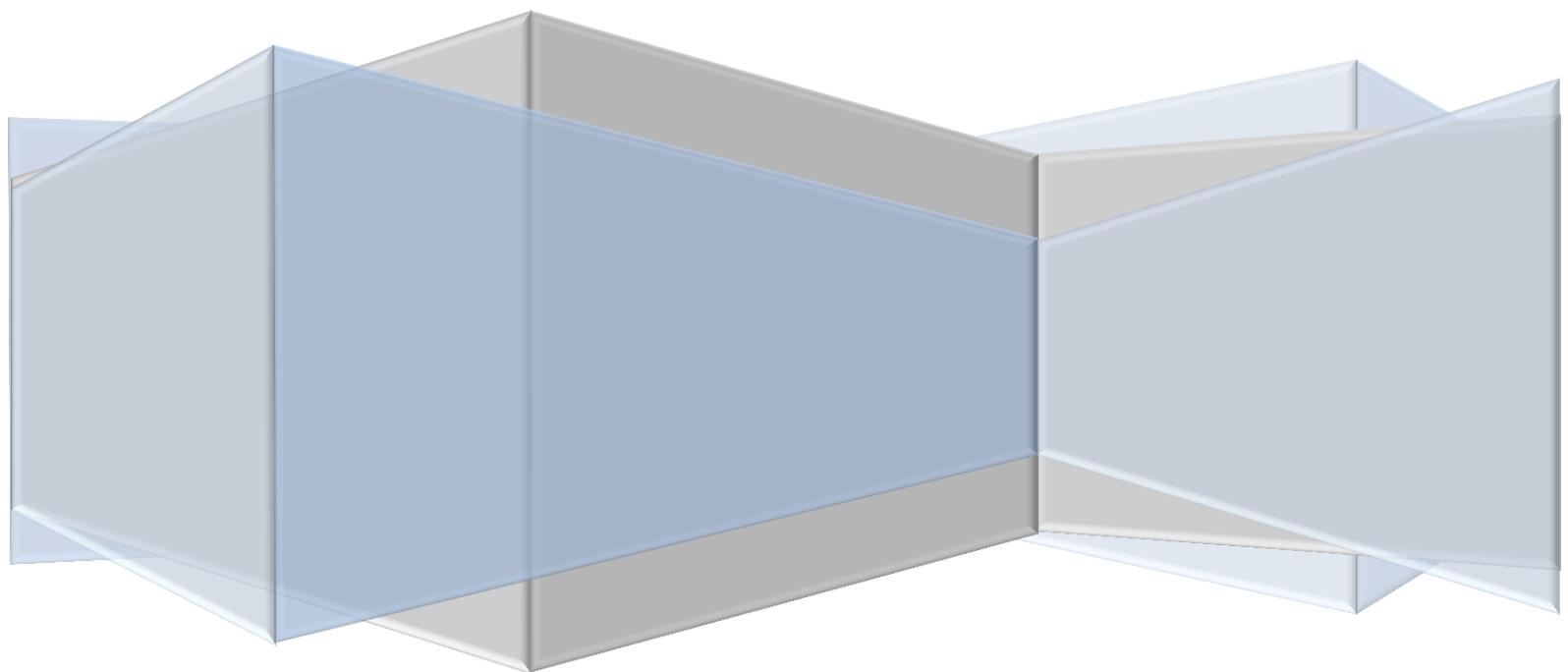


**PROGRAMME STANDARDS:
DIPLOMA IN DENTAL
SURGERY ASSISTANCE**



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PREAMBLE

Dental Surgery Assistant (DSA) is an important allied health personnel in the oral health team, and undoubtedly takes on significant responsibility as a member. With advancements in knowledge and technology in the area of treatment techniques, instrumentations and materials, dental education has been faced with the challenge of maintaining quality within the profession. There will be greater challenges and bigger roles for the Dental Surgery Assistants. Thus, a system of accreditation of dental educational institutions based on specific criteria and standards will ensure that oral health care professionals are competent and skillful.

Until today, the Children's Dental Centre & Dental Training College Malaysia, Penang is the only institution under the Ministry of Health Malaysia responsible for training of DSA for the country. Training was formalised in the year 1982, whereby before that it was conducted as "on the job" training. The institution contributes approximately a total of 200 DSA annually to the government workforce. Beginning 2007, two private institutions namely College of Medical and Allied Health Sciences (MAHSA College) and SEGI College started to offer similar certificate courses in DSA. With this development, as well as demands from consumers and the profession for high quality oral health care have resulted in a growing need to regulate and accredit the allied health professional courses. It is seen as an effort to ensure a uniform standard in DSA education with the aim to produce skilled and competent DSA in the oral health team. Recognising that, a set of standards and guidelines has been formulated.

Accreditation is a process employed by an external accrediting body to verify that an educational institution has the capacity and capability to offer education and training which are comparable with international norms, including academic level and standards. It is a mean of assuring quality of educational provision, whereby educational institutions and professional programmes are recognized for a level of performance and quality in delivering the programme. A system of accreditation for dental educational institutions, based on specific criteria and standards will ensure that oral health care personnel are competent and skilled in delivering their duties and tasks. Accreditation standards for this programme will not only protect the public but will also serve as a guide on standards required of dental institutions in this country and quality developments that will be required as institutions mature. It also serves as a stimulus for the improvement of any established programmes. The other purpose is to ensure that the programme proposed is delivered in a satisfactory manner, ensuring that resources, both human and material comply with the specified quality control procedures administered.

For any new dental programme, an institution will be assessed on its readiness and capacity to conduct and maintain the course. The essential and core components of basic dental education and training must achieve minimum standards and be in place and established before a certificate qualification can be awarded. To be accredited by the Malaysian Qualifications Agency (MQA), the proposed programme must meet the standards set forth in this document.

