

MSc IN DENTAL DISCIPLINES: APAG RECOMMENDATION, REVISED CA1 AND DUE DILIGENCE REPORT

COVER SHEET

To receive:

1. The recommendation from APAG
2. CA1
3. Appendix to CA1 (Due Diligence report)
4. Digital Learning Resource Agreement
5. Proposal for New Outcentre
6. Course Costing

Professor Murphy has taken Chair's action on behalf of APAG to recommend to ASQEC that the outcentre and provision proposal proceeds to approval event as outlined below:

Conditions of Recommendation to ASQEC - Completion of administrative processes as soon as practicable:

1. The CA1 to come through the CMS for system-based approval. In this submission you may wish to adapt for comments under the notes.
2. The DLRA to account for bespoke content migration requirements between VLEs as well as support for fully online provision.(ADDL/ODL alerted to this).

Assurance Notes for ASQEC/Approval Panel

1. CMA compliance for the outcentre context be closely reviewed. (This should include, inter alia: T&Cs in durable format; eligibility and access to bursaries and scholarships of the University; student support expectations; transparency on additional costs; no academic penalty for non-academic debts).
2. Assurance on the Student Experience – how will the learning environment / portal / services / email etc. be curated for the out-centre context?
3. Assurance on the 'College of Denistry' title in contractual and curriculum documents given developments elsewhere on GEMS.
4. A rationale be provided for the stated minimum cohort size for FT provision - which at 5 is less than university policy.
5. Course Costing appears to be sustainable and the conservative modelling is noted. Some clarity on the precise modelling across the complex range of 16 masters titles and the various modes of attendance would be advised for assurance on contract.
6. Assurance on the 'no PSRB accreditation' statement in a practitioner field and assessment if reputational risk exists for UU through graduate practitioners operating globally and outside GDC jurisdiction.
7. Assurance on UKVI requirements across the range of courses and modes of learning.

1. COURSE TITLE:

MSc in Dental Disciplines (Endodontics, Oral Surgery, Oral Implantology, Restorative and Aesthetic Dentistry, Periodontics, Orthodontics, Facial Aesthetics, Diagnostic Oral Sciences, Advanced General Dental Practice, Digital Dentistry) with **Post-graduate Certificate and Post-graduate Diploma exit awards**

- MSc in Endodontics (FT)
- MSc in Clinical Endodontics (PT)
- MSc in Advanced Clinical Restorative and Aesthetic Dentistry (FT)
- MSc in Clinical Restorative Dentistry (PT)
- MSc in Oral Surgery (FT)
- MSc in Clinical Oral Surgery (PT)
- MSc in Oral Implantology (FT)
- MSc in Clinical Oral Implantology (PT)
- MSc in Orthodontics (FT)
- MSc in Clinical Orthodontics (PT)
- MSc in Periodontics (FT)
- MSc in Clinical Periodontics (PT)
- MSc in Clinical and Diagnostic Oral Sciences (FT)
- MSc in Advanced General Dental Practice (FT, PT)
- MSc in Digital Dentistry (PT)
- MSc in Facial Aesthetics (PT)

2. NATURE OF PROPOSAL: New Courses

3. PROPOSED STARTING DATE: September 2019

4. LOCATION: Specify campus and/or distance learning (if fully on-line)

Outcentre: College of Dentistry, 32-34 Colmore Circus, Birmingham, B4 6BN and distance learning

5. SPONSORING FACULTY: Faculty of Life & Health Sciences

Sponsoring School: School of Pharmacy & Pharmaceutical Sciences

6. ASSOCIATED FACULTY OR FACULTIES:

N/A

7. MODE OF ATTENDANCE:

MSc Programmes will be delivered in the following delivery modes:

FULL-TIME

Distance Learning

Blended Learning (PART-TIME)

8. COURSE DURATION:
Please specify years and semesters.

MSc in Endodontics, MSc in Advanced Clinical Restorative and Aesthetic Dentistry, MSc in Oral Surgery, MSc in Oral Implantology, MSc in Orthodontics, MSc in Periodontics, MSc in Clinical and Diagnostic Oral Sciences

Full time programmes (360 credits):
On-campus; 3 years / 9 semesters

MSc in Clinical Endodontics, MSc in Clinical Restorative Dentistry, MSc in Clinical Oral Surgery, MSc in Clinical Oral Implantology, MSc in Clinical Orthodontics, MSc in Clinical Periodontics

Part time programmes (180 credits):
Blended Learning – online delivery plus three 1-week practical components on campus each year (September, January, May); 3-5 years / 9-15 semesters

Fully Distance Learning – 3-5 years / 9-15 semesters

MSc in Clinical and Diagnostic Oral Sciences

Full time programme (180 credits):
On-campus; 2 years / 6 semesters

MSc in Advanced General Dental Practice.

Full time programme (180 credits):
On-campus; 1 year / 3 semesters

Part time programme (180 credits):
Blended Learning – online delivery plus three 1-week practical components on campus each year (September, January, May); 18 months-3 years

Fully Distance Learning – 18 months-3 years / 9-15 semesters

MSc in Facial Aesthetics, MSc in Digital Dentistry

Part time programmes (180 credits):
Blended Learning – online delivery plus three 1-week practical components on campus each year (September, January, May); 18 months-3 years

Fully Distance Learning – 18 months-3 years /4-9 semesters

9. REASON FOR COURSE PROPOSAL

(Reference should be made to the aims of the course and their relationship to the University's strategic aims and objectives. Comment on the way in which it will satisfy the community interest as regards professional, industrial or other social requirements.)

Introduction:

This document outlines the rationale for new provision in post-graduate dentistry and describes the background, structure and organisation of the new awards, Post-Graduate Certificate, Post-Graduate Diploma and Master of Science in Dentistry (Specialities). The post-graduate programmes are direct entry to a full time MSc postgraduate programme or part time MSc programme, with PgC/PgD exit awards. Students who choose not to complete the Project may exit with a PgD in Dentistry (Specialities). The programme will be delivered by Ulster University, with the College of Dentistry in Birmingham, in an out-centre arrangement.

Rationale:

Dental education has been extremely popular among British undergraduate students, who are attracted by the perceived career opportunities and independence. As noted by Nayee Calvert and Gallagher (2014), a career in dentistry provides multiple options for newly qualified graduates, who can work in public or private dental services, primary care, hospitals and academia. Tempted by high salaries and prestige dental profession offers, young people are ready to overcome immense competition and stress just to become dentistry students. According to the 2013 statistics, medicine and dentistry were the most popular subjects in the country, with more than 96,000 students applying to these programmes (The Guardian, 2016). Such high popularity can also be explained by favourable graduate prospects. In other words, the overwhelming majority of those graduated from dental programmes get a job soon after getting a degree. Giving the increasing demand, it is not surprising that the number of employed dental practitioners in the country has increased from 34,000 in 2011 to 40,000 in 2016 (Statista, 2016).

Although this data may suggest that the state of dental care in the country is improving due to the influx of young specialists, it is not quite right. Evidence shows that areas including emergency medicine, general practice, psychiatry, and, more importantly, dentistry, still face considerable challenges in recruiting and retaining professionals, partially because some parts of the country attract more people after graduation (General Medical Council, 2013). Many dentistry graduates want to work in London or other big cities after graduation, which means that smaller cities lack newly qualified professionals. As a result, people living in rural areas face challenges finding an NHS professional. For instance, a report published by Steele (2009) showed that people find it difficult to make an appointment with an NHS dentist.

There is strong evidence of a change in the demographics of the UK with an increasing percentage of people within an ageing population. These individuals are increasingly dentate, or partially dentate, compared with their forerunners and have increasing expectations of retaining their dentition for their lifespan.

In response to this increased demand there is an expectation that dentists and dental care professionals may need to work longer, with an increased need for reskilling in the care of older people. Some areas of clinical dentistry that used to be routine are becoming rarer and hence specialist; however, changes in finances may lead patients to request these options more often with either reskilling of the primary care sector in these areas or an increase in referrals for specialist treatments.

There are approximately 100,000 UK registered dental professionals, of whom about 40% are dentists and 60% are dental care professionals (dental therapists, hygienists, technicians, clinical dental technicians, nurses and orthodontic therapists).

From the employability perspective, individuals having a degree in dentistry can find a position in one of the specialties, namely dental public health, oral medicine, oral surgery, paediatric dentistry, orthodontics, and restorative dentistry. However, to become a specialist in one of these disciplines is not an easy task; it is a highly competitive area of specialism to get in and a candidate has to spend a number of years training under the supervision of a hospital consultant. Upon finishing the training, specialists enjoy a higher standard of life, because the majority of their work is based on private referral for advanced and selective cases, for which they can request higher fees, in contrast to the less paid generalist who works as an NHS dentist. Therefore, dentists and dental care professionals like to upskill themselves that they can provide the selective treatments. BPP has been pioneer in providing the programmes that can provide the relevant enhanced skills to UK and overseas dentists and we have demonstrated success in this arena.

