

Course details

1. **Type of course:** Award Leading
2. **Mode of Delivery:** Face to Face and Blended Learning
3. **Title of Qualification:** Bachelor of Science (Hons) in Dental Therapy
4. **MQF level:** 6
5. **Total Learning Hours:** 4500
6. **Total ECTS:** 180
7. **Course type and Duration:** Full Time
8. **Target group:** 18+ / career changes
9. **Languages of Instruction:** Italian, English
10. **Entry requirements:**

All applicants must demonstrate proficiency in Italian to CILS Due B2 or equivalent.

1. **Malta Applicants**

A pass at Grade C in Biology at Intermediate Level or a pass at Advanced Level in Biology. Secondary Education Certificate (University of Malta) passes at Grade 5 or better in Maltese, Italian Language, English Language and Mathematics.

Mature applicants (23 years or over) may apply requesting that prior and/or experiential learning is credited

2. **Italian Applicants**

Italian Diploma di Esame di Stato

STEM -related options selected. 60% overall

Mature applicants (23 years or over) may apply requesting that prior and/or experiential learning be credited.

3. **French Applicants**

Baccalaureate General and Option Internationale du Baccalaureate (OIB)

Mature applicants (23 years or over) may apply requesting that prior and/or experiential learning be credited.

4. **Other applicants**

Apart from nations listed above, international applicants must demonstrate equivalence to the entry requirements set out above and in accordance with the Maltese Qualification Framework (MQF).

Residents of 'European Union' countries, should present with qualifications which have a strong biological science component, and which would admit them to a degree course at a University in their own country.

Translations of all educational certificates must be provided.

Mature applicants (23 years or over) may apply requesting that prior and/or experiential learning be credited

Overseas applicants from non-EU countries will need to apply for a student visa: <https://www.identitymalta.com/unit/central-visa-unit/>

Intended Learning Outcomes

The Learning outcomes are based on the :

The Council for the Professions Complementary to Medicine

Benchmarking Document for Dental Hygiene as defined by Article 27 of the Health Care Professions Act, Chapter 464 of the Laws of Malta and in terms of Article 28 Health Care

Professions Act, Chapter 464 of the Laws of Malta and Subsidiary Legislation 454.16 Professions Complimentary to Medicine (Licence to Practice) Regulations.

Knowledge

The learner will be able to:

1. Identify the appropriate treatment options required for the clinical condition or situation.
2. Describe the theories of oral and general health and disease.
3. Explain and apply the CPCM Code of Ethics in practice.
4. Demonstrate the importance of public health and oral health education.
5. Safeguard patients' legal and ethical rights in a clinical and community-based setting, using legal and ethically acceptable policies.
6. Ensure health and safety precautions of patients under their care in clinical settings using clinically acceptable policies.
7. Report basic clinical data of patients in treatment records by using clinically acceptable indices.
8. Evaluate current scientific literature to support evidence-based dental hygiene practice
9. Identify strategies for lifelong learning in healthcare (i.e., professional associations, continuing education, exploring career and educational advancements
10. Perform and educate patients on basic and advanced oral prophylaxis techniques in clinical and/or community-based settings.

Skills

The learner will be able to:

1. Perform safe, effective, and ethical entry-level dental hygiene services.
2. Identify anatomical abnormalities of bone, soft tissue, and teeth.
3. Identify systemic conditions.
4. Explain radiology techniques/errors.
5. Identify problems, investigate, and use appropriate methods of reasoning, and develop creative and practical solutions to personal, professional and community issues regarding the delivery of oral health care.
6. Ensure health and safety precautions of patients under their care in clinical settings using clinically acceptable policies
7. Conduct clinical auditing of patient care, and improve the quality of care of patients, using clinically acceptable policies.
8. Demonstrate critical thinking skills by evaluating current research literature using evidence-based methodology
9. Apply critical thinking, knowledge of teamwork, diversity, and intercultural appreciation to interpersonal interactions
10. Communicate effectively with patients, peers, the public, and other healthcare professionals using verbal, nonverbal, and written language with clarity, coherence, and purpose

Higher level study and employability

On successful completion of the course, candidates will be eligible to apply for registration with the Council for the Professions Complementary to Medicine. A degree in Dental Hygiene from ICOM will provide the opportunity to experience a rewarding and challenging career in the European National Health Services, Social Services or in the private sector.