This document must be read together with other quality assurance documents and policies by MQA and related agencies. These include but not limited to:

- i. Malaysian Qualifications Framework (MQF)
- ii. Code of Practice for Programme Accreditation (COPPA)
- iii. Code of Practice for Institutional Audit (COPIA)
- iv. Guidelines to Good Practices (GGP)

Upon receiving the appropriate documents from the institution, MQA will forward it to JTAC who will then recommend a panel of assessors consisting of representatives from the dental profession and other experts to carry out the evaluation exercise which generally include a site visit. Subsequently the panel will report its findings to MQA. Accreditation is awarded on the following basis:

- a. The dental education provided is relevant to the health needs of the country and there is evidence that the objectives are being met.
- b. The intellectual component and educational dimensions of the curriculum (the academic quality of the dental education) and its supporting system meet the global consensus of quality.
- c. There is appropriate balance between the size of enrolment in each class and the total resources of the programme, including the size and variety of academic fields of the institution, physical facilities and equipment, budget and a spectrum of clinical resources sufficiently under the control of the institution; and
- d. There is evidence of quality management for sustainability of the programme and the embrace of change.

These Programme Standards are subject to review from time to time. The MQA shall use this document for accreditation of diploma programmes in Dental Surgery Assistance for all dental institutions; government and private.

GLOSSARY

| No. | Terms | Description |
|-----|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Academic staff | Personnel engaged by Higher Education Providers who are involved in teaching and supervision |
| 2. | Administrative Staff | Non-academic personnel engaged by Higher Education Providers |
| 3. | Affective | Growth in feelings or emotional areas which include the manner in which feelings, values, appreciation, enthusiasms, motivations, and attitudes are dealt with |
| 4. | Alumni | Graduates of the programme |
| 5. | Area | Broad components of structure and process of dental education |
| 6. | Articulation | Articulation refers to the incremental development of learning objectives across the tiers and subject domains of formal education. Specifically, it is the process of comparing the content of courses that are transferred between institutions |
| 7. | Assessment | A systematic mechanism to measure the student's attainment of programme learning outcomes |
| 8. | Autonomy | Capacity to make an informed and un-coerced decision |
| 9. | Benchmark data | Information collected from other relevant sources to determine how others achieve high levels of performance |
| 10. | Clinical Practice | An activity within the programme where students acquire and experience actual or real clinical working environment such as chairside assisting and activities related to it |
| 11. | Cognitive | Refers to mental skills (knowledge) and the development of intellectual skills involving processes related to remembering, understanding, applying, analyzing, evaluating and creating domains. Cognitive processes use existing knowledge and generate new knowledge |

| No. | Terms | Description |
|------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12. | Community Services | Services volunteered by individuals or organisation to benefit a community |
| 13. | Competency | A student's knowledge, skills and abilities which enable him to successfully and meaningfully complete a given task or role |
| 14. | Coordinator | The person responsible for providing organisation, for different groups to work together to achieve the goals of the programme |
| 15. | Courses | Components of a programme. The term courses are used interchangeably with subjects, units or modules |
| 16. | Criteria | Specific aspects of an area, corresponding to performance indicators. The criteria include three critical factors: outcomes, performance and quality management factors |
| 17. | Dental Auxiliary | A person who may perform dental supportive procedures authorized by the provisions of these regulations under the specified supervision of a licensed dentist |
| 18. | Dental Faculty | Dental school, school of dentistry, dental college is a tertiary educational institution—or part of such an institution—that teaches dentistry to prospective dentists |
| 19. | Department | The area of the Higher Education Providers responsible for the programme. Examples are a college, faculty, school, institute, department, centre and unit |
| 20. | Didactic | It is teacher-centred where the students passively accepting the instructions, command and information by the teacher, listening and memorizing the content |
| 21. | Ethics | In practice, ethics seeks to resolve questions of human morality, by defining concepts such as good and evil, right and wrong, virtue and vice, justice and crime |

| No. | Terms | Description |
|-----|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 22. | External Assessor | An acknowledged expert in the relevant field of study external to the Higher Education Providers tasked to assist in reviewing the programme |
| 23. | External Examiner | An acknowledged expert in the relevant field of study external to the Higher Education Providers tasked to evaluate the programme's assessment system |
| 24. | External Stakeholders | Parties external to the higher education provider who have interest in the programme. Examples are alumni, industry, parents, collaborators, fund providers and professional associations |
| 25. | Formative Assessment | The assessment of student progress throughout a course, in which the feedback from the learning activities are used to improve student attainment |
| 26. | Formative Guidance | Continuous guidance which has an important influence on the development of a person |
| 27. | Full Accreditation | An assessment exercise to ascertain that the teaching, learning and all other related activities of a programme provided by a higher education provider has met the quality standards and in compliance with the Malaysian Qualifications Framework |
| 28. | Good Practices | A set of internationally accepted norms which is expected to be fulfilled to maintain high quality |
| 29. | Governance | Describes the organisational structure used to ensure that its constituent parts follow established policies, processes and procedures |
| 30. | Higher Education Provider (HEP) | A body corporate, organisation or other body of persons which conducts higher education or training programmes leading to the award of a higher education qualification |
| 31. | Horizontal Integration (concurrent) | Horizontal integration is the integration of knowledge and skills between the clinical disciplines in a curriculum, which has emphasis on early clinical exposure of students in training and holistic patient care approach in learning |

| No. | Terms | Description |
|-----|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 32. | Institutional Audit | An external evaluation of an institution to determine whether it is achieving its mission and goals, to identify strengths and areas of concern, and to enhance quality |
| 33. | Internal Quality Audit | A self-review exercise conducted internally by a higher education provider to determine whether it is achieving its goals, to identify strengths and areas of concern, and to enhance quality. The internal quality audit generates a Self-Review Report |
| 34. | Jurisprudence | The study, knowledge, skill and theory of law which includes principles behind law |
| 35. | Learning Outcomes (LO) | Statements on what a learner should know, understand and can do upon the completion of a period of study |
| 36. | Longitudinal Study | Study which involves repeated observations of the same variables or phenomena over a long period of time |
| 37. | Malaysian Qualifications Framework (MQF) | An instrument that classifies qualifications based on a set of criteria that are approved nationally and benchmarked against international best practices |
| 38. | Modules | Components of a programme. The term is used interchangeably with subjects, units, or courses |
| 39. | MQF Level | A qualification level described with generic learning outcomes and descriptors |
| 40. | Must ; Shall | These words or phrases indicate requirements that are mandatory |
| 41. | Needs Analysis | An analysis carried out for identifying needs. (e.g., the training needs of staff and the market demand of a programme) |
| 42. | Plagiarism | "Wrongful appropriation" and "stealing and publication" of another author's "language, thoughts, ideas, or expressions" and the representation of them as one's own original work |