BPP dentistry team has built a reputation for quality post-graduate education that we can grow to include dental care professionals. There is compelling evidence indicating the demand for post-graduate programmes aimed at Dental care professionals (Dental Therapists, Hygienists, and dental nurses).

We are interested in building a portfolio of programmes to address this demand. This demand also spreads to include dental nurse programmes. The current awarding body for this programme is the National Examination Board for Dental Nurses (NEBDN), although this does not form part of the current proposal.

Sixty per cent of dentists 'will quit NHS within five years'

<https://www.thetimes.co.uk/article/sixty-per-cent-of-dentists-will-quit-nhs-within-five-years-hqjlpckjdg>

Difficulties arise largely from a change in practising patterns of UK dentists in response to successive changes in funding and contractual arrangements for NHS dentistry. As more dentists increased the proportion of private dentistry they provide, it becomes necessary that they upskill and learn advanced techniques in postgraduate structured programmes similar to what we offer in BPP University.

Meeting the strategic aims and objectives of Ulster University:

As stated in the draft University Learning & Teaching Strategy: Learning for Success (2018/19 – 2024/25), the University aims to lead innovations in education and prepare our students to take a leading role in society by providing an engaging, caring and supportive learning environment. As outlined in the Five Year Strategic Plan, 5&50, 2016–2034, we will continue to provide the highest quality learning and student experience. The School of Pharmacy and Pharmaceutical Sciences will continue to drive academic excellence in the delivery of the dentistry post-graduate programmes, building on their significant achievements to date with regard to the MPharm programme, which was ranked first in the UK for three consecutive years (Guardian League Tables).

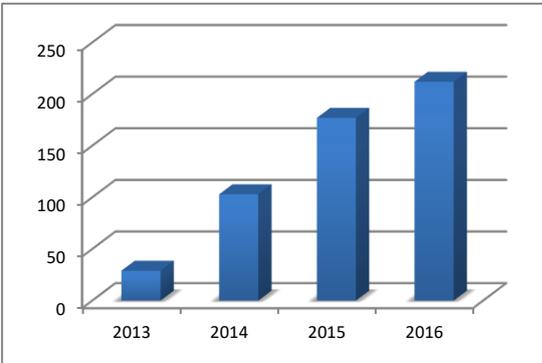
Building on the success of the School of Pharmacy and Pharmaceutical Sciences, the new dentistry programmes will contribute to the ongoing and future sustainability of the School. The PgC/PgD/MSc Dentistry programme is an intense, innovative and unique course where highly motivated and high achieving individuals will be selected and trained to work towards a specific qualification through a specifically tailored programme of study.

10. EVIDENCE OF STUDENT DEMAND

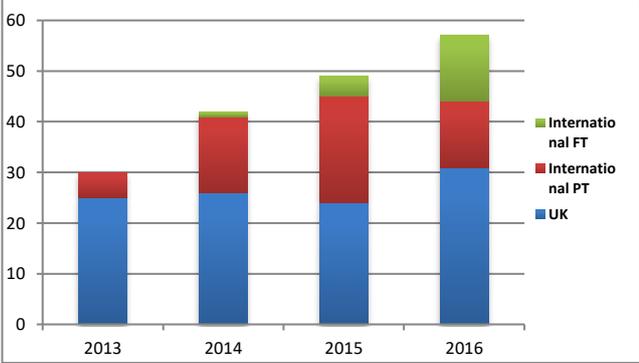
(Include, for example, information sources, views from existing students, former students, expert opinions (staff and networks), field research. Distinguish between campuses and modes of study where applicable.)

The establishment of the Dentistry programme is taking place in partnership with the College of Dentistry (The College). The College bought the Faculty of Dentistry from BPP University in November 2018.

In 2013, BPPU School of Health established the first postgraduate Dentistry programmes delivered by a private university in the UK. This development has proved successful with 200 highly achieving students recruited during this short period and has been on track to deliver its revenue plan targets ahead of schedule.



Increase in student numbers (total number)



NEW student demography, UK vs. international, PT and FT 2013-16

Aligned to the University's key strategic objective, the BPP Faculty of Dentistry College has an existing national and international profile and has extensive experience in recruiting and interviewing UK and international students. The development and use of online facilities would enhance the capabilities of recruiting students and interviewing them on national and international levels without the need to travel.

The College has established links with the following organisations for student recruitment:

- HealthCare Learning (HCL)– which had a contract with Manchester University recruiting dentistry students in one discipline for 8 years. The HCL contract with Manchester has expired and they wish to contract with the College for similar services.

- FMC: largest Dentistry media and publishing company in the UK. The College and FMC are pursuing an agreement for online and published marketing.
- HE agents in the Middle East and south Asia (Lone in the UAE and HR Global Education partners in Pakistan) for student recruitment services.

11. PROPOSED STUDENT ENROLMENTS (The Faculty should ensure that the proposal can be accommodated within its approved academic courses plan. Distinguish between campuses and mode of study where applicable.)

The tables provide numbers of new intake students to the PT and FT programmes.

| Distance Learning - PT | | | | | | |
|------------------------|----------------------|-----------------------|----------------------|-----------------------|----------------------|----------------------|
| Year of Course | Year of First Intake | Year of Second Intake | Year of Third Intake | Year of Fourth Intake | Year of Fifth Intake | Year of Sixth Intake |
| Year 1 | 100 | 300 | 350 | 400 | 500 | 500 |
| Year 2 | | 95 | 285 | 330 | 380 | 475 |
| Year 3 | | | 65 | 215 | 288 | 350 |

| Blended Learning -PT | | | | | | |
|----------------------|----------------------|-----------------------|----------------------|-----------------------|----------------------|----------------------|
| Year of Course | Year of First Intake | Year of Second Intake | Year of Third Intake | Year of Fourth Intake | Year of Fifth Intake | Year of Sixth Intake |
| Year 1 | 50 | 100 | 150 | 175 | 200 | 200 |
| Year 2 | | 47 | 95 | 142 | 165 | 190 |
| Year 3 | | | 32 | 74 | 100 | 150 |

| Full time | | | | | | |
|----------------|----------------------|-----------------------|----------------------|-----------------------|----------------------|----------------------|
| Year of Course | Year of First Intake | Year of Second Intake | Year of Third Intake | Year of Fourth Intake | Year of Fifth Intake | Year of Sixth Intake |
| Year 1 | 20 | 40 | 50 | 60 | 70 | 80 |
| Year 2 | | 19 | 38 | 47 | 56 | 65 |
| Year 3 | | | 18 | 36 | 46 | 55 |

MINIMUM COHORT SIZE: FT: 5 Blended Learning: 10 Distance Learning: 20

12. PROGRESSION OPPORTUNITIES AVAILABLE TO STUDENTS

(Information should be provided on:

- the potential employment, further study and training opportunities available on completion
- the proposed input from the Career Development Centre in supporting the development of employability skills for students. The Career Development Centre must be consulted on this point.)

Employability and Career progression:

In term of employability and progression opportunities, the proposed courses suit two categories of students, mature dentists (Blended Learning and Distance Learning programmes) and junior Dentists (Full time programmes).

Career development will largely be taken outside of the University but the Course Team will work with the University's Career Development Centre to ensure that students develop their employability skills throughout the programme. Mature UK students will have an opportunity to upgrade their skills and undertake advanced private dentistry practice rather than Dentist GP practice. Dentists in general practice who work both within the NHS and the private sector normally earn £50,000-£110,000 depending on a city and setting, while dentists

employed only in the NHS earn approximately £38,000-£81,000. Dentists working in private clinics earn from £140,000 and higher (Prospects, 2016). Similar systems are applied internationally.

Junior students (qualified in the past 3 years) will take the full time programme to embark on the speciality pathway rather than start a dentist GP life. The three year full-time programme puts the dentists on the specialist list in their own countries (subject to their authorities approval).

13. RELATIONSHIP WITH OTHER COURSES IN COGNATE AREAS

(a) Within the University of Ulster

These proposed programmes will potentially stimulate student enrolment on other courses offered within the wider University at PhD level (a proposal of collaboration from the College will be made in due course)

(b) Elsewhere in Northern Ireland

N/A

(c) Impact of enrolment on other courses

Due to the unique content, structure and requirements for the Dentistry programme, there will be no adverse impact on enrolment on other courses with regard to competition for student recruitment.

