

**INSPECTION VISIT OF THE COMBINED
DIPLOMA IN DENTAL
HYGIENE/DENTAL THERAPY**

UNIVERSITY OF LIVERPOOL

24 & 25 OCTOBER 2006

**REPORT OF THE
INSPECTORS**

**PROFESSOR D HERBERT BA PhD
DLITT**

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**ACCOMPANIED BY
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Summary of the findings:

1. The inspectors were impressed by the DEC's model used in this programme which allows for simultaneous delivery of the programme at four distinct sites. We were impressed by the commitment of the staff to both the programme and to the students. We were also aware that this is a demanding model and requires significant levels of commitment from a large number of staff in a variety of roles. This key ingredient is present in the Liverpool model and the other key players (SHA and PCTs) have shown a willingness to invest both capital in facilities and revenue funding for students as part of widening participation strategy. The impact upon the skill mix in the region should be significant.
2. The clinical placements develop the students' clinical skills under close professional supervision.
3. The School provides a high quality programme which incorporates integrated teaching and learning, together with comprehensive mechanisms for student support.
4. A number of recommendations are made to the school, the university and to the NHS agencies
5. The Inspectors found that this programme meets the GDC requirements of *Developing the Dental Team*.

FOREWORD

Purpose

1. As part of its duty to protect patients and promote high standards, the General Dental Council (GDC) monitors the education of dental students and dental care professionals (DCPs) at institutions whose qualifications are approved by the GDC. The aim is to ensure that these institutions provide high-quality learning opportunities and experiences and that students who obtain a dental or dental care professional qualification are safe to practise.

GDC process

2. The purpose of the inspection visit to the University of Liverpool was to assess whether the Combined Diploma in Dental Hygiene/Dental Therapy conforms to the GDC's requirements for the training of dental hygienists and dental therapists and whether, on qualification, students with the Combined Diploma would be suitable for registration with the GDC as dental hygienists and dental therapists.
3. This report sets out the findings of a two-day inspection visit to the Division of Dental Care Professionals, School of Dental Sciences, using the assessment principles and guidelines set out in *Developing the Dental team – Curricula*

Frameworks for Registrable Qualifications for Professionals Complementary to Dentistry (DDT) as a benchmark. The report is based on the findings of the inspection visit and on a consideration of supporting documents prepared by the School.

4. This report will be considered by the Education Committee of the GDC. The School will be given the opportunity to correct any factual errors and then submit its observations. The report, together with the School's observations, will be published on the GDC website.

Introduction

5. The inspection visit to the University of Liverpool Combined Diploma in Dental Hygiene and Dental Therapy took place on 24 and 25 October 2006. We were welcomed by Mr David Young, Head of Division and Programme Director and Ms Jan Vicary, Curriculum Co-ordinator. On the first day we met with academic, clinical and administrative staff of the School. We also met with two honorary clinical tutors, a representative of the Strategic Health Authority and the second year students on the Dental Hygiene and Dental Therapy programme based at Liverpool. On the second day of the inspection visit we divided into three groups and visited the three dental education centres (DECs) at Lancaster, Crewe and Blackburn and met with clinical staff, first year students and in the afternoon each group visited a clinical placement where we met with third year students. We would like to thank all concerned for their help, courtesy and co-operation during the visit.
6. The Combined Diploma was provisionally approved by the Education Committee of the GDC in April 2004 subject to an inspection visit to be scheduled during the programme. The first intake of students was in September 2004 and this first cohort will graduate in January 2007 .
7. This is the first GDC inspection visit to the Combined Diploma. The GDC undertook a 3 day inspection visit to the BDS programme at Liverpool on 25-27 January 2005 and a visit to the previous Liverpool Hygiene programme took place on 29 April 1999.

Context

8. The Combined Diploma is run by the School of Dental Sciences which is part of the Faculty of Medicine at the University of Liverpool. The School of Dental Sciences is divided into two areas: the Division of Dental Care Professionals and the Division of Dentistry. The Division of Dental Care Professionals delivers this Combined Diploma.
9. The School is physically located in the same building as the Liverpool University Dental Hospital which is housed in a building on the Pembroke Place area of the University Campus. However, this programme is primarily delivered at four dedicated Dental Education Centres (DECs): Lancaster, Crewe, Blackburn and Liverpool. The Liverpool DEC is located within the Dental Hospital building.