| No. | Terms | Description |
|-----|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 43. | Practical/Clinical Teaching | Practical work in which students observe or manipulate real objects or materials or they witness a teacher's demonstration |
| 44. | Problem-based learning (PBL) | A student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem |
| 45. | Professional Body | A body established under a written law (or any other body recognised by the Government) for purposes of regulating a profession and its qualifications |
| 46. | Programme | An arrangement of modules that are structured for a specified duration and learning volume to achieve the stated learning outcomes, which usually leads to an award of a qualification |
| 47. | Programme Accreditation | <p>Programme Accreditation is an exercise to determine whether a programme has met the quality standards set and is in compliance with the MQF.</p> <p>Provisional Accreditation is an accreditation exercise to determine whether a programme has met the minimum quality requirements for purposes of offering a programme.</p> <p>Full Accreditation is an accreditation exercise to ascertain that the teaching, learning and all other related activities of a programme provided by a higher education provider has met the quality standards set and is in compliance with the MQF.</p> |
| 48. | Programme Aims | Overarching statement on the purpose, philosophy and rationale in offering the programme |
| 49. | Programme Educational Objectives (PEO) | Broad statements that describe the career and professional accomplishments that the programme is preparing graduates to achieve after they have graduated |

| No. | Terms | Description |
|-----|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 50. | Programme Learning Outcomes (PLO) | Statements that describe the specific and general knowledge, skill, attitude and abilities that the programme graduates should demonstrate upon graduation. Programme graduates are expected to have acquired the outcome by the time they finish all the coursework in their programme |
| 51. | Programme Objectives | Specific statements on what a learner is expected to learn to achieve the programme aims |
| 52. | Psychomotor | Manual or physical skills such as movement, coordination, manipulation, dexterity, grace, strength, speed; actions which demonstrate the fine motor skills such as use of precision instruments or tools |
| 53. | Qualification | An affirmation of achievement which is awarded by a higher education provider or any party that is authorised to confer it |
| 54. | Quality Assurance | A planned and systematic process to ensure that acceptable standards of education, scholarship and infrastructure are being met, maintained and enhanced |
| 55. | Quality Enhancement | A process where steps are taken to bring about continual improvement in quality |
| 56. | Reflective learning | Reflective learning is a way of allowing students to step back from their learning experience to help them develop critical thinking skills and improve on future performance by analysing their experience |
| 57. | Relevant Stakeholders | The parties (individuals and organisations) involved in assisting and complementing the development and improvement of the programme. The key relevant stakeholders are students, alumni, academic staff, professional bodies, the industry, parents, support staff, the government and funding agencies, and civil society organisations |
| 58. | Scholarly Activities | Activities that apply systematic approaches to the development of knowledge through intellectual inquiry and scholarly communication. (E.g., teaching and learning, research, publications, and creative and innovative products) |

| No. | Terms | Description |
|-----|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 59. | Self-directed learning | Involves little or no formal teaching in which individuals take the initiative with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying resources for learning, choosing and implementing learning strategies and evaluating learning outcomes |
| 60. | Self-Review Report | A report submitted by a higher education provider to demonstrate whether it has achieved the quality standards for purposes of a full programme accreditation exercise |
| 61. | Should | This word implies that compliance with the requirement is highly desirable |
| 62. | Standards | Standards are the expected level of attainment for each criterion and serve as a performance indicator. Standards are specified at two levels of attainment considering the institution at different stages of development and emphasises that quality improvement is a continual process. Hence there must be flexibility and recognition of diversity in order to facilitate the creative growth of education |
| 63. | Student Learning Experience | An experience comprises the entire educational experience of a student whilst studying for a programme |
| 64. | Summative Assessment | The assessment of learning, which summarises the progress of the learner at a particular time and is used to assign the learner a course grade |
| 65. | Vertical Integration (Sequential) | Vertical integration is the integration of knowledge in basic sciences with clinical disciplines in a clinical context |

The following are guidelines for assessors in assessing the information provided by the institution seeking for Provisional Accreditation and Accreditation of a diploma programme in Dental Surgery Assistance.

OUTLINE OF STANDARDS & CRITERIA

I. PROGRAMME BACKGROUND

- A. Programme information
- B. Status of programme

II. PROGRAMME DETAILS ON SEVEN (7) AREAS

AREA 1 : PROGRAMME DEVELOPMENT AND DELIVERY

Criteria:

- 1.1 Statement of Educational Objectives of Academic Programme and Learning Outcomes
- 1.2 Programme Development: Process, Content, Structure and Teaching-Learning Methods
- 1.3 Programme Delivery

AREA 2 : ASSESSMENT OF STUDENT LEARNING

Criteria:

- 2.1 Assessment Methods
- 2.2 Relationship between Assessment and Learning Outcomes
- 2.3 Management of Student Assessment

AREA 3 : STUDENT SELECTION & SUPPORT SERVICES

Criteria:

- 3.1 Student Selection
- 3.2 Articulation and Transfer
- 3.3 Student Support Services
- 3.4 Student Representation and Participation
- 3.5 Alumni

AREA 4 : ACADEMIC AND SUPPORT STAFF

Criteria:

- 4.1 Recruitment and Management
- 4.2 Service and Development
- 4.3 Research Activities
- 4.4 Support Staff

AREA 5 : EDUCATIONAL RESOURCES

Criteria:

- 5.1 Physical Facilities
- 5.2 Research and Development
- 5.3 Expertise in Education
- 5.4 Financial Resources

AREA 6 : PROGRAMME MANAGEMENT

Criteria:

- 6.1 Programme Management
- 6.2 Programme Leadership
- 6.3 Administrative Staff
- 6.4 Academic Records

AREA 7 : PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT

Criteria:

- 7.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement

**ACCREDITATION STANDARDS
FOR A DIPLOMA PROGRAMME IN DENTAL SURGERY ASSISTANCE**

I. PROGRAMME BACKGROUND

- A. Programme Information**
1. Background of the institution;
 2. General structure of the programme;
 3. The name and level of the course must be appropriate, acceptable and reflective of the course;
- B. Status of Programme**
1. Assessment of programme type and possible linkages.
 2. Assessment of sufficiency in physical resources and finance;
 3. Assessment of adequacy and appropriateness in the management of the programme;
 4. Assessment for existence and practice of quality assurance system.