14. RELATIONSHIP WITH OTHER INSTITUTIONS, EXTERNAL AGENCIES, INDUSTRY, PROFESSIONAL BODIES

Outline relationships with other bodies. (For proposals involving collaboration with other institutions, indicate whether a *joint course* is proposed (and whether a joint award is possible) or whether an *outcentre* arrangement is to be developed and / or Recognised Teachers designated (see Partnership Handbook for definition).

The School of Pharmacy and Pharmaceutical Sciences, Faculty of Life and Health Sciences will have full responsibility for all aspects of the Dentistry programmes and the award, including academic delivery, assessment, quality assurance, academic and pastoral support. Students will be registered students of the University and have all the rights of a student attending a University campus in Northern Ireland. The University will be responsible for the registration and enrolment of students as students of the University.

An out-centre arrangement is being proposed with recognition of staff at the College of Dentistry as Recognised Teachers of Ulster University. The programmes will be delivered by the College of Dentistry in their Birmingham campus. The Course Director will be a member of academic staff from the School of Pharmacy and Pharmaceutical Sciences. As the course will be delivered and assessed by Recognised Teachers, staff in the School of Pharmacy and Pharmaceutical Sciences will have a high level of oversight to ensure maintenance and comparability of standards.

In partnership with the Faculty of Life and Health Sciences, the College will provide the following:

- Teaching the theoretical components
- Training the full time students in simulation centre
- Training the part time students in clinical setting
- Teaching the research projects
- Assessment

SECTION B: ACADEMIC ASPECTS OF THE COURSE

15. ENTRY REQUIREMENTS

(Refer to the General Entry Requirements for the award, and any subject-specific requirements. The proposed initial offer standard should also be given for full-time undergraduate courses, following consultation with the Marketing Unit.)

Applicants must:

- (a) have gained
 - (i) an Honours or non-Honours degree from a University of the United Kingdom or the Republic of Ireland, or from a recognised national awarding body, or from an institution of another country which is recognised as being of an equivalent standard; or
 - (ii) an equivalent standard in a Graduate Certificate or Graduate Diploma or an approved alternative qualification; [and]
 - BDS or equivalent
 - A letter of good standing
 - GDC registration (for those practising on patients in the college)
 - Be currently registered within their profession within their own country and also have access to an appropriate patient base to facilitate study .
 - Health clearance (for those practising on patients in the College)
 - Enhanced DBS clearance (for those practising on patients in the College)

and

- (b) provide evidence of competence in written and spoken English (GCSE grade C or equivalent);

In exceptional circumstances, as an alternative to (a) (i) or (a) (ii) and/or (b), where an individual has substantial and significant experiential learning, a portfolio of written evidence demonstrating the meeting of graduate qualities (including subject-specific outcomes, as determined by the Course Committee) may be considered as an alternative entrance route. Evidence used to demonstrate graduate qualities may not be used for exemption against modules within the programme.

16. AIMS

Define the broad educational purposes of the course/undergraduate subject strand. (Detailed programme level learning outcomes setting out the achievements which demonstrate successful completion of the course will be provided subsequently in a programme specification.)

Aim of the Programme:

The overall aim is to deliver sound teaching in the theory and safe practice of modern dentistry. It aims to produce competent and reflective practitioners as well as encouraging opportunities for research and further postgraduate development.

The programme aims are to:

- Provide unbiased teaching in the theory and practice of advanced dentistry
- Create opportunities for personal and professional development
- Contribute to the research base of “specialist dentistry” and to encourage research amongst practitioners
- Promote “specialist dentistry” dentistry as a safe and practical method of treating patients
- Produce safe, competent and reflective practitioners
- Appraise levels of competency.

Objectives of the Programme:

By the end of the programme, successful students will have acquired the knowledge, skills and experience to confidently:

- Deliver safe, predictable and competent “specialist” treatment.
- Understand their role and responsibilities in the provision of “specialist” treatment to their patients, together with their relationships to other colleagues and the dental care team.
- Be able to communicate effectively with other professionals in the management of complex cases requiring an interdisciplinary approach.
- Interpret research findings and their implications for “specialist” treatment.
- Evaluate various treatment options, demonstrate proficiency in applying “advanced” techniques and reflect on all aspects relating to practice management, synthesising information gained from a wide variety of sources in order to develop an optimal and realistic treatment plan.
- Understand the major legal, ethical and social implications of “specialist” treatment.

17. COURSE STRUCTURE AND OUTLINE OF COURSE CONTENT

Describe the structure and outline the course content if available, preferably in diagrammatic form, identifying modules as Current, Revised, New

For Honours degrees indicate whether the subject will be available in

X Single honours Major Main Minor

(Major/Main/Minor strands contribute to modular combinations on the campus.)

Each programme is multi-modular, and all modules have to be completed to progress through the programme. The first two years of the programme are designed to deliver the training outcomes of all practitioners providing “specialist” dentistry. Students who successfully complete the first two years will have completed a Postgraduate Diploma. At the end of the third year, students will be awarded an MSc.

The programme will be taught by leading professionals in the field of “specialist” Dentistry. Tutors and recognised experts will give lectures, demonstrations and surgical support. These include distinguished academics, dental and maxillo-facial consultants, oral and restorative surgeons, university lecturers, researchers and experienced practitioners. The tutors are experienced dentists and have postgraduate dental qualifications.

In the first year, students will learn the principles of each specialist area. In the second year, these foundations will be built upon by consolidating knowledge in the chosen discipline, in addition to modules that focus on advancing clinical practice and professional competencies. In the third year the nature of evidence-based practice is reinforced, culminating in a professional project or dissertation.

A proposed structure of the MSc in Endodontics, MSc in Restorative and Aesthetic Dentistry, MSc in Oral Surgery, MSc in Oral Implantology, MSc in Orthodontics, MSc in Periodontics programmes is below (different programmes have slight variation in module credit points). Taught elements incorporate 60 credits in year 1, 60 credits in year 2 and 60 credits in year 3, with an additional 180 credits for placement on the full-time provision, representing a total of 360 credit points.

Full-time MSc programmes in Dental Schools across the UK would be 360 credits to include both the clinical and practical components of the programme. Placements feature within the FT on-campus programme only. The PT provision has no placement content as this provision is preferred by practising dentists working within clinics already. Within these clinics, the practice of the new specialities may not be possible – hence enrolment on the programmes – as they may not be services currently provided by that practice. Hence the workplace learning may not be appropriate. For this reason, only the FT provision has the 180 credits for placement.

MSc in Endodontics, MSc in Advanced Clinical Restorative and Aesthetic Dentistry, MSc in Oral Surgery, MSc in Oral Implantology, MSc in Orthodontics, MSc in Periodontics, MSc in Clinical and Diagnostic Oral Sciences

| Year | Module | UK Credits | |
|------|--|------------|--|
| | | Full time | |
| 1 | Fundamentals of “discipline” dentistry | 40 | |
| 1 | Introduction to advanced “discipline” dentistry | 40 | |
| 1 | Research module 1 (evidence base) | 10 | |
| 1 | Practical / Clinical Skills -1 | 30 | |
| 2 | Advanced techniques and practice in “discipline” dentistry | 30 | |
| 2 | Management of complications in “discipline” dentistry | 30 | |
| 2 | Research module 2 – introduction to research methodology | 20 | |
| 2 | Practical / Clinical Skills -2 | 40 | |
| 3 | Practical / Clinical Skills -3 | 20 | |
| 3 | Interdisciplinary practice | 30 | |
| 3 | Introduction to specialist level “discipline” dentistry | 30 | |
| 3 | Research Dissertation | 40 | |
| | Total | 360 | |

MSc in Clinical Endodontics, MSc in Clinical Restorative Dentistry, MSc in Clinical Oral Surgery, MSc in Clinical Oral Implantology, MSc in Clinical Orthodontics, MSc in Clinical Periodontics

| Year | Module | UK Credits | |
|------|--|-------------------|------------------|
| | | Distance Learning | Blended learning |
| 1 | Fundamentals of “discipline” dentistry | 15 | 15 |
| 1 | Introduction to advanced “discipline” dentistry | 15 | 15 |
| 1 | Research module 1 (evidence base) | 10 | 10 |
| 1 | Practical / Clinical Skills -1 | 20 | 20 |
| 2 | Advanced techniques and practice in “discipline” dentistry | 15 | 15 |
| 2 | Management of complications in “discipline” dentistry | 15 | 15 |
| 2 | Research module 2 – introduction to research methodology | 10 | 10 |
| 2 | Practical / Clinical Skills -2 | 30 | 30 |
| 3 | Practical / Clinical Skills -3 | 10 | 10 |
| 3 | Interdisciplinary practice | 10 | 10 |
| 3 | Introduction to specialist level “discipline” dentistry | 10 | 10 |
| 3 | Research Dissertation | 30 | 30 |
| | Total | 180 | 180 |

The MSc in Clinical and Diagnostic Oral Sciences is a full-time 180 credit programme (no placement component) and will be delivered over 2 years / 6 semesters.

