


<b>PROGRAMME SPECIFICATION</b>	 <b>Newcastle University</b>
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<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	MClinDent
<b>4</b>	<b>Programme Title</b>	MClinDent in Endodontics MClinDent in Periodontics MClinDent in Prosthodontics
<b>5</b>	<b>Programme Code</b>	5877F MClinDent in Endodontics 5878F MClinDent in Periodontics 5879F MClinDent in Prosthodontics
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	N/A
<b>8</b>	<b>FHEQ Level</b>	7
<b>9</b>	<b>Last updated</b>	May 2024

**10 Programme Aims**

The aim of these programmes is to enable dentists to acquire specialist skills and knowledge in the fields of Endodontics, Periodontics or Prosthodontics. This portfolio of programmes has a common foundation of Restorative Dentistry (integrating the component disciplines of Endodontics, Periodontics and Prosthodontics) in Stage 1. This common theme of Restorative Dentistry will remain present within Stages 2 and 3 as students then focus on their component speciality. The programmes are designed to provide learning opportunities that mirror the requirements as stipulated in the General Dental Council curricula in these dental specialties.

**MClinDent Endodontics**

1. To provide a systematic understanding of the evidence base and theoretical principles which underpin specialist Endodontics practice and the provision of oral and dental care to patients.
2. To provide a comprehensive clinical experience allowing students to demonstrate they can deliver specialist level clinical skills in Endodontic techniques and interventions that interface with the wider oral and dental care and management of patients.

**MClinDent Periodontics**

1. To provide a systematic understanding of the evidence base and theoretical principles which underpin specialist Periodontal and implant dentistry practice and the provision of oral and dental care to patients.
2. To provide a comprehensive clinical experience allowing students to demonstrate they can deliver specialist level clinical skills in Periodontic and dental implant techniques and interventions that interface with the wider oral and dental care of patients.

**MClinDent Prosthodontics**

1. To provide a systematic understanding of the evidence base and theoretical principles which underpin specialist Prosthodontic practice and the provision of oral and dental care to patients.

2. To provide a comprehensive clinical experience allowing students to demonstrate they can deliver specialist level clinical skills in Prosthodontic techniques and interventions that interface with the wider oral and dental care of patients.

### **11 Learning Outcomes**

These three programmes provide opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

#### ***Knowledge and Understanding***

On completing the programme students will be able to:

A1 Demonstrate a systematic understanding of knowledge within and directly related to specialist Endodontics, Periodontics or Prosthodontics, a critical awareness of current problems and contemporary insights, much of which is at, or informed by, the forefront of the field of study and area of specialist practice;

A2. Demonstrate a comprehensive understanding of techniques applicable to Endodontic, Periodontic or Prosthodontic clinical practice and their own research;

A3. Apply clinical and scientific knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the chosen specialty of Endodontics, Periodontics or Prosthodontics.

#### **Teaching and Learning Methods**

##### *Teaching strategy*

Outcome A1 will mainly be met through engagement with small group teaching, the majority of which will be completed during the first two years of the programme. Each teaching event has a structured reading list prioritised where necessary into essential and recommended reading. These lists are reviewed annually. Outcomes A2 and A3 are achieved through clinical experience whilst treating patients with complex Endodontic, Periodontic or Prosthodontic and restorative problems. Reflection supported by feedback on every clinical episode is a key learning and development tool. Students also engage in a research project and dissertation supported by research methodology learning opportunities aligned to the project. Students are expected to attend specialist diagnostic clinics, treatment clinics and engage with Clinical Governance systems.

##### *Learning strategy*

Students are expected to have engaged with and undertaken prior reading for each teaching event and to participate in group discussions. Each student has a research project and is allocated suitable patients to give opportunities for extending their experience and skills in diagnosis and delivery of specialist level treatment.

#### **Assessment Strategy**

A1 – A3 are assessed by a variety of means including open book essays, multiple-choice, short answer papers and a dissertation.

Assessment of clinical knowledge is described below.

#### ***Intellectual Skills***

<p>On completing the programme students should be able to:</p> <p>B1 Evaluate critically current research and advanced scholarship in the discipline;  B2 Evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses;  B3 Synthesise clinical findings to make a diagnosis and treatment plan or plan patient follow-up at the level of a specialist in Endodontics, Periodontics or Prosthodontics;  B4 Appreciate their limitations as a specialist in Endodontics, Periodontics or Prosthodontics and to take advice or refer a patient when appropriate.</p>
<p><b>Teaching and Learning Methods</b></p> <p>Skills B1-B4 developed through learning and teaching as described for outcomes A1-A3 above. Skill B4 developed clinically through clinical experience, reflection and discussion within the wider peer and specialty group.</p>
<p><b>Assessment Strategy</b></p> <p>As for knowledge and understanding. Clinical and practical skills will be assessed within the context of a formal annual review of competence progression (ARCP aligned to NHS specialist training processes) which will be informed by a variety of evidence including work based assessments and patient/peer review.</p>
<p><b>Practical Skills</b></p> <p>On completing the programme students should be able to:</p> <p>C1 Record a history and examine patients with specialist level requirements in Endodontics, Periodontics or Prosthodontics;  C2 Provide treatment for patients at the level of a specialist in Endodontics, Periodontics or Prosthodontics;  C3 Integrate their own specialist level care as a specialist in Endodontics, Periodontics or Prosthodontics with other members of the specialist and generalist dental and medical team;  C4 Apply critical appraisal tools and use statistical packages for data analysis.</p>
<p><b>Teaching and Learning Methods</b></p> <p>Supervised patient treatment clinics and consultant led diagnostic clinics (C1, C2). Supervised clinical and laboratory work, case presentation, review and critique with peer trainees, specialists and generalists (C3). Reflection and formative feedback will be captured within the School's clinical portfolio. Research methods learning packages aligned to research project and hands on sessions (arranged on the same basis as research students) when analysing the research project (C4).</p>
<p><b>Assessment Strategy</b></p> <p>Clinical skills will be evaluated summatively through an observed assessment at the end of the first term in Stage 1. This will serve as a gateway to clinical activity on patients.</p> <p>Clinical activity is evaluated both formatively and summatively. A formative grade is given for each patient episode of clinical activity. Structured learning activities mirroring those within NHS/HEE clinical training programmes will be undertaken in the same number and distribution as required to progress through and Annual Review of Competence Progression (ARCP).</p>