II. PROGRAMME DETAILS ON SEVEN (7) AREAS

| CRITERIA | | MINIMUM STANDARDS |
|----------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Area 1 : PROGRAMME DEVELOPMENT AND DELIVERY | | |
| 1.1 | General Programme Aims | The aim of the programme is to produce graduates who are clinically competent oral health professionals in performing their core tasks in a multidisciplinary approach, with a strong obligation towards social responsibility, lifelong learning and professionalism. |
| 1.2 | Statement of Educational Objectives of Academic Programme and Learning Outcomes | <ol style="list-style-type: none"> 1. The programme must be considered only after a training need analysis has indicated a need for the programme to be conducted. 2. The programme must define its educational objectives (PEO) and learning outcomes (PLO) and the mapping between them. 3. The programme educational objectives (PEO) and learning outcomes (PLO) must be consistent with and supportive of the vision and mission of the HEP. 4. The programme must define what competencies their students should exhibit upon graduation to meet the diverse needs of society. The learning outcomes must correspond to the eight MQF learning outcomes domains: <ol style="list-style-type: none"> i. Knowledge; ii. Practical skills; iii. Communication and Social skills; iv. Ethics, professionalism and responsibilities; v. Leadership and team skills; vi. Appraise and apply current scientific information, critical thinking and problem solving skills; vii. Lifelong learning and information management skills; viii. Entrepreneurship and managerial skills. |
| 1.3 | Programme Development : Process, Content, Structure and Teaching-Learning Methods | <ol style="list-style-type: none"> 1. The institution must have an appropriate process to develop the curriculum through a curriculum committee consisting of principal academic officers and relevant stakeholders. 2. The institution must have sufficient autonomy to design the curriculum and to allocate the resources necessary for its implementation to ensure the achievement of learning outcomes. 3. The HEP must consult relevant stakeholders in the development of the curriculum. |

| CRITERIA | MINIMUM STANDARDS |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>4. Educational programme duration must not be less than 3 academic years and a maximum of 129 weeks of teaching and learning, revision and exam week.</p> <p>5. The curriculum must include horizontal (concurrent) and vertical (sequential) integration, self-directed learning, adequate and balanced theory, practical and clinical practice.</p> <p>6. The learning outcomes must include cognitive, psychomotor and affective/behavioural (CPA) competencies which are appropriate to the needs of the profession and they must be measurable.</p> <p>7. The content of the curriculum must fulfill the requirement of the programme as follows:</p> <ul style="list-style-type: none"> i. Basic Science subjects must include content at the familiarity level in; anatomy and physiology, general histology, microbiology, pathology, pharmacology & therapeutics and nutrition. Curriculum must include content at the in-depth level in infection control. ii. Dental Science subjects must include content at the familiarity level in; dental histology and oral pathology. Curriculum must include content at the in-depth level in; dental anatomy, charting and recording, dental materials, dental radiography and dental equipment & instrumentations. iii. Behavioural and Social Science subjects must include content at in-depth level in communication and familiarity level in; sociology and psychology iv. Ethics and Humanities in Dentistry must include content at the familiarity level in; aspects of ethics, jurisprudence and humanities that enable effective communication, decision-making and ethical practice. v. Clinical Science subjects must include content at the in-depth level in; general dentistry, specialty procedures in – preventive dentistry, conservative dentistry, oral surgery, prosthetics, endodontics, orthodontics, periodontics, pediatric dentistry and oral health promotion/dental health education. vi. Practice Management and Clinical Practice/Skills must incorporate the clinical experience (clinical practice) in |

| CRITERIA | MINIMUM STANDARDS | | | | | | | | | | | | | | | | | | | | | |
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| | <p>dental assisting to ensure early application of theory to practice leading to early participation in patient care.</p> <p>vii. Occupational Safety and Health must include content at in-depth level; Control of Hazards to Occupational Safety and Health, First Aid and Medical Emergencies.</p> <p>viii. Oral Health Promotion and Dental Health Education to target groups.</p> <p>ix. Community-based Dental Practice should</p> <ul style="list-style-type: none"> • interact with health and health-related sectors of society and government. • Should seek input from the environment in which graduates will be working <p>x. <i>Mata Pelajaran Pengajian Umum (MPU)</i></p> <p>8. The components of the curriculum structure should consist of the following:</p> <table border="1" data-bbox="512 1021 1337 1498"> <thead> <tr> <th>Course Classification</th> <th>Credit Value</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Core courses</td> <td>18 - 25 *22 - 31</td> <td>20 – 28%</td> </tr> <tr> <td>Practical/clinical training</td> <td>54 - 63 *66 - 77</td> <td>60 – 70%</td> </tr> <tr> <td>MPU</td> <td>**9-11</td> <td>10-12%</td> </tr> <tr> <td>Elective courses (Optional)</td> <td></td> <td></td> </tr> <tr> <td>Others (specify)</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td>100%</td> </tr> </tbody> </table> <p><i>Based on total credit = 90</i> <i>*Based on total credit = 110</i></p> <p><i>**Rujukan: Pekeliling Pengurusan Pengajian Tinggi Swasta (PPTS) Jabatan Pengajian Tinggi, Kementerian Pendidikan Malaysia Bilangan 2 Tahun 2013: Penyelarasan Kursus Mata Pelajaran Wajib di Institusi Pengajian Tinggi Swasta (IPTS)</i></p> <p>The total credit must be within:</p> <ul style="list-style-type: none"> • Minimum - 90 credit • Maximum - 110 credit <p>9. There should be co-curricular activities to enrich student experience, and to foster personal development and responsibility.</p> | Course Classification | Credit Value | Percentage | Core courses | 18 - 25 *22 - 31 | 20 – 28% | Practical/clinical training | 54 - 63 *66 - 77 | 60 – 70% | MPU | **9-11 | 10-12% | Elective courses (Optional) | | | Others (specify) | | | Total | | 100% |
| Course Classification | Credit Value | Percentage | | | | | | | | | | | | | | | | | | | | |
| Core courses | 18 - 25 *22 - 31 | 20 – 28% | | | | | | | | | | | | | | | | | | | | |
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| MPU | **9-11 | 10-12% | | | | | | | | | | | | | | | | | | | | |
| Elective courses (Optional) | | | | | | | | | | | | | | | | | | | | | | |
| Others (specify) | | | | | | | | | | | | | | | | | | | | | | |
| Total | | 100% | | | | | | | | | | | | | | | | | | | | |