The MSc in Advanced General Dental Practice is a 180 credit programme (no placement component) and will be delivered over 1 year / 3 semesters full-time, while it is expected to take up to 3 years for part-time students (60 credits per year).

The MSc in Facial Aesthetics and MSc in Digital Dentistry are 180 credit programmes (no placement component) and will be delivered part-time, with students having up to 3 years to complete (60 credits per year).

SECTION C: RESOURCES

18. RESOURCE IMPLICATIONS

(The Faculty is expected to prepare, with indicative costings, an outline business case, which demonstrates the viability of the programme (Annex).)

Will it be possible to offer the course within existing approved resources?

The programmes will be delivered in partnership with the college of Medicine and Dentistry.

The College is fully resourced with the items below

| <u>Resource</u> | | | <u>Confirm engagement with central dept and availability of evidence of discussion</u> | | |
|--|---|-----------------------------|--|------------------------------|-----------------------------|
| (a) Staffing | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | | | |
| (b) Accommodation | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Physical Resources | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| (c) Centrally managed IT services | Yes <input type="checkbox"/> | No <input type="checkbox"/> | ISD | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| (d) Library | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | Library | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| (e) Careers advice | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | Employability | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| (f) Recurrent/Equipment | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | | | |
| (g) Equipment – IT (including software) | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | | | |
| (h) Equipment – other (all dental equipment) | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | | | |
| (i) E-learning | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | ADDL | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| (j) Marketing | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | Marketing & Comm | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| | | | Global | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

In consultation with the relevant service, please include brief details of the additional resources and an estimate of its additional budget requirement. **You must provide this information for the Library.** The Faculty is expected to meet staffing needs from its own resources.

Provide details of marketing resources, for example research, communications, promotion and delivery.

Note: A fully on-line proposal must be accompanied by a completed Digital Learning Resource Agreement. The form can be downloaded from addl.ulster.ac.uk/docs/Digital_Learning_Resource_Agreement.pdf.

19. MASN REQUIREMENTS

If the course comes within the category subject to MaSN restrictions (normally full-time undergraduate courses), please:

- a) outline the Faculty's plans with regard to which course(s) will be withdrawn or have reduced student numbers in order to stay within existing allocated MaSN numbers (cross-reference to the proposed enrolments quoted in Section 10), or
- b) provide details of plans/discussions to secure an additional MaSN allocation.

N/A

20. STUDENT FINANCIAL SUPPORT

Please specify sources of student support.

N/A

SECTION D: PLANNING AND EVALUATION

For courses requiring full evaluation please complete sections 21-27.

If the Faculty believes that a new course or strand, which has a distinct title and aims and objectives but derives substantially from existing provision, need not be validated by an evaluation panel, please complete 26 and 27 and provide a supporting statement and evidence of external approval of the proposal and the staff designated to deliver new modules (e.g. a report from the external examiner) (CA1 supplement). In addition, the following material should be included:

- Full programme specification
- new and revised module descriptions
- course regulations (not required for subject strands)
- CVs for staff not already approved

Refer to CA1 supplement guidance.

The Academic Planning Advisory Group will determine whether to recommend approval without an evaluation event.

21. COURSE PLANNING COMMITTEE

(Persons who are not members of the University eg from industry or the professions may be appointed as advisers to the course or subject planning committee, but will not be eligible for appointment to the evaluation panel.)

Chair: Professor Carol Curran

University members: Professor Aine McKillop,
Professor Paul McCarron,
Mr Brian McAuley,
Professor Kathy Burnett
Mr Iain Jack

22. APPROXIMATE DATE BY WHICH EVALUATION DOCUMENT WILL BE READY FOR DISTRIBUTION TO EVALUATION PANEL

(Note that the document should be ready for distribution at least 3 weeks before the meeting.)

End of April 2019

23. PREFERRED DATE OF MEETING OF EVALUATION PANEL

Please indicate preferred month. (The meeting will be held as early as possible in the year prior to the proposed start date.)

End of May 2019

24. EVALUATION PANEL

Please give the names, positions and addresses of a minimum of three persons who might be considered as external members of an evaluation panel. At least two will be selected by the Academic Office. (These should be subject-specialist academic staff from other higher education institutions with a strong reputation in their field and in pedagogy and with recent experience of curriculum design. Membership of the Higher Education Academy is recommended. There must be a sufficient number to cover all subject areas within the course. At least one nominee should be from an institution in Great Britain in order to ensure familiarity with the UK higher education infrastructure.) A professional body or employer representative may be proposed as an additional member (see also 27). Nominees should not be closely associated with the School, eg through having recently been a member of staff or an external examiner within the last five years, nor should members of the course team be closely associated with the institution of the external nominee, e.g. in the role of external examiner.

The University is required by the UK Government's Immigration Regulations (2008) to verify the right to work in the UK of any person undertaking work at the University irrespective of the length or nature of

that work. External panel members who are formally invited by the Academic Office to participate in a validation event will be required to provide appropriate documentary evidence, eg passport.

| Name | Position | Dept. / Faculty | Institution | Area of Subject Expertise/Employer Representation |
|---------------------------|----------|-----------------|-------------|---|
| Maier to identify 2 names | | | | |

25. PROFESSIONAL, STATUTORY OR REGULATORY BODY RECOGNITION OR ACCREDITATION

Please indicate if a joint evaluation is possible. YES NO

State body and contact. N/A

26. SUBJECT BENCHMARK

Please specify the relevant QAA subject benchmark and any other relevant standard.

QAA Dentistry benchmark Statement

27. REVALIDATION UNIT/SUB-UNIT

Please indicate to which unit/sub-unit the course or subject belongs for future re-approval. (See listing at ulster.ac.uk/academicoffice/ under Revalidation)

Unit Name and Number:

Or indicate that it should undergo single course or subject Revalidation as a new sub-unit.

Subject revalidation as a new sub-unit

SECTION E: FACULTY APPROVAL

FACULTY APPROVAL REFERENCE (if any):

The programme, completed form and additional documentation should be submitted by the Associate/Executive Dean on behalf of the Faculty Board through the Curriculum Management System preferably not later than 15 months before the proposed intake.

In so doing, the Associate/Executive Dean confirms that the outline proposal has completed Faculty consideration and is recommended to proceed to planning and evaluation.

If a Digital Learning Resource Agreement is attached, the Associate/Executive Dean should forward through the CMS the CA1 and Agreement to the Director of ADDL to confirm agreement. The Director will then submit the proposal in the CMS for consideration by APAG.

June 2018

Appendix to CA1

Faculty of Life and Health Sciences School of Pharmacy and Pharmaceutical Sciences

Proposed MSc in Dental Disciplines (with PgCert and PgDip exit awards):

- MSc in Endodontics (FT)
- MSc in Clinical Endodontics (PT)
- MSc in Advanced Clinical Restorative and Aesthetic Dentistry (FT)
- MSc in Clinical Restorative Dentistry (PT)
- MSc in Oral Surgery (FT)
- MSc in Clinical Oral Surgery (PT)
- MSc in Oral Implantology (FT)
- MSc in Clinical Oral Implantology (PT)
- MSc in Orthodontics (FT)
- MSc in Clinical Orthodontics (PT)
- MSc in Periodontics (FT)
- MSc in Clinical Periodontics (PT)
- MSc in Clinical and Diagnostic Oral Sciences (FT)
- MSc in Advanced General Dental Practice (FT, PT)
- MSc in Digital Dentistry (PT)
- MSc in Facial Aesthetics (PT)

at The College of Dentistry (out-centre provision) 32 – 34 Colmore Circus, Birmingham, B4 6BN. The number of dentistry discipline titles has increased since the first submission of the CA1 because it was agreed that the FT and PT provision would have different learning outcomes due to differences in the proposed placement arrangements that part-time and full-time students would take.

i. Nature of the Collaboration and Due Diligence

The Faculty can confirm that the proposal for the delivery of the dentistry discipline postgraduate provision is an out-centre arrangement with the College of Dentistry in Birmingham (the College). The College has previously delivered these programmes through BPP University. In the out-centre provision, Ulster will use the College of Dentistry, and its teaching staff, to deliver the programmes. The Course Director in the College of Dentistry will be supported by a Course Director from the current member of staff in the School of Pharmacy and Pharmaceutical Sciences at Ulster. The Course Director at Ulster will have responsible for the oversight of delivery and the student experience. The School of Pharmacy and Pharmaceutical Sciences will drive academic excellence in the delivery of the dentistry post-graduate programmes, building on their significant achievements to date with regard to the MPharm programme, which was ranked first in the UK for three consecutive years (Guardian League Tables).