10. The funding for the programme is provided by NHS North West (Strategic Health Authority) . The programme is fully-funded and has a balanced budget. The SHA has a five-year contract with the University to ensure that any changes in funding streams do not destabilise existing cohorts of students. The SHA commissions education training and widening participation for NHS North-West and the spokesperson showed a clear understanding of the needs of the programme and the desirability of safeguards in the continuity of funding. The factors of goodwill and partnership were mentioned frequently by the key decision-makers.
11. Seventy-three out of the 79 current students on the Combined Diploma are eligible for Widening Access funding. The inspectors were impressed by this generous scheme which provides the 73 students with a tax free training bursary of £12,500 per year. This scheme is administered by the Strategic Health Authority/PCT. The aim of this scheme is to support NHS staff undertaking studies for professional qualifications without having to live on a student grant/loan. In addition it also promotes access to education for people who have previously been disadvantaged by low income or family circumstances. Many of the students commented that they would not be able to join the programme were it not for the generous bursary, although some students told us that travel costs between home and the DEC were substantial. It was explained to the inspectors that neither the University nor the School advertise widening access funding to prospective students, but details of the NHS means tested bursary scheme are included in the programme prospectus sent to enquirers.

Student recruitment and selection

12. The Combined Diploma aims to recruit approximately 24 students per year. 24 students enrolled in 2004, 34 in 2005 and 24 in 2006, and there are currently 79 full-time students on the Diploma programme. Future recruitment plans are in place for three of the Centres but it is not intended to recruit to the Liverpool DEC. Since its inception, there has been considerable interest in this programme, with over 400 applications being received for the initial 2005 intake of 24 places.
13. Each application for admission to the course is reviewed by the Curriculum Co-ordinator and Programme Director. Satisfactory references are required prior to the panel selection. Selection days are held in Liverpool. Applicants are interviewed by a panel of staff involved in the programme, including outreach staff and representatives of the local PCT, at which their commitment to the programme, their communication skills and suitability to the programme are assessed.
14. Mature students are encouraged to apply. Registered dental nurses who have undertaken 5 years or more post-qualification study need to be able to show evidence and qualifications from continuing academic/professional study. The Diploma is open to applicants from the UK and abroad and recruitment is controlled by the university. Recruitment is assisted by the local Dental Education Centres and the local PCTs which actively help to promote the programme as part of their aim of achieving a greater skill mix in the region.
15. The documentation from the School states that 'the Dental School makes significant efforts to recruit from "non-standard" backgrounds'. To this end, the

inspectors were pleased to note that a number of the students were from non-academic backgrounds. However the inspectors also noted that the profile of current students in the Hygiene/Therapy programme does not reflect the ethnic or demographic diversity of the University of Liverpool generally or of the Merseyside/Lancashire/Cumbria catchment area. We also noted that the student profile is predominantly female, with one male student out of 79 and that the vast majority of students came from a dental nursing background.

16. Successful applicants require 5 GCSEs, (including English, Maths and a Science or health-related subject) at Grade C or above, GCE A levels (including one in a science or health-related subject); or a nationally-recognised certificate in dental nursing. NVQ Level 3 or equivalent qualifications are accepted as an A level equivalent. Successful applicants are subject to a satisfactory Criminal Records Bureau check, references and health screening in accordance with professional requirements prior to being offered a place on the programme.

EDUCATIONAL ENVIRONMENT

17. All four DEC's provide the same timetable with common lesson plans and schemes of work to ensure that the students receive the same presentations and learning material. It should be emphasised that the DEC at Liverpool is not treated by the course co-ordinators as the "hub" of the programme, rather it is included as one of four equal education centres. The role of the Programme Director and his key staff is important in maintaining contact and consistency over the network. Dispersed tutors are in frequent electronic contact and work closely together.
18. All the diploma students come into the Liverpool site one day a week throughout their course for lectures, tutorials and demonstrations. Diploma students often attend some lectures with undergraduate dental students (for example, Radiography, Dental Public Health and Oral Science and Medicine). First year students attend Liverpool on Thursdays, second year students on Tuesdays and third year students on Mondays. Teaching at Liverpool is provided by staff on the programme and senior staff from the Dental School and NHS, including Professors and Consultants.
19. Throughout the course, all diploma students have one day allocated as self-directed learning. The inspectors were told by both the second year and the new first year students that the students used this day for reading, revising and ensuring that they understand the concepts taught during that week. The inspectors were impressed by the enthusiasm and commitment of the students, many of whom have families.
20. During the programme, the students undertake four clinical placements. In the first year clinical placement 1 is for one day a week. In the second and third years, the clinical placements are for two days a week. Placements are of 18 weeks' duration for the first and fourth placements and 24 weeks for the second and third placements. These placements can be at general dental practices (GDPs) or a community dental service (CDS) clinic or a combination of both. All students experience both general practice and community service environments over the length of the programme.