Some graduates may choose health education activities and participate in primary prevention projects within the public health system. The ability to use the English language allows greater flexibility and mobility to our graduates. With further experience, graduates may choose to teach and undertake research. Career opportunities exist in academia when graduates have furthered their academic career to Master's level.²⁴

Principles of Teaching Learning and Assessment

Students will be introduced to the basic themes of dentistry: basic science, clinical practice, and professionalism. Modules will concentrate on health and health promotion, oral anatomy, microbiology, periodontal diseases, and related science. Students start developing clinical skills on both the phantom heads and the dental haptic simulators in the clinical skills classrooms. Haptics technologies in dental simulation allow students to experience touch in a computer environment by interacting with 3-dimensional virtual reality dental models through associated touch tools. This will allow students to gain an insight into the clinical environment enabling them to relate theory to practice. A key aspect of this year is to understand the importance of the values of the profession in putting patients first and ethical issues such as consent and confidentiality. Owing to the nature of the course a large proportion of the teaching is practical-based and is progressive through the three years of the course.

Early patient contact commencing in Year 1 is one of the overriding characteristics of the programme. These early patient encounters play an important role in developing students' communication skills. Throughout the course students will spend an increasing proportion of their time in dental clinics. Initially treating mostly adult patients and then progressing to treating adults children, and patient with special needs providing an increasing variety of treatments as their skills and experience develop.

Year 2 sees students building on scientific knowledge and how to apply this to clinical practice. They will further develop their practical skills in the clinical skills classroom in relation to restorative dentistry in adults and special needs patients. Students understanding of issues relating to the ethical and professional practise of dentistry will be developed. Students will begin to apply research and critical appraisal skills applying aspects of evidence-based practice to their own clinical practice. There will be increased clinical experience with a focus on treatments associated with practice as a dental hygienist.

Year 3 consolidates learning and competences. There will be special attention to Paediatric, and community based clinical care. Final-year modules and clinical experience consolidate the knowledge skills and professional attitudes needed to successfully transition into independent professional practice. Students will have to prepare a prevention poster which they will need to use in their clinical practice. The completion of a final year research project will allow students to demonstrate critical reflective and scientific research skills. Clinical experience will include assessment and treatment of more complex dental disease including restorative treatment of children and adults. Personal and professional development will continue in this year focusing on preparation for the world of work, developing the organisational, business and management skills necessary to practice as a key member of the dental team.

The curriculum uses a student-centred blended approach to teaching and learning, employing a diverse variety of methods and resources. The curriculum is delivered using both classroom, and the clinical learning environments. Seminars and online activities will enable students to explore, and problem solve the concepts presented in lectures, and

interact with tutors and peers to further develop communication, knowledge, and skills and to acquire relevant competences.

The course has been designed to be progressive with a spiral curriculum. Module content in year 1 is used to inform teaching and learning in year 2 and 3 to build on and progressively develop the knowledge and skills required. This approach facilitates a meaningful, relevant student learning experience. The model serves to increase student's confidence and ability.

ICOM have developed and increase the use of Digital media, YouTube videos and, increasingly, open educational resources in the form of short lectures, OER commons, animations, simulations, virtual labs, virtual worlds and many other formats enabling instructors and students to access and apply knowledge in a wide variety of ways.

E-Texts will take advantage of open source material as a way of reducing student expenditure on books and facilitating updating of content. These electronic texts are accessible via mobile smartphones, tablets, e-readers and other mobile devices.

The VLE will be provided both as core course content, or specifically targeted to helping students who struggle to keep up or have not fully mastered key concepts or techniques.

Assessment Strategies

Formative and Summative Assessment are used throughout the three years of the course. All modules have summative assessment and formative 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.

The overall pass mark per module is 50 %, all assessments must be passed at 50% within a module unless specified in the module guide.

The assessment methods relate to specific learning outcomes at module level as set out within the approved qualification. Assessment criteria specific to each assessment will be developed. The time taken for students to prepare has been taken into consideration for all the different types of assessment, there is much differing opinion to the amount of preparation time taken by students.

Extenuating circumstances

Extenuating circumstances for students will be considered by the Extenuating Circumstances Board. Consideration of late submission of work, or examination performance affected, will take place in advance of Examination Boards. Students must complete the appropriate form and supply supporting evidence in line with the policy. Extenuating Circumstances Boards will normally be held in February and May prior to Unit Examination Boards.

Academic appeals process

If a learner is dissatisfied with an assessment decision, s/he should discuss this with the relevant member of staff concerned in the first instance. If this does not lead to a satisfactory resolution, then the learner can appeal formally using the academic appeal policy.