The post-graduate dentistry students will be fully registered students of Ulster University, and teaching staff will be accorded Recognised Teacher status.

Student application, admission and support will be through Ulster's student administrative systems. The attached Student Journey Map (Page 25) outlines the key roles and responsibilities of Ulster University and the College of Dentistry. Further information is provided below in each of the sections.

The College of Dentistry as an out-centre of Ulster University will follow University policies and procedures.

ii. Delivery Location

The College of Dentistry in Birmingham has been visited by the Faculty of Life & Health Sciences, and the team from the College have met the Senior team at Ulster University. The physical facilities at the College of Dentistry, Birmingham have been visited on different occasions by Professor Curran, Professor McKillop, Professor Burnett and Mr Jack. The general and specialist teaching facilities at the College of Dentistry are highly impressive and are industry leading as evidenced by the following photographs.

The Faculty of Life & Health Sciences conducted a review of the premises in Birmingham and the associated resources, and are confident of the suitability for delivery of the proposed provision. The College provides an ideal environment for training in the most contemporary dental techniques – in both simulated and real patient care situations. Fully equipped dental suites are available to perform the practical work a. The teaching rooms are equipped and maintained to a very high standard.

The College facilities include:

1. State of the art classrooms with an advanced Livestream system to broadcast workshops and lectures globally;
2. Clinical pods with contemporary dental units for clinical training and supervision;
3. A simulation lab with state-of-the-art phantom head units suitable for all dental disciplines;
4. The latest equipment for 3D and conventional 2D digital mapping.

The College has a seven-year lease on the buildings and have confirmed that the bulk of their equipment, which is wholly owned by the College, could be relocated if the lease was not renewed.



Figure 1: Simulation lab with state-of-the-art phantom head units

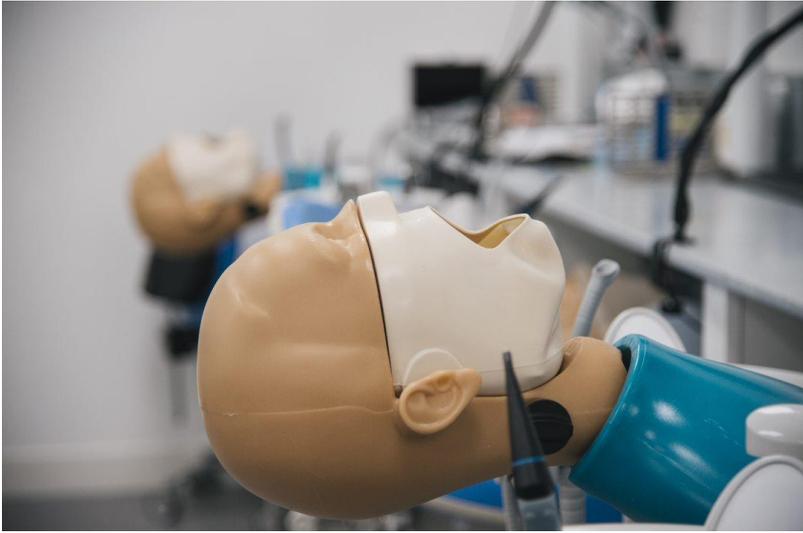


Figure 2: Phantom head



Figure 3a: Clinical Pods for clinical training with real patients



Figure 3b: Individual Clinical Pod



Figure 4: Classroom facilities (modular based for flexibility)

iii. Staffing

The College of Dentistry, currently delivering the programmes in Birmingham, is a truly international College, highly experienced and respected. The lecturers and teachers are recognised experts in their fields, including distinguished specialists, university lecturers, researchers, experienced practitioners and world-renowned speakers. A “Professionals Teaching Professionals” approach has been taken, and clinical tutors and supervisors are dental academics with post-graduate qualifications, which means that students learn skills directly applicable and relevant to their own clinical practice.

The College is comprised of 20 employed College members, and over 50 associate College members, with the following indicators of quality:

- Award of most influential Dentist in UK;
- Outstanding Achievement Award in Dentistry;
- Editors and scientific advisors of Dental Journals;
- Academic recognition and leaders in Dental Research;
- Presidency of IADR divisions and scientific groups;
- IADR international awards for first prizes for Dental Research;
- Accreditation by the American and International Society for Dental and Facial Aesthetics.

Staff currently teaching on the programmes will teach for Ulster’s awards and will become recognised teachers of the University and honorary fellows/professors. In relation to the question of capacity, the College have confirmed staff availability for classes to work in four shifts, 8 am – 11 am, 11 am – 2 pm, 2 pm to 5 pm and 5 pm to 8 pm. In addition, teaching is currently operated on a 7-day week model. The College team confirm that capacity is not an issue for the projected student numbers due to the current delivery model.

The following are the biographies of the Division heads:

Professor Maher Almasri DDS MSc PhD FDAFE MBA(HEM)

Dean

- After completing a degree in Dentistry, he started his career in Oral Surgery at the Royal London Hospital in London in 1997. He had an intensive Implant Dentistry training at the Katharinen-Hospital in Stuttgart, Germany as an ITI scholar.
- Received Masters and Doctorate Degrees from Barts and the London School of Medicine and Dentistry wherein he researched the role of Growth Factors in Tissue Regeneration and Engineering.
- Developed interest in surgical education and started a pioneered cadaveric model for training dentists in a safe and credible approach.
- Developed interest in the management of higher education and he founded and led the first independent faculty that is delivering University level courses in the UK; in parallel he earned an MBA in Higher Education Management from UCL, London.
- Received an honorary professorship from Bari University in Italy and full Professorship title from BPP University in the UK.

Professor Raj RajaRayan OBE

Head of Restorative Dentistry

- First elected National Board member of the FGDP (UK).
- Awarded the OBE for services to education.
- Former member of the Lord Chancellors Inner London Appointments Committee for Magistrates.
- Former member of the Lord Chancellors Judicial Appointments Committee for Judges.
- Past member of the Standing Dental Advisory Committee to the Secretary of State for Health.
- Former elected member (largest vote) of the GDC.
- Former member of the Board of Directors of the Eastman and former Head of the Department of Primary Care (ICED).
- Past Dean of the FGDP (UK).
- Associate Dean of Postgraduate Dentistry, (former) London Deanery.
- Member of the Board of Directors, Dentists' Provident Society.
- Examiner for numerous exams.
- Innumerable lectures internationally.
- Chairman and President of various societies.
- General Dental Practitioner.
- Specialist in Restorative Dentistry.

Professor Parmjit Singh

Head of Orthodontics

- Specialist orthodontist and previous NHS locum consultant.
- Examiner for the Royal College of Surgeon's of England LDS examination.
- Examiner for the Royal College of Surgeon's of England Diploma in Orthodontic Therapy.
- Examiner for the National Examining Board for Dental Nurses.
- Core group member for the LDS OSCE examination at the Royal College of Surgeon's of England.
- Orthodontic committee member for the orthodontic post-registration nursing qualification.
- Clinical adviser and expert witness in orthodontics for the General Dental Council.
- Specialist interest in retention in orthodontics.

Professor Simon Ash

Professor of Orthodontics and Craniofacial orthopaedics

- Specialist orthodontist and previous NHS consultant.
- Previous lead clinician, head of department and clinical director.
- Served as regional and specialty orthodontic advisor to the Royal College of Surgeon's of England.
- Over 30 years clinical experience.
- Specialist interest in sleep related breathing disorders, TMJD and bruxism.
- Currently sees private patients in Harley Street.

Professor Flavio Pisani

Head of Periodontics

- Graduated in Dentistry from the Catholic University of Rome "Agostino Gemelli" (Italy) in 1993.
- Holds a MClinDent in Oral Surgery, a MSc in Implant Dentistry and a MClinDent in Periodontology from the SIdP-Italian Society of Periodontology and Implant Dentistry.
- Completed his PhD in Dentistry in 2008 at the University of Rome "Tor Vergata" (Italy).
- Has been actively involved as a clinical teaching fellow in dental education focused on periodontology, and oral and implant surgery at undergraduate and postgraduate courses in several Italian Universities.
- A Member of the Italian Society of Periodontology and Implantology (SIdPI).
- Specialist interest in the management of periodontal diseases, and advanced treatments of regenerative and root coverage surgery.
- Employed as a full time academic staff at BPP University since 2014, leading the MClinDent Programme in Periodontology.

Professor Aakshay Gulati

Head of Oral Surgery and Implantology

- Consultant in Oral and Maxillofacial Surgery in the East Kent University Hospitals NHS Trust with a specialist interest in:
 - Head and neck oncology and reconstruction;
 - Dentoalveolar surgery, surgical extractions, implantology including bone grafts, facial aesthetics;
 - Facial Pain, facial reconstruction – post trauma or surgery TMJ problems;
 - Facial trauma.
- Higher surgical training in oral and maxillofacial training in the South Coast of England.
- Completed a head and neck subspecialty fellowship in an internationally acclaimed centre in Munich and subsequently selected for the highly coveted national interface head and neck fellowships.
- Specialist interest in implantology and facial aesthetics.

Dr Sadia Jahanzeb

Associate Professor in Dental Education and Head of Academic Affairs

- Qualified as a dentist from the University of the Punjab, Lahore in 2001.
- MPhil in Microbiology from the University of Health Sciences, Lahore in 2008.
- Programme leader for MClinDent programmes at BPP University working closely with the faculty in the design and development of innovative and inspiring teaching and assessments required for quality assurance and quality enhancement of postgraduate Dentistry programmes.
- Currently doing PhD in Dental Education from Kings College, London.
- Worked as an Assistant Professor in Periodontology Department at University College Lahore for 2 years.
- Postgraduate Certificate in Higher Education and is a Fellow of Higher Education Authority.

Professor Noha Seoudi

Director of Research

- Honours degree in dentistry and a Master's Degree in Oral Medicine from Cairo University, Egypt.
- Member of the Faculty of Dental Surgery, Royal College of Physicians and Surgeons of Glasgow.
- She was awarded one of the very few clinical academic training posts in Clinical Oral Microbiology in the UK and became a Fellow of the Royal College of Pathologists by examination. She is currently one of only three Clinical Oral Microbiologists in England.
- For the academic merit of this work, she was awarded the Young Investigator Award at the International Conference on Behçet's Disease, Japan, 2012.
- Recently, Noha developed an interest in investigating the effect of antimicrobial stewardship interventions on the antimicrobial prescribing patterns in secondary dental care. Her expertise in this topic is recognised nationally and she is a member of the English surveillance programme of antimicrobial utilisation and resistance (ESPAUR) Dental Subgroup. She is currently leading the national antibiotic audit in secondary dental care in the UK and contributing to the development of a standardised antimicrobial stewardship intervention.

iv Academic Expertise

The academic expertise of staff in the College of Dentistry is outlined above.

Mr Iain Jack, School of Pharmacy and Pharmaceutical Sciences (the School) Academic Lead for Global Engagement, has been identified by the Faculty and School as Course Director for the provision, supported by Professor Kathryn Burnett, School Academic Lead for Education. The School has significant experience in developing clinical education programmes. Professor Burnett is also the programme development lead for the MBBS programme for the Graduate Entry Medical School on the Magee campus. Professor Burnett has also worked for several years on undergraduate research projects looking at dental prescribing and has developed strong links with the General Dental Services and Governance Division of the Health and Social Care Board, Northern Ireland.

In addition, the School will be supported by the Faculty Partnership Manager, and the Faculty has successfully delivered other courses in new academic areas under arrangements similar to those proposed.

v Marketing and UKVI Compliance

All programmes will be available to view on the Ulster online prospectus, with links into this from the College website. There will be a single point of enquiry for applicants (Head of Student Services, College of Dentistry), and considerations will be made in conjunction with the Global Engagement staff of Ulster for international enquiries, and Faculty staff for domestic / EU enquiries, through GDPR compliant processes.

Student recruitment data indicates recruitment of both domestic and international students, with international students comprising most of the FT on-campus cohort. Currently the college has established links with organisations for international student recruitment including HealthCare Learning (HCL), which had a contract with Manchester University recruiting dentistry students in one discipline for 8 years. The HCL contract with Manchester has expired and they wish to contract with the College for similar services. The College also has links with FMC: the largest Dentistry media and publishing company in the UK. The College and FMC are pursuing an agreement for online and published marketing. The College also has Higher Education agents in the Middle East and south Asia (Lone in the UAE and HR Global Education partners in Pakistan) for student recruitment services.

The Faculty have engaged with the Director of Global Engagement to assess the requirements to support recruitment. Ms McCarthy's team have scheduled a site visit to the College of Dentistry to assess the requirements to support recruitment and UKVI compliance. It is proposed that training of existing Ulster agents could also be provided by College staff.

International students registered on the FT 3-year on-campus programmes will require a Tier 4 visa. Students on the Blended Learning programmes will not, as they will only be on-campus for 3 weeks in each year, and a short-term visit or visa will be sufficient.

Currently within the College, checking of adherence to UKVI requirements is carried out by the Visa Compliance Team, who also issue the CAS letter. As with other out-centre provision, UKVI compliance administration will be the responsibility of Ulster University, in collaboration with College staff for the on-campus monitoring of adherence to the requirements. The Faculty are in discussions with the PVC Global Engagement, Governance and QMAU to progress the application for adding a new site to a Tier 4 sponsor licence and development of the Partnership Agreement.

vi Admissions

Admissions will be managed through Ulster's normal admission processes. Students will register as students of Ulster University, be assigned B numbers and have access to BBlearn as their Virtual Learning Environment. Through the VLE, students will have access to all of the support provided therein, including learning resources. Students will also have access to the bursaries and scholarships available to all Ulster students.

Student numbers will be mapped to the Coleraine campus. Entry requirements are given in the CA1 and applications will be viewed by the Course Director in the School of Pharmacy & Pharmaceutical Sciences and the Faculty Partnership Manager.

vii Virtual Learning Environment

The College will utilise Ulster University's Blackboard platform. The Digital Learning Resource Agreement (DLRA) is attached.

The College of Dentistry are currently using Moodle as their VLE and would be very familiar with digital learning environments. The Faculty are discussing with ADDL the processes for migration of material.

viii Student Administration

Students will be fully registered Ulster students and will be registered on banner and managed through existing university administrative systems.

ix Library Resources

Following discussions with Ms Janet Peden and Ms Joan Atkinson, a spreadsheet of library costings has been prepared. A number of e-books will be required and costs have been included in the business plan. For those titles not available to purchase as e-books from suppliers, the cost of ordering a print copy has also been included.

The post-graduate dentistry students will have access to both the existing College hard-copy library resources, and, as students of Ulster, Ulster's library resources. The library at the College has a world class collection of books, with hard copies of more than 200 book titles available in the library which have been recommended by the subject specialists in different programmes. Most of these books have multiple copies available and hence are also available for loan.

E-Journals

Students registered at Ulster will have access to the electronic journal provision which is already well established within the library resources. Currently, in Ulster's Library of Electronic Resources, students have electronic access to 112 dental journals including, but not limited to, the British Dental Journal, Journal of Dental Research, Journal of Dental Education, Journal of Dental Hygiene, Dental Implantology Update, and many international journals such as the Indian Journal of Dental Research,

Canadian Journal of Dental Hygiene, Australian Dental Journal, Singapore Dental Journal, Dental News Lebanon, Indian Journal of Dental Sciences, and the Pakistan Oral and Dental Journal. The library also has 13 reports, 11 book series, and 2 newsletters within its dental electronic resource provision. E-journal access will therefore be available through both institutions.

Access to articles will also be available via different data bases including Dentistry & Oral Sciences Source, Medline, Cochrane Library, and Science Direct. The students have access to these via individual Athens institutional logins which allows the students to have a definitive place to start and finish their online dental research. These databases offer complete coverage for top dental and oral sciences journals commonly purchased by dental schools and related institutions.

Digital Skills and Training

The College Library offers a range of Digital Skills Training Sessions both online and some face to face. Digital Skills Workshops cover a range of resources and subject areas. All of the workshops are designed to improve knowledge of digital resources used in the workplace to enhance students' skills, and many also come with the opportunity to gain certifications to add to a CV. This includes training on Microsoft Office365 and specialist trainings on Microsoft Word, Excel, Outlook or PowerPoint.

In addition to existing College facilities, students will have access to the range of study skills resources available on the Ulster library website through their student portal.

Study Skills

Students also have access to resources through the College for enhancing general study and practical skills. These resources include Skills4StudyCampus, Lynda.com and Referencing tools (RefWorks and Mendeley). Students have access to training and guides to access these resources. In addition, support material on plagiarism and referencing is also available on the library page on VLE.

x Indicators of Quality and Standards

The College of Dentistry were previously in partnership with BPP University and had a reputation for quality postgraduate education for dental care professionals. The programmes to be offered by the College of Dentistry and Ulster University will deliver MSc qualifications with named specialisms; they will not be MClinDent awards. Current External Examiners have reported on the high standards achieved by the College. It is intended, to allow for continuity of quality assurance processes, the existing external examiners, upon agreement, will be nominated by the School for Ulster's initial provision.

xi Relationship with Professional Body

There is no requirement for the involvement of professional bodies, as this is not accredited provision.

xii Teaching and Pedagogy

The current modules operate broadly in alignment with the University's approach to curriculum development and pedagogy. The clinically-orientated programmes aim to deliver advanced knowledge and clinical skills to dental practitioners, thereby giving opportunities for personal and professional development. Throughout the programmes, formative assessments provide opportunities for reflection and self-assessment. Programme development appears to align with the three dimensions of curriculum design within Ulster: Knowing, Doing and Being.

While most of the modules comprise 20 credits, there are some 30 and 40 credit modules for more in-depth critical examination of the specialist subject areas, with some 10 and 15 credit modules being required for the advanced practice clinical modules looking at distinct specialist areas. The modules have no more than four learning outcomes and two pieces of summative assessment, in accordance with the assessment workload equivalence guide. Formative assessment is used throughout to

develop the learner and feed-forward for summative assessments.

The facilities available within the College provide opportunities for the knowing to become doing, both in simulated and real-patient scenarios. The students who are registered dental practitioners provide clinical care for real patients in the clinical rooms previously described, through a patient referral process from dental practices within the area.

Teaching patterns are outlined in the CA1.

xiii Financial Viability

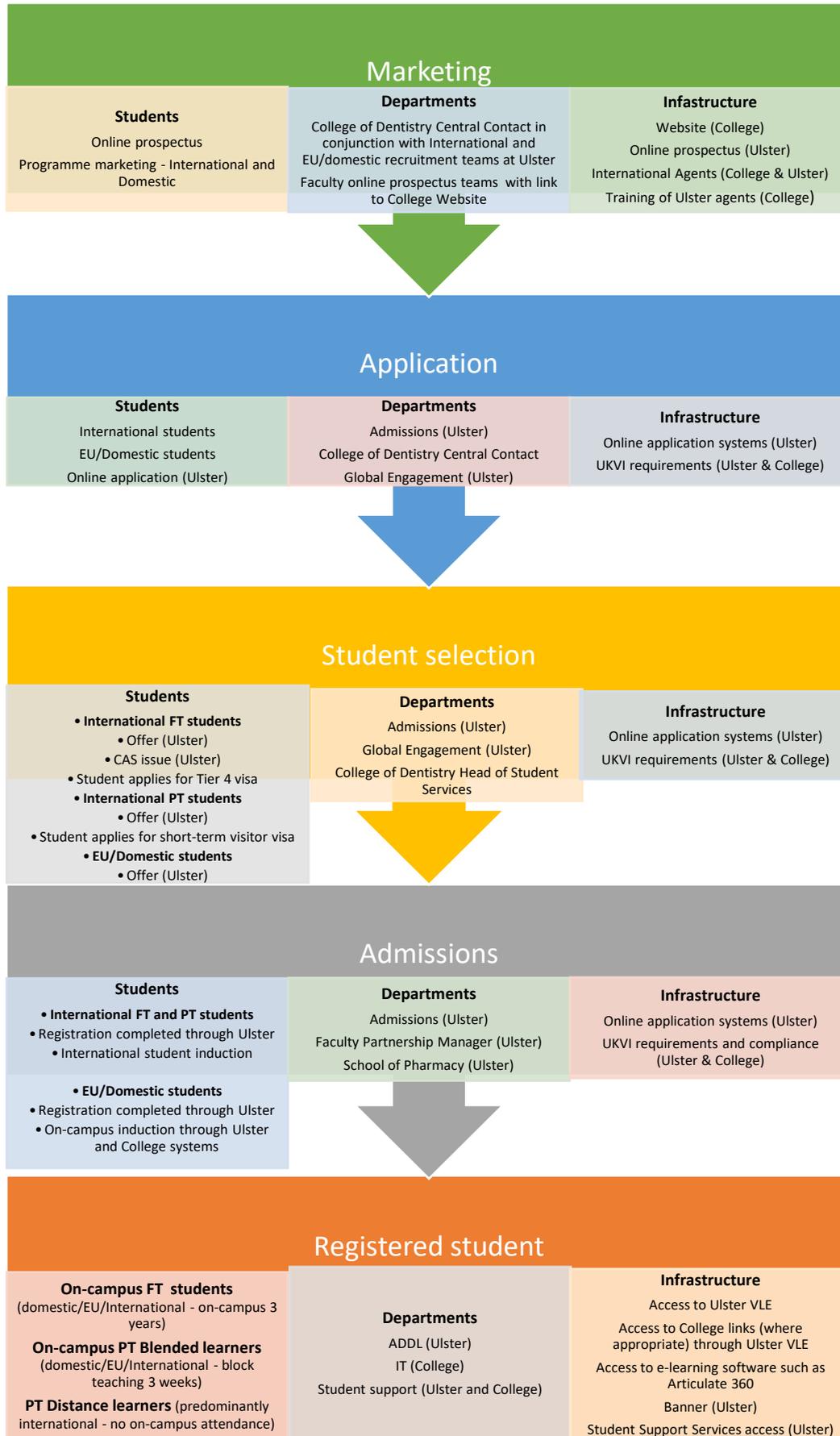
The financial model is attached.

Due to the increasing demand, the number of employed dental practitioners in the country has increased from 34,000 in 2011 to 40,000 in 2016 (Statista, 2016). The College of Dentistry team has built a reputation for high quality post-graduate education and up-skilling of dental care professionals. In response to increased demand, there is an expectation that dentists and dental care professionals may need to work longer, with an increased need for re-skilling and up-skilling, with increases in referrals in specialist treatments across the UK.

xiv Out-centre Entity

For the purposes of this out-centre agreement and relationship, the college is known as the College of Dentistry.

MSc Dental Disciplines: Student Journey Map



DIGITAL LEARNING RESOURCE AGREEMENT

This digital learning agreement is a formal statement that necessary support has been agreed between the Faculty and Access, Digital and Distributed Learning (ADDL).

FACULTY: Life and Health Science

PROGRAMME NAME: MSc in Dental Disciplines

PLANNED FIRST INTAKE (MM/YYYY): 09/2019

NOMINATED ADDL STAFF MEMBER: Aine MacNeill (ADDL will be available to assist with queries from APAG and evaluation panel if necessary)

Consideration has been given to the following:

Learning Design:

- Blackboard Learn course areas - standard templates available.
- Module Access Request System and content migration.
- Mandatory Programme Support Area – standard template available.
- VLE (Blackboard) tools and facilities available including content delivery, communication, collaboration, support and assessment and feedback / originality checking tools.
- Various approaches and tools for digital learning.
- Effective and good practice in terms of course development and delivery.

Resourcing

- Course team time allocated to development and delivery of online learning materials.
- Identification of Instructional Design Consultant within ADDL for support and guidance.

Professional Development Requirements

- Training plan developed to ensure staff providing the programmes have the appropriate expertise and have opportunities to receive appropriate training.
- This should encompass both technical expertise in delivery systems (including Ulster e-Tutor status of course team) as well as the usual evidence of pedagogical expertise.

REQUIRED SIGNATURES:

Head of School: Paul W. Cannon Date: 27-Feb-2019

Carol Curran
Dean: _____ Date: 6/3/19

Director of ADDL _____ Date: _____

Date:

Completed forms should accompany a CA1 or CA3 and be submitted for approval to the APAG as part of the normal round of programme evaluations and revisions.