Library and IT facilities

21. Diploma students have access to the main university library, the Harold Cohen library which is located close to the School of Dental Sciences. The library opens at 8.30am on Mondays and is open 24 hours a day from Monday to Saturday, and open until 9.30pm on Saturday and Sunday.
22. The inspectors observed the library facilities of the Harold Cohen library and found the reading areas to be well-lit and spacious. There are 8 computer rooms with 250 computers. There is also wireless access for laptops.
23. The textbook shelving area of the library appeared cramped with a number of older texts, however the journal shelves were easily accessible and, in particular, the current journals are located in a spacious, quiet and well-lit room. The students were positive in their feedback about their access to the library, which is accessible to those students based at the DECs outside of Liverpool on the one day a week they attend the School of Dental Sciences. All the students have online access to a broad range of journals.
24. The inspectors were impressed that all the Hygiene/Therapy students are provided with a laptop which has wireless internet access. We heard from students that this facility is greatly appreciated as being very important for their studies.
25. Some students experience difficulty with the loans system at the university library. Some dental books are on 3- and 5- day loan. As the students only come to the university on a weekly basis, this creates a problem with overdue books, although we heard from library staff that book loans can be renewed on-line. The Dental Care Professionals Division has its own library based in the Dental School and students can loan books for extended periods
26. The inspectors noted that the School of Dental Sciences and the DECs have extensive conferencing facilities however we were surprised and disappointed to discover that the video conferencing systems in the university and in the DECs are not compatible. We encourage the university and the NHS agencies to develop a solution which would allow this valuable tool to be used for the benefit of the programme.

EXTENDED CLINICAL ENVIRONMENT

Dental Education Centres (DECS)

27. The inspectors split into three groups with a GDC staff member accompanying them to visit the three DECS outside of Liverpool and also to visit a clinical placement. The inspectors visited Crewe, Blackburn and Lancaster.
28. The DECS are not clinical treatment centres. The practical training in clinical skills delivered at the DECS includes operative techniques on phantom heads. Students

must pass the module in Operative Technique 1 before progressing to clinical work on patients, and Operative Technique 2 must be passed before students can undertake the second year of study.

29. As reported in paragraph 17 above, the DEC at Liverpool is not treated by the course co-ordinators as the “hub” of the programme and is included as one of four equal centres. The dental hygiene/therapy students at the Liverpool DEC do not treat patients at the Liverpool Dental Hospital, but attend clinical placements in general practice and community clinics like their counterparts at the other three DECs.
30. The DECs are the home base for the delivery of the programme for the four sites. The inspectors were impressed by the innovation in dental education which enables students to be located at a distance and yet experience equal teaching and learning. As stated in paragraph 26 the inspectors feel that course delivery could be significantly enhanced by the use of a functioning video conferencing system.
31. The inspectors were impressed by the physical environment of the three DECs, noting that they were relatively airy, light and spacious. We did note however that the Crewe DEC is not really adequate for the total number of students there to attend at the same time but we are aware that there are plans for a new, larger building.
32. We observed the learning resources of the DECs, noting that each DEC has different access to books and journals. The Crewe DEC has a small library whereas the Blackburn DEC only has a small number of textbooks which students can look at while they are on site, but cannot borrow. The Lancaster DEC has a library with borrowing facilities but the dentistry collection is small. We were told that the students have the support of their respective PCT library. These libraries have started ordering the texts that are required in the programme and have provided borrowing rights and access to reprints free of charge. In addition, the Dental Care Professionals Division library, based in the Dental School, holds key textbooks and support texts. Students can loan books for extended periods
33. All the DEC sites have wireless access which enables the students to access the University of Liverpool library online using their laptops. This access also includes online journals and journal databases.
34. We spoke with the first year students at the three DEC sites outside of Liverpool. Bearing in mind that they have only recently begun their diploma, all the students were enthusiastic about the programme and about the staff.
35. The students we met at the three DEC sites commented that the first few months of the programme, including IT and the dental hygiene/therapy curriculum are challenging, particularly as most of the students have a non-academic background. Some students also felt that it was unnecessary to undertake all 7 modules of the European Computer Driving Licence (ECDL) as they felt that some modules were more relevant to their studies than others. The students also told us that they enjoyed the modular format of the course and enjoyed attending

the University once a week. The inspectors noted the support students demonstrated to each other.