A summative assessment of a log of treated cases is made by the internal examiners at the end of years 1, 2 and 3 (C1 and C2). Through workplace based assessment students present their developing portfolio of clinical activity exhibiting an overall satisfactory performance in treatment quality and clinical knowledge before being allowed to progress to the subsequent year. Third year students need to present a final clinical portfolio of activity exhibiting an overall satisfactory performance in treatment quality and clinical knowledge in order to pass the clinical training modules.

The research project dissertation is examined at the end of year 3.

**Transferable/Key Skills**

On completing the programme students should be able to:

D1 Demonstrate the use appropriate IT skills for data analysis and documentation;

D2 Demonstrate the use library and other information retrieval systems;

D3 Demonstrate that academic and clinical skills need to be constantly reviewed, challenged and updated through continuing professional development in which the student should play an active part in both receipt and delivery;

D4 Demonstrate you can work in harmony with peers, support staff and teachers with a view to becoming a team leader. Holders of the MClinDent will have the qualities and transferable skills necessary for registration as a specialist and for employment / further study requiring the exercise of initiative and personal responsibility;

- showing and ability for decision-making in complex and unpredictable situations; and
- showing an independent learning ability required for continuing professional development.

**Teaching and Learning Methods**

D1-D2 are developed with the requirement to research and produce written essays for each module, undertaking a research project and compiling and defending a research dissertation. Feedback on assignments reinforces learning in this area.

D3-D4 are addressed through practical and clinical attachment sessions, with feedback after each session by the clinical supervisor.

**Assessment Strategy**

Assessment of research project described in C. Assessment in of IT, data analysis, information retrieval described in A. Clinical and practical skills as per intellectual skills.

**12 Programme Curriculum, Structure and Features**

**Basic structure of the programme**

These three programmes, which are full time, extend over 36 months and consist of 180 academic credits comprising six 20 credit modules and one 60 credit research module.

2700 clinical training hours (simulation and direct patient care) will be split equally over the three academic years.

The programmes consist of a formal taught component, directed self-study and supervised clinical practice. The curriculum is taught using a range of methods including lectures, seminars, practical, clinical simulation instruction, clinical activity managing patients and a substantial amount of self-directed learning.

The three programmes intentionally seek to mirror the curricula published by the General Dental Council in the UK that defines the expected outcomes of specialist training for registration as a specialist dentist in Endodontics, Periodontics or Prosthodontics in the UK. These curricula have a general split of 60% clinical activities, 25% academic activities and 15% research activities and have outlined 4500 hours of study to complete and achieve the stated outcomes.

**Key features of the programme (including what makes the programme distinctive)**

These programmes are one of the few in the UK that provides dentists with access to an independently delivered Level 7 MClintDent postgraduate training opportunity in Endodontics, Periodontics or Prosthodontics that is not associated with employment as a specialty registrar an either the NHS or in a HEI.

Students can expect a high degree of clinical exposure under internationally recognised expert tuition. There is excellent technical support and students are encouraged to closely liaise with the Restorative Dentistry laboratories and clinical staff as they manage their case load. Students are not expected to undertake laborious repetition of technical procedures. Cadaveric surgical training is a distinctive feature of our programmes with multiple sessions programmed.

**Programme regulations (link to on-line version)**

[R5877F, 5878F, 5879F 2425 vFinal.pdf](#)

**13 Support for Student Learning**

Generic information regarding University provision is available at the following link.

[qsh\\_progspec\\_generic\\_info.docx \(sharepoint.com\)](#)

Please note that any information relating to the 'Placement Year' does not apply to this programme.

**14 Methods for evaluating and improving the quality and standards of teaching and learning**

Generic information regarding University provision is available at the following link.

[qsh\\_progspec\\_generic\\_info.docx \(sharepoint.com\)](#)

**15 Regulation of assessment**

Generic information regarding University provision is available at the following link.

[qsh\\_progspec\\_generic\\_info.docx \(sharepoint.com\)](#)

The University Prospectus [Postgraduate Study | Newcastle University | Newcastle University \(ncl.ac.uk\)](#)

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided.

**Annex**

**Mapping of Intended Learning Outcomes onto Curriculum/Modules**

<b>Intended Learning Outcome</b>	<b>Module</b>
A1	MCD8001/2/3/4/5/6/7/8/9/10/11
A2	MCD8006/7/8/9/10/11
A3	MCD8009/10/11
B1	MCD8006/7/8/9/10/11
B2	MCD8006/7/8/9/10/11
B3	MCD8009/11
B4	MCD8009/11
C1	MCD8009/11
C2	MCD8009/11
C3	MCD8009/11
C4	MCD8009/10
D1	MCD8001/2/3/6/7/8/10
D2	MCD8001/2/3/6/7/8/10
D3	MCD8001/2/3/4/5/6/7/8/9/10/11
D4	MCD8001/2/3/4/5/6/7/8/9/10/11