| | CRITERIA | MINIMUM STANDARDS | | | | | | | | | | | | |
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| 1.4 | Programme Delivery | <p>1. The institution must take responsibility to ensure the effective delivery of the programme by employing variety teaching and learning methods:</p> <ol style="list-style-type: none"> i. Didactic or conventional approaches e.g. lectures, tutorials, practical, demonstrations and chairside teaching. ii. Active student participation, teamwork and self-directed & reflective learning e.g. problem-based, role-play, simulations and group learning. iii. Defining level of achievements of procedures in a Log Book based on a specific check-list of procedures. iv. Sufficient opportunities must be provided for clinical practices. <p>2. Students must be provided with the current documented information about the aims, outline, learning outcomes, and methods of assessment of the programme.</p> <p>3. The programme must have an appropriate coordinator and a team of academic staff (e.g., a programme committee) with adequate authority responsible for the effective delivery of the programme.</p> <p>4. Must reflect adequacy and balance between theory, practical and clinical practice. The ratio between theory and practical/clinical must be within (30-40%) to (60-70%). Practical/clinical posting hours must be within:</p> <ul style="list-style-type: none"> • Minimum 2160 - 2640 hours • Maximum 2520 - 3080 hours <table border="1" data-bbox="555 1496 1385 1778"> <thead> <tr> <th>Component</th> <th>SLT hours</th> <th>Credit value</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Theory</td> <td>1080 - 1440 *1320 - 1760</td> <td>27 - 36 *33 - 44</td> <td>30 – 40%</td> </tr> <tr> <td>Practical/clinical</td> <td>2160 - 2520 *2640 - 3080</td> <td>54 - 63 *66 - 77</td> <td>60 – 70%</td> </tr> </tbody> </table> <p><i>Based on total credit = 90</i> <i>*Based on total credit = 110</i></p> <p>5. Must provide breakdown of programme structure including course structure, course outline (subject/topic, specific instructional/learning objectives, time allocated and assessment strategies).</p> | Component | SLT hours | Credit value | Percentage | Theory | 1080 - 1440 *1320 - 1760 | 27 - 36 *33 - 44 | 30 – 40% | Practical/clinical | 2160 - 2520 *2640 - 3080 | 54 - 63 *66 - 77 | 60 – 70% |
| Component | SLT hours | Credit value | Percentage | | | | | | | | | | | |
| Theory | 1080 - 1440 *1320 - 1760 | 27 - 36 *33 - 44 | 30 – 40% | | | | | | | | | | | |
| Practical/clinical | 2160 - 2520 *2640 - 3080 | 54 - 63 *66 - 77 | 60 – 70% | | | | | | | | | | | |

| CRITERIA | | MINIMUM STANDARDS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| AREA 2: ASSESSMENT OF STUDENT LEARNING | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1 | Assessment Methods | <ol style="list-style-type: none"> 1. Must have examination policy and establish an Examination Committee with clearly defined functions. 2. The frequency, methods, and criteria of student assessment – including the grading criteria and appeal policies – must be documented and communicated to students on the commencement of the programme. 3. There must be a variety of methods and tools to assess learning outcomes and competencies. These include; formative and summative assessment with a reasonable balance: 30 – 40% formative assessment, any other assessment method relevant to the teaching-learning process. The assessment method may include Tests [MCQ, SEQ, MEQ, Objective Structured Clinical Examinations (OSCE)/Objective Structured Practical Examination (OSPE)], Projects, Assignments, Reports, Portfolio, Oral Presentation, Proposal, Summary, Critiques and Journals. 4. There must be mechanisms to ensure the validity, reliability, consistency, currency and fairness of the assessment methods. 5. The institution must employ external examiners (at least one) to be included in professional examinations. 6. Changes to student assessment methods must follow established procedures and regulations and communicated to the student prior to their implementation. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.2 | Relationship between Assessment and Learning Outcomes | <ol style="list-style-type: none"> 1. The assessment must be consistent with the levels defined by the MQF and competencies specified by the MDC (domains of learning outcomes and the programme standards). 2. Assessment principles, methods and practices must be mapped to the learning outcomes of the programme. <table border="1" data-bbox="512 1727 1417 1895"> <thead> <tr> <th rowspan="2">Course learning outcome</th> <th colspan="7">Programme Learning Outcome</th> <th rowspan="2">Teaching Methods</th> <th rowspan="2">Assessment Method</th> </tr> <tr> <th>PLO1</th> <th>PLO2</th> <th>PLO3</th> <th>PLO4</th> <th>PLO5</th> <th>PLO6</th> <th>PLO7</th> </tr> </thead> <tbody> <tr> <td></td> </tr> <tr> <td></td> </tr> </tbody> </table> 3. The link between assessment and the achievement of learning outcomes in the programme must be reviewed periodically to ensure its effectiveness. | Course learning outcome | Programme Learning Outcome | | | | | | | Teaching Methods | Assessment Method | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | | | | | | | | | | | | | | | | | | | | |
| Course learning outcome | Programme Learning Outcome | | | | | | | Teaching Methods | Assessment Method | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 2.3 | Management of Student Assessment | <ol style="list-style-type: none"> 1. The institution and its academic staff must have adequate level of autonomy in the management of student assessment. 2. There must be mechanisms to ensure the security of assessment documents and records. 3. Student assessment results must be communicated to the student within reasonable time after endorsement by the relevant body. 4. The institution must have an appropriate mechanism to address cases of academic plagiarism among students. 5. The institution must periodically review the management of student assessment and act on the findings of the review. 6. There must be a mechanism to ensure that graduating students have acquired the level of competency in assisting dental operators. |
| AREA 3 : STUDENT SELECTION & STUDENT SUPPORT SERVICES | | |
| 3.1 | Student Selection | <ol style="list-style-type: none"> 1. The programme must have a clear policy on criteria and processes of student selection, including that of transferring students. 2. The student intake: <ul style="list-style-type: none"> • must be related to the capacity and capability of the programme at all stages of education and training. • must not be more than the approved number per year. • Any intention to increase in number of student intake must be in line with the needs of the community and the capacity and capability of the institution, and is subject to approval by the relevant authorities 3. Must state entry qualification i.e. Pass SPM or equivalent with 5 credits in the following subjects: <ol style="list-style-type: none"> a) Mathematics; b) 1 science subject (Biology/Physics/Chemistry/General Science/Applied Science); and c) 3 other subjects. 4. The institution must have a policy regarding blood-borne viruses for candidates and students. This standard must be consistent with “<i>Guidelines for Oral Healthcare Practitioners Infected With Blood Borne Viruses</i>” issued by MDC. |

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| | | <ol style="list-style-type: none"> 5. The criteria and processes of student selection must be transparent and objective. 6. There must be a clear policy on, and appropriate mechanisms for appeal on student selection. 7. The admission policy for the programme must be monitored and reviewed periodically to continuously improve the selection processes. |
| 3.2 | Articulation and Transfer | <ol style="list-style-type: none"> 1. The institution must have in place policies and mechanisms that facilitate student mobility that may include student movement between institutions, within the country. 2. The institution must have well-defined and effectively disseminated policies, regulations and processes concerning articulation practice such as credit transfer and credit exemption. 3. Incoming transfer students must have comparable achievement in their previous programme of study and have the capacity to successfully follow the programme. |
| 3.3 | Student Support Services | <ol style="list-style-type: none"> 1. Students must have access to appropriate, adequate and continuous support services, such as physical, social, financial, recreational, residential and transportation facilities, academic and non-academic counselling and health services. 2. There must be a designated administrative unit responsible for planning and implementing student support services staffed by individuals who have appropriate experience consistent with their assignments. 3. An effective induction to the programme must be made available to students and evaluated regularly. 4. Academic, non-academic and career counselling must be provided by adequate and qualified staff where issues pertaining to counselling remain confidential. 5. The institution must have clearly defined and documented processes and procedures in handling student disciplinary cases. 6. There must be a mechanism for students to air grievances and make appeals on academic and non-academic matters. |

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| | | <p>7. Student support services must be evaluated regularly to ensure their adequacy, effectiveness and safety.</p> <p>8. There must be mechanisms that actively identify and assist students who are in need of academic, spiritual, psychological and social support.</p> |
| 3.4 | Student Representation and Participation | <p>1. There must be a policy and programmes for active student participation in areas that affect their interest and welfare.</p> <p>2. Student rights and responsibilities must be acknowledged, clearly documented, and made known to the students.</p> <p>3. There must be adequate student representation and organisation at the institutional and faculty levels.</p> <p>4. Student should be facilitated to develop linkages with external stakeholders and to participate in activities in developing team work and leadership skills.</p> <p>5. Student activities and organisations should be facilitated to participate in activities that encourage character building, inculcate a sense of belonging and responsibility, and promote active citizenship.</p> <p>6. The institution should facilitate students' involvement in research activities.</p> |
| 3.5 | Alumni | <p>1. The institution must foster linkages with its graduates to improve the programme.</p> <p>2. The institution should encourage the alumni to play a role in the development, review and continuous improvement of the programme.</p> |
| AREA 4 : ACADEMIC AND SUPPORT STAFF | | |
| 4.1 | Recruitment and Management | <p>1. The programme must have a recruitment policy and procedures.</p> <p>2. Academic staff must have basic degree in relevant field or dental degree qualifications recognised by the Malaysian Dental Council.</p> <p>3. Academic support staff (clinical instructor) must have at least a basic qualification in the relevant field with at least 3 years of experience.</p> |

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| | | <p>4. There must be at least 60% full-time academic staff (with the norm of three part-time staff equivalent to one full-time staff) with a minimum of 30% being Malaysians.</p> <p>5. The programme must have a staffing policy which addresses:</p> <ul style="list-style-type: none"> • A balance of commitment to its core function • The need to have full-time academic staff to student ratio of not more than 1:10 for practical/clinical teaching and a ratio of not more than 1:6 for clinical practice (chairside assisting) <p>6. The policy of the institution must reflect an equitable distribution of responsibilities among the academic staff.</p> <p>7. The recruitment policy must seek diversity among the academic staff in terms of experience, approaches and backgrounds.</p> <p>8. Recognition and reward through promotion, salary increment or other remuneration must be based on equitable work distribution and meritorious academic roles using clear and transparent policies and procedures.</p> <p>9. The institution must be guided by considerations which are in line with national policy and international best practices in academic appointment and promotion exercise.</p> <p>10. The institution should have active national linkages to enhance teaching and learning of the programme.</p> |
| 4.2 | Service and Development | <p>1. The institution must have policies addressing matters related to service, professional development and appraisal of the academic staff.</p> <p>2. The academic staff must be given sufficient autonomy to focus on areas of his expertise, such as curriculum development and delivery, academic supervision of students, research and writing, scholarly and consultancy activities, community engagement and academically-related administrative duties.</p> <p>3. The HEP must have a clearly stated policy on conflict of interest, particularly in the area of private practice, multiple employment and consultancy services.</p> |

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| | | <ol style="list-style-type: none"> 4. The HEP must have clearly defined and documented processes and procedures in handling disciplinary cases involving the academic staff. 5. The HEP must have mechanisms and processes for periodic student evaluation of the academic staff for purposes of quality improvement. 6. The institution must have a staff development programme particularly for new academic staff including mentoring and formative guidance 7. The institution must encourage and facilitate its academic staff to play an active role in community engagement activities 8. The HEP must provide opportunities for academic staff to participate in professional, academic and other relevant activities, nationally and internationally and, where relevant for them to obtain professional qualifications to enhance teaching-learning experience. 9. There must be sufficient number of: <ol style="list-style-type: none"> i. Clinical / laboratory support staff (Dental/ Medical Nurse, Dental Surgery Assistant) with total staff to student ratio of 1:10 and ii. Non-clinical support staff (Dental Technologist etc.) with total staff to student ratio of 1:10 |
| AREA 5: EDUCATIONAL RESOURCES | | |
| 5.1 | Physical Facilities | <ol style="list-style-type: none"> 1. The programme must have sufficient and appropriate physical facilities and educational resources to ensure its effective delivery including facilities for practical and clinical teaching. 2. Basic general facilities must include: <ul style="list-style-type: none"> • Lecture halls; • Tutorial rooms; • Library with appropriate and adequate resources; • Computers for information and communication technology, internal and external network for students and teachers. 3. Pre-clinical training facilities must be maintained, such as: <ul style="list-style-type: none"> • Student stations and equipment to ensure adequate opportunities for students to practice with a ratio of 1:10 (Skill laboratories for effective instruction) |