36. The inspectors heard from students that some had not yet received their bursaries and that there was some confusion over the administration of the bursary system.
37. At the three DEC sites, we found the staff to be enthusiastic about the programme and were pleased that it had enabled students, who otherwise may not have the opportunity, to undertake the Diploma.
38. We found that the staff considered the training days held by the University as positive and that the University was supportive of tutors undertaking further training, in particular, the Certificate in Professional Studies (CPS) offered by the University of Liverpool.

Clinical Placements

39. The University of Liverpool has approved 18 community dental service (CDS) and 19 general dental practice (GDP) clinic locations where honorary clinical tutors supervise dental hygiene/dental therapy students on clinical placements. There is some variation in the type of placement available between DECs with some having more CDS placements than GDS. Most of the general dental practices are also vocational training (VT) practices or recent VT practices.
40. Students undertake four clinical placements. In the first two placements, students are paired and nurse for each other. In the third and fourth placements, students work with a dental nurse. Placements are of either 18 or 24 week duration and are usually for two days per week.
41. The local PCTs, together with the Curriculum Co-ordinator, collaborate in the identification of suitable practices for clinical placements. Prospective dental practitioners have to submit a CV and undergo an inspection of their practice which includes checking that cross-infection control procedures are in place. These practitioners are known as honorary clinical tutors and are not able to treat their own patients while supervising students. Many of the honorary clinical tutors have education qualifications and, in addition, two training sessions per year is provided to all honorary clinical tutors. Honorary clinical tutors receive no payment for their work.
42. A quality assurance mechanism is in place to identify honorary clinical tutors who are unable to meet the standards required by the University. This involves monitoring students' placements and involves visits by the programme director and local tutors. Support and training is available to help honorary clinical tutors, but, should this be insufficient, the placement can be terminated.
43. The inspectors were impressed by the enthusiasm and commitment of the honorary clinical tutors. We were impressed by their willingness to become involved in what is a new development in dental education, despite their existing full-time commitments. We heard from several honorary clinical tutors who felt that their involvement in the training of DCP students had a positive effect on their own practice of dentistry.

44. The honorary clinical tutors are provided with training from the School of Dental Sciences. As well as training in supervision and assessment, the honorary clinical tutors have taken part in a calibration exercise to standardise grading of students' work. DEC tutors are also involved in the training of honorary clinical tutors and visit the clinical placements to provide support and guidance twice each semester.
45. A website has also been developed for the honorary clinical tutors which provides them with access to programme documents such as timetables and the policies such as cross-infection control. Although a forum facility is available on the website, this is not used regularly by tutors.
46. Students maintain a logbook of all clinical and operative technique work throughout the year. Students and tutors are encouraged to provide detailed reflective comments on all work undertaken. The programme director countersigns logbook records to verify acceptance of the grades given by tutors. This is a useful standardisation check. Students' grades are entered into a central database where they are checked for consistency. The database is interrogated every two months for trends; for example for variations in placement and treatment types undertaken by individual students.
47. To ensure consistency between the clinical placement sites, the Programme Director undertakes frequent visits to each placement throughout the year. Students reported that patient failure to attend can have a negative effect on their ability to achieve sufficient numbers of specific treatments at some placements and the inspectors notice some variation in the number and type of treatments carried out by students at different placements. However, we were assured that students' treatment portfolios were regularly reviewed and that deficiencies in number or type of treatments are addressed in subsequent placements.
48. The inspectors enquired whether the new contract for GDPs based on Units of Dental Activity (UDAs) could have a negative effect on practice-based training for DCP students. We were assured in discussions with the representatives of the PCTs and the GDPs that UDA targets could be negotiated and adjusted to ensure that there is no conflict. This flexibility in the system appears to enable them to balance the UDA targets and training provision, however it is noted that this is reliant on mutual goodwill and attitudes of both the PCTs and the dentists concerned.

CURRICULUM

DCP curricula – common subjects and topics

49. The following subjects and topics are common to all DCP disciplines and are described in *Developing the Dental Team* (DDT):
 - Biomedical sciences and oral biology
 - Behavioural sciences, communication skills and health informatics
 - Human disease
 - Medical emergencies

- Law, ethics and professionalism
 - Health and safety and infection control
 - Dental biomaterials science
50. Teaching in all of the topics outlined above is delivered at Liverpool. Students attend lectures on decontamination and sterilisation at Liverpool and also receive hands-on and theoretical training in this area at the DEC sites and at each of the clinical placements.
51. The programme is innovative in that it allows for simultaneous delivery of lectures and tutorials at all of the DEC sites despite their geographical separation with DEC tutors delivering the lectures locally. The programme also utilises "VITAL", the university-wide virtual learning environment powered by the "Blackboard" software, and each of the 19 academic/ clinical modules has its own domain.
52. The curriculum for the Combined Diploma is quality assured through the University's Annual Programme Monitoring, annual review and periodic (six yearly) programme reviews. Changes to any component of the programme are discussed at the Board of Studies and the appropriate Faculty committee.
53. We found that the above generic topics were adequately covered in the curriculum.

DCP curricula – additional subjects and topics for dental hygiene and dental therapy

54. The following subjects and topics for dental hygiene and dental therapy are described in DDT as specific to the curriculum for dental hygiene and dental therapy:
- Oral disease
 - Oral surgery
 - Oral medicine
 - Plaque-related dental disease
 - Diseases of the periodontium
 - Dental caries
 - Oral pathology and oral microbiology
 - Introduction to clinical work
 - Restorative dentistry
 - Gerodontology
 - Dental implants
 - Child dental health
 - Paediatric dentistry
 - Orthodontics
 - Preventive dentistry
 - Dental public health
 - Comprehensive oral care
 - Dental radiography, dental radiology and imaging
 - Pain and anxiety control

- Complementary and alternative medicine
- Elective studies

55. Subjects are taught one day a week at Liverpool through lectures and tutorials and these are often taught alongside the BDS students. One day a week is dedicated as a self-directed learning day.
56. Specialist teaching and observation are also provided by local specialist centres such as acute district hospitals, usually during the summer of year two. Each CDS clinic within the programme employs a paediatric specialist who provides observation opportunities for the students. The inspectors felt that more use could be made of specialist teaching facilities and staff at the University site.

Assessment

57. As the programme is modular, assessments are held at the end of each module and there is no final exam at the end of the programme. All formal academic assessments take place on the University site and written assessments are submitted centrally via the University, either on paper or electronically. In addition, students produce two case reports for each clinical placement.
58. In the final year, students undertake an elective module and submit a 3000-word project to present to the rest of the year. This is blind double-marked firstly by internal examiners and then it is submitted to external examiners. The marking weighting is as follows: 40% on presentation, 60% on project.
59. Students produce two case reports which they present to internal and external examiners at the University site. One case covers the dental hygiene remit while the other covers that of dental therapy.
60. External examiners are present for Operative Techniques 2 and for clinical placement 4 assessments, as well as for the Board of Examiners meetings twice a year and any resits. External examiners are also sent copies of students' written assessments and are shown student logbooks during their visits to the University.
61. The inspectors found the assessment system to be rigorous, comprehensive, fair and appropriate.

Student support

62. The School follows the University's code of conduct for personal tutoring. The dental tutors and dental therapist tutors at each of the Dental Education Centres act as individual personal tutors.
63. The tutors at the DEC's have a personal tutorial with each student once a semester. Prior to this the student can access an online system, LUSID (Liverpool University Student Interactive Database) where they can outline what they would like to discuss. The LUSID system has recently been introduced by the university and the inspectors felt that it is too early to comment on the efficacy of the system in relation to this programme.

64. If a personal tutor considers that a student requires further support, the student is referred to a senior tutor at the university who can arrange access to the University's support services.
65. A local staff/student meeting is held at each DEC once a semester and student representatives of the DECs can take up any matters arising from these meetings with the Curriculum Coordinator. These matters then form the basis of the agenda for meetings of the DEC representatives (which includes a student from each year of the course at each DEC plus a member of staff from each DEC). The minutes from these meetings are sent to the Board of Studies.

STAFFING

Management support

66. The University is supportive of this programme and is using a similar structure (including the DEC model) to develop an innovative graduate entry programme for dentists (BDS). The Dean of the Dental School expressed strong support for this programme and confidence in the quality of the students.

Teaching staff

67. The Combined Diploma in Dental Hygiene/Dental Therapy has the following staff at Liverpool: the Programme Director, 2 senior clinical tutors, the Curriculum Co-ordinator, a Secretary and IT technician. Each DEC (including the Liverpool DEC) has a University of Liverpool dental tutor and dental therapist tutor who deliver academic teaching and practical tuition on clinical skills. Students told us that they especially appreciated the ready support they receive from the IT technician.
68. As detailed in paragraph 39, honorary clinical tutors supervise students on clinical placements.
69. The inspectors noted that there is no dental therapist member of staff at Liverpool. We explored whether the lack of a tutor therapist might have a negative effect on the students' perceptions of a working therapist as a role model. However, students told us that they felt that this issue does not affect learning or teaching.
70. A new, university-wide appraisal system, the Professional Development and Review (PDR), was introduced in September 2006 and all DEC tutors and honorary clinical tutors will be appraised under this system. At this stage, the inspectors feel it is too early to comment on the adequacy of this system.

Staff development

71. The DEC staff are well-qualified with a variety of dental and teaching qualifications. Those lacking formal teaching qualifications are encouraged to undertake the Certificate in Professional Studies (CPS) offered by the University of Liverpool. Five members of staff are currently taking the CPS course. However, some DEC staff expressed interest in the CPS course but had had

difficulty accessing this due to the course being delivered only in Liverpool. The inspectors suggest video conferencing could be a possible solution to this issue.

RECOMMENDATIONS

To the school

- Consider whether any financial assistance can be provided for students who, although receiving generous bursaries, incur significant travel costs (11)
- Consider how to increase further integration of studying and working with BDS dental students (18)
- The programme managers should consider how to improve the availability of books, given that the library stock in the DEC's is limited and that this could pose problems for students (25)
- Develop a solution to the lack of video conferencing compatibility between the DEC's and the University of Liverpool. The inspectors feel this is important for both students and clinical tutors (26)
- Consider including observation sessions in clinical areas such as oral medicine at the University site (56)
- The School should continue to review the training provision for the wide range of tutors and trainers who are essential components of this model of educational delivery and include quality assurance (QA) issues in this training (71)

To the university

- Continue to search for a solution to the lack of video conferencing compatibility between the DEC's and the University of Liverpool. The inspectors feel this is important for both students and clinical tutors (26)

To the NHS agencies

- Work with the University to develop a solution to the lack of video conferencing compatibility between the DEC's and the University of Liverpool. The inspectors feel this is important for both students and clinical tutors (26)

To the GDC

- To be determined

Annex 1

General Dental Council Inspection of the Combined Diploma in Dental Hygiene and Dental Therapy

Tuesday, 24 October, 2006

9.00 am	Inspectors arrive at the School and settle in to Base Room, 4 th Floor, Dental Hospital
9.15 am	Meeting with Professor Cynthia Pine (Dean and Head of School) and Mr David Young (Head of Division and Programme Director)
10.00 am	Coffee Break
10.15 am	Meeting with Mr David Young (Head of Division of Dental Care Professionals and Programme Director); Mrs Christine Manning (Senior Dental Tutor); Mrs Jan Vicary (Curriculum Co-ordinator)
11.30 am	Meeting with Clinical Director (Dr Anne Field)
11.45 am	Meeting with NHS/University staff who teach on the course (Colette Balmer and Lesley Longman - ALS course); Mike Ferandos - Radiography teaching; Angela Ashcroft -Behavioural Sciences).
12.15 pm	Lunch (Inspection Team by themselves for discussion)
1.00 pm	Tour of the Harold Cohen Library facilities – Ken Linkmann (with David Young and Jan Vicary).
1.45 pm	Tour of the teaching facilities at the Liverpool site with David Young and Jan Vicary
2.30 pm	Meeting with Donna Hough (Strategic Health Authority)
2.45 pm	Meeting with Honorary Clinical Tutors for the Liverpool placements (Sheena Stewart and Geoff Moulding)
3.15 pm	Inspectors' discussion and tea
3.45 pm	Meeting with Mrs Christine Manning (Senior Dental Tutor) and Miss Eileen Theil (Senior Tutor and Dental Tutor – Liverpool site)
4.15 pm	Meeting with Liverpool 2 nd year students.
4.45 pm	Inspectors' discussion meeting
5.15 pm	Meeting with David Young, Head of Division
	Close

In order to visit each of the outreach facilities, the visitors will need to split into three groups for Day 2 of the Visit as follows:

Wednesday, 25 October, 2006

8.30 am	Meet at Base Room and split into 3 groups.		
8.45 am	Group 1 Travel to Blackburn site (with Jan Vicary)	Group 2 Travel to Crewe site (with David Young)	Group 3 Travel to Lancaster site (with Gail Marsh)
10.00 am	Tour of facilities at Blackburn + observation of 1st year operative technique teaching session	Tour of facilities at Crewe + observation of 1st year operative technique teaching session	Tour of facilities at Lancaster + observation of 1st year teaching operative technique teaching session
11.00 am	Meeting with Hilary Painter (Dental Tutor) Tracy Thompson (Tutor Therapist)	Meeting with Beverley Bishop (Dental Tutor) Carol Wolverson (Tutor Therapist)	Meeting with Charlotte Willmot (Dental Tutor) Gail Marsh (Tutor Therapist)
11.30 pm	Meeting with 1 st Year students	Meeting with 1 st Year students	Meeting with 1 st Year students
12.00 noon	Lunch + meeting with Key Stakeholders (Mrs Catriona Logan, Associate Director Business Planning & Special Services for East Lancashire PCT and Dr Lee Holden, Head of Salaried PDS Blackburn and East Lancs Dental Service)	Lunch meeting with Key Stakeholders (M Duncalf, East Cheshire PCT)	Lunch meeting with Key Stakeholders (J Mellor & S Davies & E Rooney, Morecambe Bay)
12.45 pm	Visit to Practice to observe 3 rd year students on placement Bateman & Best, 334 Blackburn Road, Darwen, BB3 0AA Students: Kathryn Dobson; Ruth Holt)	Visit to Practice to observe 3 rd year students on placement Dental Clinic, Crewe Health Centre, 45 Delamere Street, Crewe, Cheshire, CW1 2EJ Students: Sonia Chalmers; Elaine Spencer)	Visit to Practice to observe 3 rd year students on placement Walsh & Hennessy, 80 Watling Street Road, Fulwood, PR2 8BP Students: Andrea

	Hon Clinical Tutors: Kieran Weil, Julie Bateman and Catherine McNichol	Hon Clinical Tutor: Mike Duncalf	Shipton; Shaheen Mullah Honorary Clinical Tutors: Ian Walsh and Stephen Hennessy
2.30 pm	Return travel to Liverpool	Return travel to Liverpool	Return travel to Liverpool
3.30 pm	Inspectors' discussion and tea		
4.15 pm	Final meeting with Cynthia Pine, David Young and Jan Vicary		
	Inspectors depart		

INSPECTION OF THE DENTAL HYGIENE THERAPY PROGRAMME

24 AND 25 OCTOBER 2006

COMMENTS FROM SCHOOL

The School is very grateful for the opportunity to respond to the inspection teams report.

We consider the report to be extremely fair and would like to thank the inspection team for the way they conducted the visit. The School is grateful for the suggestions made within the report and we are taking the recommendations forward.

We would like to make the following comments in relation to the reports comments and recommendations:-

The School was very pleased to hear that the inspectors were “*impressed by the DEC model used on this programme*” as it is the first time that this model has been used in Dental Education in the UK. We were pleased that the inspectors found that the programme meets the GDC requirements for *Developing the Dental Team* and that they thought the Diploma provided a “*high quality programme which incorporates integrated teaching and learning, together with comprehensive mechanisms for student support*”.

We were very pleased to read that the “*inspectors were impressed by the physical environment of the three DECs*” and that they were “*impressed by the innovation in dental education which enables students to be located at a distance and yet experience equal teaching and learning*”.

RECOMMENDATIONS

To the school

- ***Consider whether any financial assistance can be provided for students who, although receiving generous bursaries, incur significant travel costs (11).***

Some students have been able to access widening access funding through their local PCT. Those not eligible for this funding are eligible to apply for a means tested NHS bursary can also claim travelling expenses through the bursary scheme for travel to clinical placements.

Any student who experiences financial difficulties can apply to the University of Liverpool Financial Support Team for advice and support. The team deals with applications for financial assistance from the Access to Learning Fund (ALF) and the Additional Fee Support Scheme (AFSS). They also advise on statutory funding such as student loans, grants and tuition fees, as well as other types of discretionary funding such as University bursaries and

scholarships and NHS bursaries. Advice is also offered on budgeting, money management, debt referral, welfare benefits, and how repeat years will affect statutory funding. The School will continue to ensure that all students are aware of these different routes that can support travel costs for those with financial constraints.

- ***Consider how to increase further integration of studying and working with BDS dental students (18)***

At Liverpool we consider dental team training to be very important. In addition to training DCPs on teamwork we consider the education of undergraduate and graduate dentists in the roles of DCPs to be a key issue in developing the dental team.

Currently DCPs and undergraduate students share common lecture courses such as Radiology. They also attend appropriate lectures together in Basic Medical Science, Oral Science and Medicine, Paediatric Dentistry, Restorative Dentistry and Dental Public Health.

The 2nd year BDS students and 1st year Hygiene Therapists attend workshop sessions together on the roles of the dental team and DCPs remit and they split into mixed groups on clinics to look at treatment planning and the roles of each member of the team in delivering quality patient care. This occurs at the time when both groups are about to treat their first ‘filling’ patients.

The School is continuing to develop further opportunities for increasing DCP and BDS undergraduate integration.

- ***The programme managers should consider how to improve the availability of books, given that the library stock in the DEC sites is limited and that this could pose problems for students (25)***

This is a very important issue. Diploma students attend the University of Liverpool Dental School every week and have the opportunity to attend the University library on these days. Recently the library bought more of the programme’s key textbooks and these have been released for long-term loans. We have core texts at each of the DEC sites that can be loaned and the DCP Division at Liverpool has recently developed a departmental library specifically for Hygiene Therapist students. An extensive number of books can be loaned for extended periods from this library. The School will be purchasing more books for the libraries at each of the DEC sites in accordance with this report’s recommendations.

- ***Develop a solution to the lack of video conferencing compatibility between the DEC sites and the University of Liverpool. The inspectors feel this is important for both students and clinical tutors (26)***

We have been looking into the use of video conferencing for some time and our IT technician has investigated different technologies and software systems to achieve video conferencing/ virtual classrooms, use of web cams, MP3 technology etc. In the coming academic year, we are planning to introduce the delivery of some lectures by Horizon Wimba, a new generation video conferencing software system, which links live video, PowerPoint and audio links in the near future. We agree with the inspectors that this facility would benefit students and tutors.

- ***Consider including observation sessions in clinical areas such as oral medicine at the University site (56)***

Each student has in addition to the clinical logbook an observations logbook, where they capture learning experiences such as domiciliary visits, observing of epidemiology sessions, dental screenings, observation of sedation and GA, Oral Medicine clinics, Oral Surgery and Orthodontics clinics, observation of Paediatric specialists. We will monitor these logbooks and provide opportunities at Liverpool University Dental School for students who are not able to capture these experiences locally.

- ***The School should continue to review the training provision for the wide range of tutors and trainers who are essential components of this model of educational delivery and include quality assurance (QA) issues in this training (71)***

We will continue to review all the tutors training requirements as recommended in the report. We were very pleased to read the inspectors comments on quality assurance and training and will endeavour to build on mechanisms already in place to ensure that we continue to deliver a high quality programme that fulfils the requirements set out in the ‘Developing the Dental Team’ document.

The inspectors noted that we had a “*quality assurance mechanism in place to identify honorary clinical tutors who are unable to meet the standards required by the University*”. That we trained honorary clinical tutors before each of the clinical placements and supported tutors through practice/ clinic visits

The inspectors noted that a “*website has also been developed for the honorary clinical tutors which provides tutors with access to programme documents such as timetables and the policies such as cross-infection control*”. The website will continue to develop and will grow to suit student/ tutor needs.

The inspectors recognise that the “*honorary clinical tutors have taken part in a calibration exercise to standardise grading of students’ work*” this has helped to establish consistency between all clinical teaching sites.

We will continue to support honorary clinical tutors with local DEC and Dental School staff visits. These visits help monitor student progression, provide training opportunities for honorary clinical tutors, act as a check on the consistency between teaching sites. They help check on standards, grading and provide a good line of communication between the school and clinical tutors.

The programme is monitored through all the normal University of Liverpool Quality Assurance mechanisms

To the university

- *Continue to search for a solution to the lack of video conferencing compatibility between the DECs and the University of Liverpool. The inspectors feel this is important for both students and clinical tutors (26)*

This has been addressed for the coming academic year and details are noted above.

To the NHS agencies

- *Work with the University to develop a solution to the lack of video conferencing compatibility between the DECs and the University of Liverpool. The inspectors feel this is important for both students and clinical tutors (26)*

This has been addressed for the coming academic year and details are noted above.