissions

Applications are assessed at Inverness College UHI by the Curriculum Manager for the area, based on the entry qualifications required. Rejection letters will be issued from the relevant centre.

The first UCAS closing date (mid-January) is to be applied **unless** there are particularly low numbers of applicants. However, UHI can open and close the course, depending on requirements.

Interview letters will be sent from both partners to their respective applicants and should contain the following information:

- Date, time and place of interview
- Originals of education certificates are to be taken to the interview
- PVG (Disclosure Scotland) scheme information to be provided and required form to be completed
- Notification that a piece of work is to be carried out on a PC, under supervision, prior to the formal interview
- Interviews take the form of MMIs (multiple mini interviews)

Options for preference for place of study (Inverness, Stornoway or Dumfries) will be discussed at interview.

MMI Interview Process

The interview panel consists of either of staff and students in the UHI Dental Therapy School.

There are 5 stations:

	1 Societal and healthcare issues	2 Ethical decision making	3 Patience and understanding	4 Communication	5 Critical thinking
Type	Computer exercise	Actor station	Actor station	Interview station	Team working station
Time	15 minutes	5 minutes	5 minutes	10 minutes	10 minutes

Each Communication interview follows the same criteria:

- Uses standardised questions

	<ul style="list-style-type: none"> Note-taking by interviewers is detailed <p>Stations</p> <ul style="list-style-type: none"> The IT test is performed under supervision of the PA to the Programme Director (or similar) All students are scored on their performance at each station Equality of marking is sought between the panel members and agreed upon <p>Additional information</p> <ul style="list-style-type: none"> A tour of the facilities is offered, usually by a dental nurse or similar All interview paperwork is held by the Curriculum Manager <p><u>Post Interview</u></p> <p>Once all interviews are complete, the scores are collated and the top 14 scorers become the basis for the next cohort. Decisions are made regarding place of study. The data are held by the administration team at Inverness College UHI and also notes of any pending qualifications. At this point, a reserve list is created with between four and six candidates.</p> <p>Appropriate letters are sent out from the college of application regarding the outcome of the interview. Successful candidates have their PVG processed and are given details of the Occupational Health conditions they must meet. This will also have a date by which they will have to be achieved.</p> <p>PVG information supplied by unsuccessful candidates will be shredded.</p> <p><u>Pre-Induction</u></p> <p>Students are required to travel to Inverness for induction in August. Travel and accommodation is booked for those students who have been placed at Stornoway or Dumfries learning bases. This usually consists of travel on the Sunday, accommodation in Inverness for Sunday, Monday and Tuesday nights, and return travel on the Wednesday afternoon. The Administrator at Inverness College UHI contacts all relevant students to arrange the most appropriate travel for them.</p> <p><u>Induction</u></p> <p>Enrolment should have occurred electronically over the summer and those students enrolling at Lews Castle College UHI will have the appropriate data included on their forms. This takes place over three days in Inverness. The first day (or part of) is spent at Inverness College UHI with the Curriculum Manager and the remainder at the Centre for Health Science. The first Personal Academic Tutor interviews may take place at this point. At the end of the induction, the students return to their study base.</p>
8c	Articulation Routes into Programme
	None
8d	Progression Routes out of Programme
	<p>SCQF Level 7 – CertHE</p> <p>SCQF Level 8 – DipHE</p>
9a	Additional Information for Prospective Students
	<p>All students need to attend an Induction in Inverness lasting for three days prior to the start of each year.</p> <p>Students need to be on clinics 15 minutes prior to clinics starting (i.e. 08:45 and 13:15 hours).</p>

	<p>Students should expect full-time education and, in addition, they may have overnight stays in the third year during placements.</p> <p>Self-directed learning is expected and guidance is provided for this.</p>
9b	Additional Costs to Students
	N/A
9c	Additional Support for Students
	<p>UHI provides support for the students where required through module leaders, Personal Academic Tutors, learning support, careers centre and the UHI Helpdesk for technical problems.</p> <p>Prospective students should access the General Dental Council (GDC) website and association websites – British Society of Dental Hygiene and Therapy (BSDHT) and British Association of Dental Therapists (BADT).</p> <p>Students should be encouraged to discuss career options with qualified Therapists / Hygienists.</p> <p>Students have a responsibility for self-directed learning.</p>
10	Programme-specific regulations
	50% minimum pass is required in all modules under General Dental Council regulations.
11	Quality Enhancement
	<p>Action – analytical approaches to learning and evaluation of that learning.</p> <p>Responsive and adaptable – able to contribute to discussion boards and to bring personal experience.</p> <p>Reflective – reflect on knowledge gained, application of knowledge and the clinical success or failure of the application.</p> <p>Confident – self-confident in front of other students and the patients in their case, based on evidence and knowledge gained through this.</p> <p>Rigorous – setting and maintaining high standards in study, clinical application and putting evidence-based research into practice.</p>
12	Employability
	Most Dental Therapists and Dental Hygienists work in General Dental Practice for NHS Health Boards and in hospitals. They also work in training establishments and in the Armed Forces. It is possible to have flexible working hours, including part-time, and to work for a number of dental practices.
13	Future Programme Developments and Plans
	<p>Possible prospects of continuing education and continuing professional development in a Masters Degree in Oral Health Science.</p> <p>Vocational training prospects.</p>

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