**PROPOSAL FOR NEW OUTCENTRE
REQUEST FOR SLT APPROVAL**

| | |
|---|--|
| Name and Address of Proposed Outcentre | College of Dentistry 32-34 Colmore Circus Queensway, Birmingham B4 6BN |
| Type of Outcentre Arrangement Proposed <ul style="list-style-type: none"> • Use of rooms only • Use of rooms plus: <ul style="list-style-type: none"> ○ Library / IT resources / VLE ○ Support for course promotion / recruitment ○ Support for course delivery. | Use of rooms plus: <ul style="list-style-type: none"> • Library/ IT resources, alongside support for course promotion/ recruitment. • The Ulster VLE will be used • The College of Dentistry is contained within a modern, building in central Birmingham. |
| Confirm that any physical resources to be utilised in course delivery have been inspected and are suitable for the number of users and anticipated mode of delivery. | <ul style="list-style-type: none"> ○ A delegation from Ulster University: Associate Dean (Education), Course Director (Pharmacy) and the provisional course director for the MSc dental courses visited the College of Dentistry (The College) on February 20 2019) for a meeting with officials from The College. ○ During this visit, the delegation took a tour of the College including the teaching rooms and dental practical laboratories, ○ These facilities, are currently being used for the purposes of teaching post-graduate dental qualifications and will be suitable to continue doing so for the anticipated mode of delivery. |
| Has the proposed outcentre appropriate insurances in place in the event of personal injury? | <ul style="list-style-type: none"> ○ Insurance arrangements should continue as are in place at this point of time |
| For UK based outcentres, does the premises meet the expectations of SENDO in terms of accessibility? | <ul style="list-style-type: none"> ○ This is a modern building and all relevant UK legislation will be complied with concerning SENDO and accessibility |
| Are you satisfied that the proposed outcentre is established on a sufficiently permanent basis to secure access to resources there for the duration of the proposed provision? | <ul style="list-style-type: none"> ○ Yes. The College currently operates <i>in situ</i> currently and this will continue ○ The arrangement with The College will include in a legally-binding contract that it will invest in all associated human, physical, educational and logistical resources as required for the long-term success of this University and programmes delivered therein. |
| If the outcentre can no longer be accessed for the purposes of course delivery are acceptable alternatives available in the same location to enable students to complete their studies? Would any of the alternative premises available represent a better option at this stage? | <ul style="list-style-type: none"> ○ The outcentre is fit-for-purpose for the highly specialist nature of this provision ○ The College has a seven-year lease on the buildings and have confirmed that the bulk of their equipment, which is wholly owned by the College, could be relocated if the lease was not renewed. |
| If staff employed by the proposed outcentre are to be used to support course delivery identify: <ul style="list-style-type: none"> • In what capacity they are to be used: <ul style="list-style-type: none"> ○ academic or pastoral support; ○ teaching/ assessment of modules. • Extent of use (how many staff required); • Confirm that all staff to be involved in teaching / assessment are suitably qualified and will have recognised teacher status confirmed before course commencement. | <ul style="list-style-type: none"> ○ The courses provided by The College are of a specific and specialist nature. The college will recruit and support all staff (academic and non-academic) required for the delivery of the proposed programmes. ○ Ulster has already indicated suitably qualified candidates for administrative positions associated with the provision of the course ○ All staff will have recognised teacher status conferred upon them prior to the commencement of the new programme delivery through the Faculty of Life and Health Sciences. |

| | |
|---|---|
| <p>Are there any anticipated issues with travel to the outcentre location.</p> <ul style="list-style-type: none"> • Are visas required? • Is the safety of staff assured? • Has the Foreign and Commonwealth Office webpage on travel advice (https://www.gov.uk/foreign-travel-advice) been checked? | <ul style="list-style-type: none"> ○ The outcentre is located within the UK and so all issues pertaining to location, such as student visa, are similar to the student arriving at an on-campus location. ○ Tier 4 visa will be required for international students registered on the on-campus provision ○ Short-term visitor visa will be required for the blended-learning students |
| <p>Are there any potential reputational risks for the University in conducting activity in this location? (human rights concerns, treatment of minorities / women/ other nationalities; concerns regarding freedom of speech, academic freedom).</p> | <ul style="list-style-type: none"> ○ No |

I confirm that the Faculty supports this proposed outcentre development:

Carol Curran

Executive Dean

6/3/19

Date:

COURSE COSTING: MSc Dental Disciplines

DATE: 6 March 2019

FACULTY Life and Health Sciences

1. Summary

The course costing, prepared on a Contribution Model basis, shows a cumulative surplus after 4 years of £845k. This positive surplus to the faculty is to cover faculty management and administration costs or for reinvestment. Student enrolment must be in line with Table 2 to deliver the forecast income. The student numbers indicated are conservative and the partner institution is forecasting much higher intakes going forward.

Table 1: Financial Projection

| | 2018-19 £'000 | 2019-20 £'000 | 2020-21 £'000 | 2021-22 £'000 | 2022-23 £'000 |
|-------------------------------------|------------------|------------------|------------------|------------------|------------------|
| INCOME | | | | | |
| Tuition Fees | 0 | 200 | 440 | 800 | 1,080 |
| Total Income | 0 | 200 | 440 | 800 | 1,080 |
| FACULTY EXPENDITURE | | | | | |
| Payroll | 0 | 30 | 32 | 33 | 35 |
| Recurrent | 0 | 31 | 22 | 42 | 46 |
| Accommodation | 0 | 22 | 49 | 90 | 121 |
| Total Expenditure | 0 | 83 | 102 | 164 | 201 |
| CONTRIBUTION | 0 | 117 | 338 | 636 | 879 |
| Central Costs | 0 | 89 | 196 | 357 | 482 |
| SURPLUS/(DEFICIT) | 0 | 28 | 141 | 279 | 397 |
| CUMULATIVE SURPLUS/(DEFICIT) | 0 | 28 | 169 | 448 | 845 |

2. Assumptions

The following assumption have been made in calculating the financial projections:

- a.** The award will be from Ulster.
- b.** The projected student numbers are conservative based on forecasts supplied by the partner institution.
- c.** Indicative costs have been discussed at length with the partner institution.
- d.** An external assessor is required and costed as payroll in the plan.

i. **Tuition Fees**

Tuition fee income has been calculated as 20% of the fee received by the partner institution as agreed.

ii. **Student Numbers**

The planned enrolment for the course is detailed in Table 2. The faculty should ensure these numbers are included in their academic plan and monitor the actual recruitment against the plan on an ongoing basis.

Table 2 Planned Student Enrolment

| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--|----------|------------|------------|------------|------------|
| Home/EU Student Numbers | | | | | |
| Full-Time | | | | | |
| Year 1 | 0 | 100 | 120 | 180 | 240 |
| Year 2 | 0 | 0 | 100 | 120 | 180 |
| Year 3 | 0 | 0 | 0 | 100 | 120 |
| Actual Full-Time Student Population/Student FTE | 0 | 100 | 220 | 400 | 540 |
| Part-Time | | | | | |
| Year 1 | 0 | 0 | 0 | 0 | 0 |
| Year 2 | 0 | 0 | 0 | 0 | 0 |
| Year 3 | 0 | 0 | 0 | 0 | 0 |
| Year 4 | 0 | 0 | 0 | 0 | 0 |
| Year 5 | 0 | 0 | 0 | 0 | 0 |
| Year 6 | 0 | 0 | 0 | 0 | 0 |
| Actual Part-Time Student Population | 0 | 0 | 0 | 0 | 0 |
| Part-Time Student FTE | 0 | 0 | 0 | 0 | 0 |
| Overseas Students | | | | | |
| Full-Time | | | | | |
| Year 1 | 0 | 0 | 0 | 0 | 0 |
| Year 2 | 0 | 0 | 0 | 0 | 0 |
| Year 3 | 0 | 0 | 0 | 0 | 0 |
| Actual Full-Time Student Population/Student FTE | 0 | 0 | 0 | 0 | 0 |
| Part-Time | | | | | |
| Year 1 | 0 | 0 | 0 | 0 | 0 |
| Year 2 | 0 | 0 | 0 | 0 | 0 |
| Year 3 | 0 | 0 | 0 | 0 | 0 |
| Year 4 | 0 | 0 | 0 | 0 | 0 |
| Year 5 | 0 | 0 | 0 | 0 | 0 |
| Year 6 | 0 | 0 | 0 | 0 | 0 |
| Actual Part-Time Student Population | 0 | 0 | 0 | 0 | 0 |
| Part-Time Student FTE | 0 | 0 | 0 | 0 | 0 |
| Total Student Population | 0 | 100 | 220 | 400 | 540 |
| Total Student FTE | 0 | 100 | 220 | 400 | 540 |

3. Risks

UK VI status not completely clear. If not resolved this will not proceed.

The course costing has been prepared by Anne Galbraith based on information provided by the faculty.

Faculty Signoff

If course is showing a deficit under the contribution model, a brief explanation of why the course is being approved must be provided and the Executive Dean must sign off, otherwise signoff by Assoc Dean Education is required.



Signature: _____

EXECUTIVE DEAN

6/3/19

Position: _____