

**PROGRAMME SPECIFICATION
(Taught Postgraduate)**



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Postgraduate Certificate
4	Programme Title	Postgraduate Certificate in Dental Education
5	Programme Code	3534P
6	Programme Accreditation	n/a
7	QAA Subject Benchmark(s)	n/a
8	FHEQ Level	7
9	Date written	July 2021

10 Programme Aims

This programme has been designed to provide its students with opportunities to develop a scholarly approach to dental education and to acquire the expertise necessary for effective clinical education in the context of their own educational roles, responsibilities and interests.

The programme aims to:

- 1** Enable students to acquire advanced skills and knowledge so that they can contribute effectively to educational practice and the development of clinical education as a discipline, with a focus on dental education.
- 2** Encourage a scholarly approach to the evaluation of established practice and educational initiatives, balancing receptiveness to new ideas with critical analysis.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Knowledge and Understanding

On completing the programme students should:

- A1** use theories and principles underpinning clinical education to inform their own educational practice and the practice of others.

Teaching and Learning Methods

The programme is delivered using a blended approach of online learning and support, study days and post study day support.

A1 is addressed through a mixture of lectures, small group discussion, and classroom and on-line exercises, augmented by independent study. These are directed by the provision of reading lists, resource materials and online tutorial support, with feedback by tutors or peers on micro-teaching sessions. The outcomes are further developed through engagement with the work-based assignments.

Assessment Strategy

Knowledge and understanding are assessed formatively in various activities and tutorial discussion, both in the classroom and online. Summative assessment is carried out via a variety of written assignments, including essays, critical appraisal of published work, data interpretation. **A1** is assessed principally within the 'Teaching and Learning in the Classroom', 'Teaching and Learning in the Dental Workplace' and the 'Understanding

Programmes of Learning' modules, where students are asked to apply theoretical constructs and practice principles to their practice as educators. These methods are complemented by lectures and exercises as well as group discussion - both online and in the classroom.

Intellectual Skills

On completing the programme students should be able to:
B1 relate educational issues in clinical practice to a wider educational context
B2 critically appraise theory, 'evidence' and empirical data as well as their own practice
B3 take a strategic approach to their own identified educational needs and plan appropriately to address these needs

Teaching and Learning Methods

All of these skills are developed through independent study, reflection on practice, guided reading and online tutorial support. Students gradually develop these intellectual skills by carrying out their work-based projects, reflecting on practice with online tutorial support and by engaging with their assignments. Online activities, including discussion groups and exercises, complement face-to-face contact and private study. **B1** is developed specifically through classroom and/or virtual based exercises, discussions and debate. **B2** is developed by classroom exercises but also online exercises designed specifically to promote criticality. **B3** is predominantly addressed by preparing work-related assignments

Assessment Strategy

All skills are formatively assessed in classroom discussion and individual tutorials. Summative assessment includes a range of written and oral assignments. **B1** is assessed in the 'Teaching and Learning in the Dental Workplace', 'Understanding Programmes of Learning' and 'Current Educational Issues' modules. **B2** is assessed in, 'Teaching and Learning in the Dental Workplace', 'Understanding Programmes of Learning' and 'Current Educational Issues' module. **B3** is assessed in the 'Teaching and Learning in the Classroom' and 'Teaching and Learning in the Dental Workplace' modules.

Practical Skills

On completing the programme students should be able to:
C1 design and deliver educational interventions
C2 select the most appropriate educational strategies or methods for specified contexts

Teaching and Learning Methods

C1 and **C2** are developed initially through classroom exercises and discussions. These activities lead on to work-based projects that allow the student to practise and develop these skills further. Learning is also informed by independent guided reading. Students receive online tutorial guidance (individually or in groups) as well as feedback on classroom-based observed teaching. They are also encouraged to use a reflective diary to help in skills analysis and its development.

Assessment Strategy

The practical skills of **C1** and **C2** are formatively assessed through classroom exercises and individual tutorials in the 'Teaching and Learning in the Classroom' module. **C1** summative assessment includes an assessment portfolio for the 'Teaching and Learning in the Classroom' module (students produce evidence to demonstrate achievement of module learning outcomes). Also, 'Teaching and Learning in the Dental Workplace' asks for analysis of learners' learning needs and the implementation of strategies for the development of learners. **C2** is assessed within the assignments for 'Teaching and Learning in the Classroom' (via lesson planning), 'Teaching and Learning in the Dental Workplace' (as described within **C1**).

Transferable/Key Skills

On completing the programme students should be able to:
D1 communicate effectively orally and in writing
D2 use e-library and other online information sources skilfully and appropriately

<p>D3 plan, organise and prioritise work activities in order to meet deadlines D4 work independently</p>
<p>Teaching and Learning Methods</p> <p>These skills are developed through the requirement to carry out work-based or other experiential projects and produce written assignments or presentations based on this work. Online library tutorials and the Learning Support Environment aim to enhance these skills. D1 is also addressed through classroom exercises, online exercises and the discussion forum. D2 is addressed initially through induction sessions and later through online specific library skills sessions as well as work for assignments. The course is deliberately designed in a way that requires students to address D3 and D4 throughout its duration.</p>
<p>Assessment Strategy</p> <p>D1 - D2 These skills are formatively assessed in tutorials and summatively assessed through all assignments. D3-D4 are not summatively assessed independently, although they are indirectly assessed through the successful production, to required deadlines of written assignments.</p>

<p>12 Programme Curriculum, Structure and Features</p>
<p>Basic structure of the programme</p> <p>This taught programme is at Postgraduate Certificate level in part-time mode. The Postgraduate Certificate consists of 60 credits.</p> <p>In addition to the studied modules students are offered online training in library and IT skills.</p>
<p>Key features of the programme (including what makes the programme distinctive)</p> <ul style="list-style-type: none"> Using a blended approach to delivery, the design of the programme makes it practicable for those in full-time employment to gain a Postgraduate Certificate award. The programme combines face-to-face contact with supporting students at a distance using online activities and resources specifically designed for the programme. In terms of content, the programme emphasises a practical approach to dental education in the workplace, underpinned by an appropriate academic framework for those studying at Level 7. Thus, where possible, modules provide the opportunity for students to pursue personal interests and to integrate learning on the course with work-based projects and/or other activities relevant to their own context.
<p>Programme regulations (link to on-line version)</p> <p>https://teaching.ncl.ac.uk/docs/regsdocs2021/documents/-R3534P_vFinal.pdf</p>

<p>13 Support for Student Learning</p> <p>Generic information regarding University provision is available at the following link.</p> <p>https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf</p>
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14 Methods for evaluating and improving the quality and standards of teaching and learning

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

15 Regulation of assessment

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/courses/>

The School Website (see <http://www.ncl.ac.uk/dental/>)

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided.