

Programme Specification for FdSc Dental Technology

This document applies to Academic Year 2018/19 onwards

1.	Awarding institution/body	University of Worcester (UW)
2.	Teaching institution	Birmingham Metropolitan College
3.	Programme accredited by	General Dental Council (GDC) (subject to provisional acceptance)
4.	Final award or awards	FdSc Dental Technology
5.	Programme title	FdSc Dental Technology
6.	Pathways available	n/a
7.	Mode and/or site of delivery	Standard taught programme, work-based learning; delivered at Matthew Boulton College part of BMet
8.	Mode of attendance	Full-Time - 2 years and Part-Time 3 years
9.	UCAS Code	B840
10.	Subject Benchmark statement and/or professional body statement	QAA Dental Care Professions, Benchmark Statement: Health Care Programmes (2005) Preparing for Practice Dental Team Learning Outcomes for Registration (2015 revised edition)
11.	Date of Programme Specification preparation/revision	May 2017 August and October 2018 – AQU amendments

12. Educational aims of the programme

The aim of the programme is to produce competent technicians that are able to apply for registration as Dental Technicians with the GDC.

The FdSc Dental Technology programme aims to enable students to develop the knowledge, practical and intellectual skills necessary for a career in Dental Technology, along with the theoretical and philosophical underpinning required to support professionalism, independent thought, personal responsibility and decision making during a period of rapid change and increasing accountability. Students completing the FdSc Dental Technology programme can go on to pursue careers as registered Dental Technicians in a range of NHS and private practices or in commercial laboratory based organisations. Students could also choose to progress into further study.

The educational aims of the programme are:

- 1) To provide a dental technology education suited to the needs of students and employers and to enable students to attain the requisite competencies so that they can go on to register as Dental Care Professionals with the GDC;
- 2) To enable students to comply with systems and processes to support safe patient care and work within industry/professional standards, while developing an awareness of and responsibility for safe working practices;
- 3) To promote a challenging academic environment to foster student interest and study in applying the principles of dental technology, biomedical and material sciences;
- 4) To provide inspirational teaching supported by scholarly activity and research;
- 5) To develop an evidence-based approach to learning, professional practice and decision making;
- 6) To foster the development of subject-specific and transferable skills, including self-awareness, personal responsibility, communication and interpersonal skills;

- 7) To promote critically reflective practitioners on the ethical, social and economic implications of professional decisions in dental technology;
- 8) To prepare students both in and for employment, further study, research for lifelong learning.

This programme has been provisionally accepted to commence delivery by the GDC following a paper-based submission. The GDC Quality Assurance Team will carry out an on-site inspection of the programme and examinations prior to the first cohort of students qualifying, wherein approval for the purposes of registration with the GDC will be assessed by an expert panel of inspectors. This is the process for all new Dental Care Professional (DCP) programmes.

13. Intended learning outcomes and learning, teaching and assessment methods

13.1 Intended learning outcomes

Knowledge and understanding		
No.	On successful completion of a Foundation Degree students will be able to:	Module Code
1.	Describe the range of normal dental and oral anatomy and physiology and recognise abnormalities of the oral cavity and evaluate their effect on the design, modification and manufacture of dental devices and patient oral health.	BIOM1401
2.	Describe and evaluate the scientific principles underpinning the use of materials and dental biomaterials and show a critical understanding of reasons for their selection.	BIOM1403
3.	Describe and evaluate the principles of good research, how to access research and interpret it for use as part of an evidence based approach to practice.	BIOM2506
4.	Critically understand the impact of social, cultural and environmental factors on oral health.	BIOM1401
Cognitive and intellectual skills		
No.	On successful completion of a Foundation Degree students will be able to:	Module Code:
5.	Apply a critical and evidence-based approach to learning, practice, clinical judgment and decision making and utilise critical thinking and problem solving skills.	BIOM2508
6.	Accurately assess own capabilities and limitations, demonstrating reflective practice, in the interest of high quality patient care and act within these boundaries.	BIOM2508
Practical skills related to employment		
No.	On successful completion of a Foundation Degree students will be able to:	Module Code:
7.	Practise safely, effectively and ethically, making the high quality long term care of patients the first concern.	BIOM2506
8.	Demonstrate responsibility and effective clinical decision making as an individual and as part of a team.	BIOM2506
9.	Recognise the importance of lifelong learning and apply it to practice.	BIOM2508
10.	Carry out procedures, from prescription, for the design, manufacture and modification of custom made dental devices to meet current industry standards and legislation.	BIOM2505 BIOM2507 BIOM2508

Transferable/key skills		
No.	On successful completion of a Foundation Degree students will be able to:	Module Code:
11.	Critically evaluate the role and responsibility of being a registrant and demonstrate professionalism throughout education, training and practice in accordance with GDC guidance.	BIOM2508
12.	Effectively communicate by spoken, written and electronic methods to a range of audiences in the healthcare industry.	BIOM2506
13.	Critically assess their own capabilities and limitations in the interest of high quality patient care taking responsibility for personal development planning, recording of evidence, and reflective practice.	BIOM2508

13.2 Learning, teaching and assessment

The programme will be taught through lecturers, seminars, e-learning, workshops and work-based learning (WBL). It also includes practical project and portfolio work by students. It is important that the programme provides a foundation of skills; knowledge and understanding which students can carry on through to other programmes. Opportunities for learning across the programme will be provided through in-class sessions supported by BLACKBOARD resources, exercises and tutorials. The resources provided through class room delivery will form the basis for meeting the learning outcomes supported by further reading.

Essential resources will be available through the BLACKBOARD, as will the formative assessments, in the form of quizzes and short answer questions. Links to videos and other learning resources will also be available through the BLACKBOARD.

A number of custom-made components or devices will be used to develop understanding of the laboratory manufacturing processes. The development of skills in manufacture and application will be based initially around simple devices, fixed restorations and models and orthodontic appliances thus enabling the development of a range of skills related to dental technology.

Students will be required to complete a total of 400 hours of work based learning across the programme. This may be achieved through a minimum of one work placement for the duration of the programme. It is the student's responsibility to find an appropriate work placement at a Dental Laboratory in the public or private sector. Students are allocated a work place mentor and a work placement officer. It is the work placement officer's responsibility to formally assess the work placement logbook and the work place mentor will confirm the suitability of each appliance for presentation to the customer.

Lectures and tutorials will be used to underpin the practical components with the relevant theory, leading to greater comprehension of the skills being used. Transferable skills will be developed through the modules and embedded into the delivery for the work based modules. The work placements will be supported by work place mentors and college assessors.

Learning in the work-based environment is complemented by practical and technical skill development in the college laboratories where students are supported to achieve the required level of competence from basic to advanced skills, requiring development of professional judgement.

14. Assessment strategy

The programme aims to develop autonomous and independent students who possess a broad range of intellectual, practical and transferable skills. In order to achieve these aims, a range of methods is used to assess students. Assessment methods include examinations, practical skills tests, practical reports, in-class tests, critical essays, presentations and end of module examinations, both theory based and practical. The students will also complete a Log Book of activities designed to assess their suitability for practice which includes confirmation (200 hours across each year of the programme) from their work place mentor that the requisite practice hours have been completed. Assessment of learning is designed to measure competence in the practical elements and meeting of the academic learning outcomes both of the university and the regulatory body, the GDC.

The grading structure for the practical elements of the course is designed to measure threshold competence, and reward practical skill with higher grades. Each practical assessment will have a specific marking descriptor. All examinations and tests have a D-pass mark. Students are required to pass each item of assessment in the final practical modules: BIOM2505 and BIOM2507; there is no compensation between items of assessment within each of these modules. In practice this means students will need to successfully complete each of the prescribed assessment tasks for the practical examinations and each of the practical assignment tasks for the course work.

The emphasis on formative assessment gives more opportunities to provide feedback and this will take a variety of forms; each of the modules have a formative assessment strategy. A grid showing assessment methods and weightings mapped to modules at each level, together with an assessment calendar of submission dates, is included in the course handbook.

Students will be required to complete 200 hours placement learning at each level for a total of 400 hours.

15. Programme structures and requirements

The modules of the programme run for a full academic year. For full time programmes 4 modules are delivered each year; the Employment Practice modules of 30 credits are carried out and assessed in the work place with the support of tutorials and classroom based delivery.

FdSc Dental Technology FT

Year 1 (Level 4)

Code	Status	Module Title	No of credits	Pre-requisites (Code of Module required)
BIOM1401	Mandatory	Oral Anatomy and Physiology and Basic Appliance Design	30	NA
BIOM1402	Mandatory	Basic Dental Technology Techniques	30	NA
BIOM1403	Mandatory	Introductory Dental Biomaterials Science	30	NA
BIOM1404	Mandatory	Employment Practice A	30	NA

Requirements at Level 4

Students must take 120 credits in total drawn from the table above to include all mandatory modules

Year 2 (Level 5)

Code	Status	Module Title	No of credits	Pre-requisites (Code of Module required)
BIOM2505	Mandatory	Dental Technology Techniques for Fixed Prosthodontics	30	BIOM1402
BIOM2506	Mandatory	Preparing for Practice and Future Employment	30	NA
BIOM2507	Mandatory	Dental Technology Techniques for Removable Prosthodontics	30	BIOM1402
BIOM2508	Mandatory	Employment Practice B	30	BIOM1404 BIOM1402

Requirements at Level 5

Students must take 120 credits in total drawn from the table above to include all mandatory modules.

FdSc Dental Technology Part Time (example shows completion in 3 years)

Year 1

Code	Status	Module Title	No of credits	Pre-requisites (Code of Module required)
BIOM1401	Mandatory	Oral Anatomy and Physiology and Basic Appliance Design	30	NA
BIOM1402	Mandatory	Basic Dental Technology Techniques	30	NA
BIOM1403	Mandatory	Introductory Dental Biomaterials Science	30	NA

Year 2

Code	Status	Module Title	No of credits	Pre-requisites (Code of Module required)
BIOM1404	Mandatory	Employment Practice A	30	NA
BIOM2505	Mandatory	Dental Technology Techniques for Fixed Prosthodontics	30	BIOM1402
BIOM2506	Mandatory	Preparing for Practice	30	NA

Year 3

Code	Status	Module Title	No of credits	Pre-requisites (Code of Module required)
BIOM2507	Mandatory	Dental Technology Techniques for Removable Prosthodontics	30	BIOM1402
BIOM2508	Mandatory	Employment Practice B	30	BIOM1402 BIOM1404

16. QAA and professional academic standards and quality

[QAA Dental Care Professions, Benchmark Statement: Health Care Programmes \(2005\)](#)

[Preparing for Practice Dental Team Learning Outcomes for Registration \(2015 revised edition\)](#)

This award is located at Level 5 of the FHEQ.

The Foundation Degree Characteristic Statement QAA 2015, has been used to inform the integration of academic and work based learning. It has been designed to meet the requirements of the GDC to meet the demand of the local employment market.

17. Support for students

Student support is a central element of the dental technology programme and is available from within the Department of Health, Care and Medical of Matthew Boulton College.

Birmingham Metropolitan College (BMet) welcomes applications from all students. We consider each application individually and aim to provide students with high quality tuition and support. Information regarding a disability and/or learning difficulty will be dealt with sensitively and prospective students are advised to disclose a disability or medical condition, mental illness or learning difficulty which may affect their learning.

The College supports the rights of students with learning difficulties/disabilities to attend the College and receive support and advice as appropriate. Support is available to students through the University of Worcester (UW) and examples of wider University support are [Student Services](#) and the [Disability and Dyslexia Service](#).

17.1 Induction

There is a comprehensive induction programme incorporating both theory and practice. The first week of the programme provides students with the opportunity to meet other students, the teaching team and their Personal Tutor. Sessions include introducing students to the principles of learning and teaching in higher education, an introduction to information and learning systems including library resources and an introduction to student services. A cross University and College induction day will be included as part of the induction process. In addition, at the start of their placements an individual placement induction takes place.

17.2 Personal tutoring

Personal Tutoring is integral to supporting students personally, professionally and academically. At BMet our belief is that the Personal Tutor system is fundamental to student success.

All students will be allocated a Personal Tutor, who they will see at regular intervals across the academic year. The tutorial sessions are structured to guide and support each student, on an individual basis throughout their programme. They promote the academic and professional development of their tutees. Personal Tutors act as the first point of contact for students experiencing problems or concerns arising while at College, offering signposting to wider College support services.

17.3 Curriculum design

The programme has been designed to support student achievement through an emphasis on reflective practice which supports personal, professional and practical skills development. Competence in practice is developed and assessed throughout the programme. There is a strong emphasis on practical and laboratory work in BMet's excellent specialist facilities, using industry specialist equipment. Students have access to a Virtual Learning Environment (BLACKBOARD) for module-specific material, documents, activities, videos etc.

Students are given the Course Handbook (published on an annual basis) to provide them with detailed programme information, information on modules and details of how to access university and college support for their studies. They are also provided with detailed module guides which include planned teaching activity, attendance requirements, assessment brief, assessment criteria and reading lists

17.4 Placement support

Prior to commencing their placement all students will have an induction and preparation for work-based learning placements. These will include professional responsibilities, expected conduct, introduction to the assessment of work-based learning documentation, policy and guidance. They will also complete an individual placement induction on the first day of their placements. This is documented in the Employment Practice Logbooks.

Students are supervised while completing work-based learning in their placements. Their mentor in their placement has primary responsibility for supporting and supervising learning experiences.

Further details related to work-based learning support and assessment are available in the Student Placement Handbook and Employment Practice Logbooks.

18. Admissions

18.1 Admissions policy

At BMet we welcome applications from people of all ages and backgrounds with an interest in studying dental technology. We actively encourage and welcome people from the widest range of economic and cultural backgrounds and value the contribution of mature students. Students entering via non-standard entry routes will be interviewed.

18.2 Entry requirements

The normal minimum entry requirement for FdSc programmes is the possession of 4 GCSEs (Grade C/4 or above) including English and Mathematics and 1 A Level (or equivalent Level 3 qualification).

The current UCAS Tariff requirements for entry to this programme are published in the prospectus.

Students whose first language is not English must have a minimum standard of English at IELTS Level 7 with no element below 6.5.

As part of the admissions process all applicants will be required to sit an English diagnostic assessment equivalent to Level 2. This is to establish if applicants require support and is used as a supportive tool only.

See [UW Admissions Policy](#) for other acceptable qualifications.

18.3 Recognition of Prior Learning

Details of acceptable level 3 qualifications as well as the policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information about eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855 111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

18.4 Admissions procedures

Applications are reviewed and applicants selected for interview. Applicants will undergo a practical test to assess manual dexterity and formal interview to assess suitability for the programme.

Full-Time applicants apply through UCAS - UCAS Code B840.

Part-Time applicants apply directly to UW.

18.5 Admissions/selection criteria

UCAS Procedure – All applications for admission to the full-time undergraduate degree programme must normally be made through UCAS except for applicants who are already in higher education and are transferring to/from a different university.

Interview Process - On the interview day applicants complete an on-line English diagnostic assessment set at Level 2, which is conducted using the BMet diagnostic tests to ascertain if the student requires support. Applicants also complete a free writing assessment. A structured format is used for the interviews, which are designed to allow the candidate to demonstrate their suitability for the programme. All applicants will undergo a manual dexterity assessment.

Successful applicants will be expected to purchase their own toolkit and a lab coat at the start of the programme at a cost of approximately £300 (subject to change). Advice is given on what is required and where they can be obtained in the course handbook. Students are advised to have Hepatitis B, Tetanus, and TB inoculations for laboratory placements.

19. Methods for evaluating and improving the quality and standards of teaching and learning

At BMet an integrated range of strategies and mechanisms are used to review and evaluate teaching, learning, assessment, and the curriculum and outcome standards. These include:

- Student module evaluation and feedback;
- Course Reps;
- Meetings with module tutors, personal tutor and Programme Leader;
- University and/or College programme experience surveys;
- National Student Survey;
- Induction, exit and other ad hoc surveys;
- An Annual Evaluation Report completed by Programme Leader;
- University Link Tutor report;
- Periodic Review including external scrutiny;
- External Examiners' Reports;
- Performance Development Review;
- Staff Development Away Days and other events;
- UW policies on approval of Module Outlines and Assignment Briefs and moderation of student work.

The monitoring and review of teaching, learning and assessment is integrated into BMet's Annual Monitoring Review (AMR) process and Termly Review Boards (TRB). The reviews are comprehensive and include consideration of student achievement and progression, student feedback, learning and teaching, assessment and resources, including the virtual learning environment. The structure and process for annual monitoring are set out in the Academic Standards Policy.

BMet has a robust commitment to develop outstanding teaching and learning in both FE and HE delivery. The College Strategic Plan states that the first College Goal is to "Become the most exciting College in the region, providing an inspirational environment for students and securing outstanding outcomes for all". This goal is embodied in the Teaching and Learning and Assessment Strategy which details the College's ambition to attract, keep and grow the best teachers in the West Midlands to give students a high quality learning experience with outstanding delivery, high retention, high achievement and good added value. The College's aim is for students to progress into jobs, higher or further education and to make a valuable contribution to the community. This strategy puts the student at the heart of teaching, learning and assessment.

BMet's HE Academic Board will review and monitor teaching and learning using the student feedback, lesson observation and walk through feedback and the Cross College Annual Monitoring Report. BMet assures itself that the quality of teaching and learning is being maintained and enhanced through a comprehensive set of mechanisms. There is a robust cross College Lesson Observation Policy.

For each lecturer the areas of enhancement for the delivery of teaching, learning and assessment are identified as part of their annual lesson observation, these enhancements are built into a development action plan, which is linked to their performance management review. The College has also adopted a process of regular Learning Walks whereby any peer or manager can spend up to 20 minutes observing a class; a feedback card is left immediately for the lecturer being observed. Both processes are supported by Pro Observe a software package that provides a platform for the recording of Learning Walks, lesson observations and post observation development action plan.

BMet recognises the importance of formative feedback in promoting learning for students. The majority of students receive timely effective feedback in a manner that is supportive, yet includes some personal challenge. This is evidenced in the reports received from external examiners.

In order to further develop the Teaching and Learning standards of the staff the College has identified ten Teaching and Learning Coaches. Their role is to support teachers and assessors to improve and consolidate their practice. They work with Heads of Colleges, Heads of Faculties and Department Directors to identify priority staff for coaching and to provide resources and training on current best practice in teaching, learning and assessment.

Annual evaluation is carried out, considering the evidence from a variety of sources including student feedback through internal and external surveys (NSS), feedback from External Examiners and employers as well as statistical data on progression and achievement to identify areas for improvement and good practice.

The UW appoints an External Examiner to the programme who provides external moderation and attends Examination Boards. Post Exam Board moderation systems will also apply to this programme.

The University has committees with responsibility for monitoring and evaluating quality and standards. These are:

- College Learning, Teaching and Quality Enhancement Committee;
- Course Management Committee;
- Academic Standards and Quality Enhancement Committee;
- Ethics Committees;
- Learning, Teaching and Student Experience Committee.

20. Regulation of assessment

The programme operates under the University's Taught Courses Regulatory Framework

20.1 Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.
- Students are required to complete a total of 200 hours in BIOM1404 and 200 hours in BIOM2508 totalling 400 hours of work place activity.
- For modules BIOM2505 and BIOM2507 at Level 5, each assessment item must be passed, and all individual practical tasks successfully completed as prescribed in the module outline; there is no compensation between practical assessment tasks or assessment items.

20.2 Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

20.3 Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module; the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessment.

20.4 Requirements for progression

- Students at Level 4 will be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

20.5 Requirements for awards

Award	Requirement
Cert HE	In order to be eligible for the exit award of Certificate in Higher Education in Dental Technology the student must have passed at least 120 credits.
FdSc	120 credits at Level 4 and 120 credits at Level 5 as specified on the award map.

These awards are not classified.

21. Indicators of quality and standards

BMet underwent a QAA Higher Education Review in February 2016, which **resulted in the following judgements;**

- The maintenance of the academic standards of awards offered on behalf of its degree-awarding bodies and other awarding organisation **meets** UK expectations.
- The quality of student learning opportunities **meets** UK expectations.
- The quality of the information about learning opportunities **meets** UK expectations.
- The enhancement of student learning opportunities **meets** UK expectations.

The QAA review team also identified the following features of **good practice;**

- The integrative approach to strategic oversight of higher education provision across the College which combines the business and academic planning processes (Expectations A2.1, A3.1, B1, B4, B8)
- The effective partnership with its awarding bodies which underpins academic standards and promotes staff development and student learning opportunities (Expectations A2.1, B3)
- The wide range of teaching and learning initiatives that proactively support the students and staff and enhance the learning experience (Expectations B3, B4, Enhancement)

In a world of new technologies and a variety of training solutions, BMet strives to maintain, evolve and expand the programmes and educational support that it offers.

BMet's provision of dental technology programmes has undergone some major changes recently, responding to educational changes, the requirements of the employers that support us and make use of our services. The college has dedicated and accommodated specialist facilities which personalises learning and high achievement.

The College and team members have excellent external relationship with employers and industry. The programme team have involved employers, local organisations, service users and stakeholder's relevant professional bodies during the development and approval of the award.

Use is made of expertise from supportive employers and from industry representatives through employer forums, demonstrations and lectures. Students have access to library services, learning support staff and other general student services. Work place mentors are also used for the employment practice modules. Industry representatives have been consulted and involved in the design of the programme.

22. Graduate destinations, employability and links with employers

22.1 Graduate destinations

The aim of this programme is to train competent student Dental Technicians who are able to register as Dental Technicians with the GDC

Graduates go on to gain employment in commercial and NHS dental laboratories, dental sales and supply companies as technical or sales staff. Graduates can also progress onto BSc Hons in Dental Technology, Clinical Dental Technology and Hygiene and Therapy programmes.

22.2 Progression to linked Honours Degree(s)/Top-Up Degree(s)

FdSc Dental Technology students will have the option to progress to the Level 6 BSc Top-Up in Health and Social Care. ([BA \(Hons\) Applied Health & Social Science Top Up](#)).

22.3 Student employability

As well as academic development the main focus of the programme is to develop the students as Dental Technicians. The skills and behaviours required for the profession are developed through the Preparing for Practice and Employment Practise modules at Level 4 and 5. The approach and ethos of the programme is to develop professionalism and independent thought. The student will be prepared for entering the workplace by promoting those skills that will lead to employment. These include: effective CV writing and employability, improving behaviours such as time keeping etc. Work based skills will be further developed through the work placement. Industry experienced speakers and tutors will

explain the opportunities within the industry and the attitudes and behaviours needed to succeed.

22.4 Links with employers

The UW has an outstanding reputation of working closely with employers both in the private and public sector in health, science, education and the arts.

Dental technology programmes at BMet have had a long history of employer involvement having delivered this programme for a number of years. Employers have been invited to contribute to both curriculum design and programme delivery to enhance the learning experience of the students. Employers also provide support to students as mentors for the Employment Practice modules. External advisors with vocational experience were also involved in the validation of the programme and will be involved in the development and improvement to meet employer needs.

The programme is subject to provisional acceptance by the dental regulatory body, the GDC.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated programme documentation e.g. course handbooks, module outlines and module specifications.