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| | | <ul style="list-style-type: none"> • Radiographic facilities for students training <p>4. Clinical training facilities;</p> <ul style="list-style-type: none"> • Each treatment area must accommodate an operator and patient as well students • The ratio of dental chairs to students recommended at maximum ratio of 1:6 • The clinics/premises must be registered under the <i>Private Healthcare Facilities and Services Act - PHFSA 1998 (Act 586)</i> • Sterilising area must include sufficient space for preparing, sterilising and storing instruments • Must have adequate pool of patients for optimal clinical practice <p>5. Any other related facilities such as healthcare centres or other community setting.</p> <p>6. All arrangement with affiliated institutions must be formalised by means of written agreement that clearly define the role and responsibilities of each institution involved.</p> <p>7. The institution must periodically review the learning environment and facilities to maintain quality and appropriateness.</p> |
| 5.2 | Research and Development | - NA - |
| 5.3 | Expertise in Education | 1. The institution must utilize personnel with educational expertise in the planning of its programmes and in the development of new teaching and assessment methods. |
| 5.4 | Financial Resources | <p>1. The HEP must have a clear line of responsibility and authority for budgeting and resource allocation that takes into account the specific needs of the dental faculty.</p> <p>2. The institution must have clear procedures to ensure that its financial resources are sufficient and that it is capable of utilising them efficiently and responsibly.</p> <p>3. The institution must be given sufficient autonomy to allocate resources appropriately to achieve the programme educational objectives.</p> |

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| AREA 6: PROGRAMME MANAGEMENT | |
| 6.1 | <p>Programme Management</p> <ol style="list-style-type: none"> 1. The institution must clarify its governance structure and function, the relationships within them, and their impact on the programme, and these must be communicated to all parties involved based on the principles of transparency, accountability and authority. 2. The institution must have policies, procedures and mechanisms for regular reviewing and updating of its structures, functions, strategies and core activities to ensure continuous quality improvement. 3. The institution management committee must be an active policy-making body with an adequate degree of autonomy within the terms of reference (TOR). 4. The institution must have a formal system responsible for internal and external consultations, feedback and market needs analysis of the programme. 5. The governance must involve the participation of, and the consultation with academic staff, students and external stakeholders. |
| 6.2 | <p>Programme Leadership</p> <ol style="list-style-type: none"> 1. The head of programme must be a dental surgeon with a valid practising certificate. 2. The institution must establish appropriate programme leadership other than the Head of the programme. The criteria for their appointment and responsibilities must be clearly stated. 3. Mechanisms and processes must be in place to allow for communication between the programme and the HEP leadership in relation to matters such as staff recruitment and training, student admission, and allocation of resources and decision making processes. |
| 6.3 | <p>Administrative Staff</p> <p>The programme :</p> <ol style="list-style-type: none"> 1. Must have appropriate administrative staff to support the implementation of the educational programme, ensure good management and deployment of educational resources; 2. The Head of the programme must be assisted by associates or deputies. 3. The HEP or institution must conduct regular performance review of the programme's administrative staff. |

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| | | 4. The HEP or institution must have an appropriate training scheme for the advancement of the administrative staff as well as to fulfill the specific needs of the programme. |
| 6.4 | Academic Records | <ol style="list-style-type: none"> 1. The HEP or institution must have appropriate policies and practices concerning the nature and security of student and academic staff records. 2. The HEP or institution must implement policies on the rights of individual privacy and the confidentiality of records. 3. The HEP or institution should continuously review policies on security of records including increased use of electronic technologies and safety systems. |
| AREA 7: PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT | | |
| 7.1 | Mechanism for Programme Evaluation and Continual Quality Improvement | <ol style="list-style-type: none"> 1. The institution must have clear policies and appropriate mechanisms for regular monitoring and review of the programme. The curriculum must be reviewed every 3 years. 2. The HEP or institution must have a dedicated Quality Assurance (QA) unit or personnel responsible for internal quality assurance of the faculty. 3. Programme evaluation must involve the relevant stakeholders whose views are taken into consideration (MOH, private practitioners/sectors, alumni). 4. Teacher and student feedback must be sought. Students have channels for informing issues to heads of programmes before they become major problems. The faculty has mechanisms for students to assess their lecturers. 5. Various aspects of student performance, progression and attrition must be analysed for the purpose of continual quality improvement. 6. In collaborative arrangements, the partners involved must share the responsibilities of the programme monitoring and review. 7. The findings of a programme review must be presented to the HEP for its attention and further action. 8. The institution's review system must constructively engage |

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| | | <p>relevant experts (nationally and internationally) to identify areas of concerns and demonstrate ways to improve the programme.</p> <p>9. The institution must make the report on programme review accessible to relevant stakeholders in order to seek their views.</p> <p>10. The institution must embrace the spirit of continual quality improvement based on prospective studies and analysis that leads to the revision of its current policies and practices, taking into consideration past experiences, present conditions, and future possibilities.</p> |

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**COMPETENCIES OF GRADUATES AND LEARNING OUTCOMES
DIPLOMA PROGRAMME IN DENTAL SURGERY ASSISTANCE**

| MQA LEARNING OUTCOME DOMAIN | COMPETENCIES OF DENTAL SURGERY ASSISTANT (DIPLOMA LEVEL) |
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| 1. Knowledge | <p>PO1: Acquire and apply the knowledge of basic clinical and dental sciences to ensure effective chair side assisting and patient management</p> <p>At the end of the programme, graduates should be able to :</p> <p><u>Description</u></p> <p>A. Oral Disease and Prevention</p> <ol style="list-style-type: none"> i. Describe commonly occurring diseases of the mouth and acute oral conditions and their relevance to prevention and treatment ii. Describe aetiology and processes of dental caries and periodontal disease and their application in giving oral health advice iii. Describe relevant and appropriate dental and oral anatomy and their application to oral disease, treatment and patient management iv. Describe relevant and appropriate physiology and its application to patient management v. Describe commonly used dental materials and their application and limitations vi. Describe infectious diseases that are relevant to dentistry, their agents and routes of transmission and methods for preventing cross infection vii. Describe relevant legislation and work place policies viii. Describe the system in which they will work including health policy, organisation and delivery of health care, payment system, quality etc. <p>B. Oral Health Practice</p> <ol style="list-style-type: none"> i. Describe commonly used dental materials and their application and limitations ii. Describe the use and maintenance of dental instruments and equipment iii. Explain the procedures in dental treatment <p>C. Health Promotion</p> <ol style="list-style-type: none"> iv. Describe the different concepts of health v. Explain the principles of health promotion vi. Describe oral health screening methods vii. Explain the importance of health promotion and disease prevention in improving oral health viii. Explain factors influencing oral health practices. |

| MQA LEARNING OUTCOME DOMAIN | COMPETENCIES OF DENTAL SURGERY ASSISTANT (DIPLOMA LEVEL) |
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| | <ul style="list-style-type: none"> ix. Describe how diet may affect oral health including non-carious tooth surface loss x. Describe and demonstrate methods that can be used in maintaining oral hygiene <p>D. Safety and Health</p> <ul style="list-style-type: none"> xi. Describe the appropriate procedures in ensuring safety and health in dentistry <p>E. Ethics and Professionalism</p> <ul style="list-style-type: none"> xii. Explain the importance of informed consent for medical legal purposes xiii. Explain the reasons for and methods of maintaining confidentiality xiv. Describe the importance of Data Protection in dental practice |
| <p>2. Practical skills</p> | <p>PO2: Demonstrate skills in patient management and clinical care</p> <p>At the end of the programme, graduates should be able to :</p> <p><u>Description</u></p> <p>A. Patient's Management</p> <ul style="list-style-type: none"> i. Accurately apply the dental charting system in taking patient's record. ii. Interpret charting symbols and abbreviations used in the charting system iii. Make arrangement for follow-up care as prescribed by the operator iv. Maintain comprehensive record including electronic records v. Refer patients to other healthcare professionals as prescribed by the dentist. <p>B. Clinical Patients' Care</p> <ul style="list-style-type: none"> vi. Assist the dental practitioner in obtaining information and recording patient's personal details, social, dental and medical history and nutritional habits. vii. Assist the operator in the delivery of clinical procedures and treatment viii. Plan and carry out effectively dental procedures as specified by the dental operators ix. Apply the knowledge acquired in performing chair side assisting x. Manage and provide adequate, safe and quality patient care before, during and after treatment xi. Provide patients/parents/carers with preventive education and guidance in order to encourage self-care and motivation <p>A. Safety and Health</p> <ul style="list-style-type: none"> xii. Manage effective and safe clinical practice in compliance to |

| MQA LEARNING OUTCOME DOMAIN | COMPETENCIES OF DENTAL SURGERY ASSISTANT (DIPLOMA LEVEL) |
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| | <p>Standard Precaution (cross infection control) Guidelines, Occupational Safety and Health Act 1994, Code of Mercury Hygiene, Sharps Injury Surveillance and Periodic Preventive Maintenance of autoclaves in dental practice</p> <p>xiii. Demonstrate safety measures before, during and after dental radiography</p> <p>xiv. Provide quality radiograph and proper keeping</p> <p>xv. Apply correct ergonomics during chair side assisting</p> <p>xvi. Respond to medical emergencies in accordance with current best practice guidelines including performing Basic Life Support.</p> <p>B. Health Promotion</p> <p>xvii. Describe the health risk of substances including tobacco and alcohol on oral health and general health and provide the patient with appropriate advice.</p> <p>xviii. Provide oral health instruction and advice using appropriate methods.</p> |
| <p>3. Communication and Social skills</p> | <p>PO3: Communicate effectively with peers in the dental and other health professions, patients, and community</p> <p>At the end of the programme, graduates should be able to :</p> <ul style="list-style-type: none"> i. Monitor, support and reassure patients through effective communication, reassurance and relevant behavioural techniques ii. Communicate appropriately, effectively and sensitively with patients, their relatives or carers and colleagues iii. Communicate effectively a range of patient's pre- and post-operative instructions for clinical procedures. |
| <p>4. Ethics, professionalism and responsibilities</p> | <p>PO4: Adhere to the legal, ethical principles and the professional code of conduct in patient care</p> <p>At the end of the programme, graduates should be able to :</p> <ul style="list-style-type: none"> i. Display appropriate attitude and behaviour with ethical understanding and legal responsibilities ii. Manage all patients with equality, respect and dignity. iii. Describe and demonstrate the principles of patient-centred care iv. Protect the confidentiality of patients information |

| MQA LEARNING OUTCOME DOMAIN | COMPETENCIES OF DENTAL SURGERY ASSISTANT (DIPLOMA LEVEL) |
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| 5. Leadership and team skills | <p>PO5: Demonstrate team work skills in managing oral health care for individuals and community</p> <p>At the end of the programme, graduates should be able to :</p> <ul style="list-style-type: none"> i. Display the ability to lead or to contribute as a team member ii. Display the ability to work as a team in managing oral health care for individuals and community iii. Participate with other health professionals in oral health promotion activities |
| 6. Scientific methods, critical thinking and problem solving skills | <p>PO6: utilise critical thinking and problem solving skills in patient care decision making</p> <p>At the end of the programme, graduates should be able to :</p> <ul style="list-style-type: none"> i. Display basic problem solving skills in patient management ii. Display clinical judgement in patient care decision making iii. Assist in conducting research related to patient care under supervision e.g. client satisfaction survey, infection control etc. |
| 7. Lifelong learning and information management skills | <p>PO7: apply skills and principles of lifelong learning in career development</p> <p>At the end of the programme, graduates should be able to :</p> <ul style="list-style-type: none"> i. Demonstrate a commitment to continuing professional development and lifelong learning through education, training and practice. ii. Maintain your own professional knowledge and competence iii. utilise ICT and information management system to enhance the healthcare management practices |
| 8. Entrepreneurship and managerial skills | <p>PO8: Apply managerial and entrepreneurial skills in workplace and everyday activities</p> <p>At the end of the programme, graduates should be able to :</p> <ul style="list-style-type: none"> i. Manage the dental workplace in oral health care delivery |

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