

Course Handbook
MClinDent Prosthodontics
Academic Year 2020/21
Course Lead: Professor Dominic
Stewardson
School of Dentistry



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written

permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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1. Welcome to the course

Welcome to the School of Dentistry and to its MClinDent courses.

This Student Handbook will provide you with essential information about your MClinDent Course. It gives you information about the content of the course and introduces you to the ways in which we are going to teach and assess you over the next two years.

This Student Handbook will have been given out to you during your induction session. Further essential information will also be made available to you in the Student's Guide to Assessment. Should you lose either of these documents then additional copies can be obtained from the University's Blackboard Virtual Learning Environment, which will be introduced to you during your induction session.

We do hope that you will enjoy your studies within the School. We want this to be a positive learning experience for you. There will be some hard work ahead, but we hope that you will find it interesting and challenging, and that you will have the chance to enjoy yourself along the way. Good luck.

The School of Dentistry Staff

1.1 Rationale, aims and learning outcomes of the course



The School of Dentistry's postgraduate programmes aim to provide relevant and appropriate education and training for the General Dental Practitioner, building on the skills that you will have developed through your undergraduate studies, as described in the General Dental Council (GDC) document – "Preparing for Practice".

In general our programmes are designed to provide the student with the skills and knowledge that will be required of a Dentist providing Tier 2 treatment. Additionally, the course is designed to develop the relevant academic skills that will enable students to critically appraise published work within dental and oral health related journals, and be able to understand how dental research is carried out.

The course offers a mix of theoretical and practical skills that build from basic to advanced levels. The emphasis will be upon effective evidence based service provision by practitioners who are committed to the provision of high quality care for their patients. It focuses on developing the competent, reflective, yet critical practitioners who, through study, practise and research, can contribute effectively to clinical practice.

Your programme sits within a portfolio of core postgraduate dental disciplines hosted in the School of Dentistry. The focus of the School is on Continuing Professional Development, allowing General Dental Practitioners the opportunity to further their skills and education in their chosen area of interest. The curriculum of our MClinDent programme is mapped to the curriculum in specialist training for oral surgery set out by the GDC. The School works in conjunction with governing dental bodies, ensuring that the curriculum offered facilitates transferable skill development. The portfolio of existing courses are now entering their eighth year, and therefore are structured according to a 'tried and tested' formula – which the School have found is manageable for both staff and students alike.

1.2 Course Team

Director of Postgraduate Programmes	Malcolm Edwards	MREdwards@uclan.ac.uk	01772 895878
Academic coordinator for Postgraduate programmes	Karen Rouse	KARouse@uclan.ac.uk	01772 895912
Prosthodontics	Dominic Stewardson	DStewardson1@uclan.ac.uk	01772 895867
Clinical Periodontology	Nic Hodson	NAHodson@uclan.ac.uk	01772 895868
Clinical Implantology	Fadi Barrak	FNBarrak@uclan.ac.uk	01772 895876 Tuesday and Wednesday only
Endodontology	Shalini Kanagasingam	SKanagasingam1@uclan.ac.uk	01772 895564
Oral Surgery	Peter Dyer Anna Pritchard	PDyer@uclan.ac.uk APritchard@uclan.ac.uk	01772 896313 01772 895906
Communication and Knowledge Transfer	Aengus Kelly	AKelly18@uclan.ac.uk	01772 896318
Public Health Epidemiology	Neil Cook	NCook2@uclan.ac.uk	01772 893409

Further details of additional members of the Course Teams can be found at:
<http://www.uclan.ac.uk/schools/dentistry/staff.php>

1.3 Expertise of staff

The Course Team is led by a GDC Specialist registrant/ Hon Consultant in Restorative Dentistry, and is supplemented with other Specialists, Consultants and experienced clinicians. Highly experienced and appropriate non-clinically qualified staff are used to provide some of the academic and scientific underpinning to the clinical subjects. Clinical supervision is provided by experienced clinical staff with a proven track record in the successful use of clinical techniques and approaches in the primary practice environment.

Further details about the qualifications, clinical experience and current research interests of our staff can be found at:

<http://www.uclan.ac.uk/schools/dentistry/staff.php>

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Allen Building

Medicine

Dentistry

telephone: 01772 895566

email: AllenHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

We will generally contact you through your UCLan email address with group emails sent out from Blackboard, and occasional use of Blackboard announcements. There will also be communication through Discussion boards on Blackboard. We will endeavour to respond within two working days. Appointments can be made to discuss any issues with the Course Leader on contact days, or other days by email arrangement.

Together with this Student Handbook you will receive “The Student’s Guide to Assessment” and relevant Module Handbooks during Induction Week. Over the duration of your course we will send out regular emails related to course issues and events within the School.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

Course	Current External Examiner
MClinDent Prosthodontics	<p>Adrian Pace-Balzan Consultant in Restorative Dentistry, Edinburgh Dental Institute</p> <p>(External Examiners are appointed for a period of 4 years and, therefore, may change in due course)</p>



2. Structure of the course

2.1 Overall structure

Students will undertake 80 credits of work in the first year, and 100 in the second, leading to awards as follows:

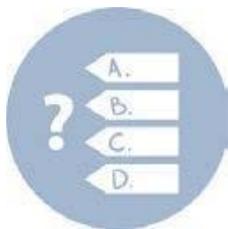
Programme Structures				Awards and Credits
Level	Module Code	Module Title	Credit rating	
Level 7	DX4017	Utilising the evidence base	20	MClinDent in Prosthodontics Requires 240 credits at level 7
Level 7	DX4009	Clinical audit	10	
Level 7	DX4056	Core Knowledge in Prosthodontics	50	
Level 7	DX4057	Core Skills in Prosthodontics	40	
Level 7	DX4058	Clinical Prosthodontics	80	Postgraduate Diploma in Prosthodontics Requires 120 credits at Level 7
Level 7	DX4027	Research Strategy	40	

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment.

Year	Module	Title	Credits
1	DX4056	Core Knowledge in Prosthodontics	50
1	DX4057	Clinical Skills in Prosthodontics	40
1	DX4017	Utilising the evidence base	20
1	DX4009	Clinical audit	10
2	DX4058	Clinical Prosthodontics	80

2	DX4027	Research Strategy	40
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2.3 Course requirements

It is important to note that should your Enhanced Disclosure and Baring Service (DBS) check prove to be unsatisfactory for the purpose of the course you have applied to, your offer of a place for that course may be withdrawn. If you have already enrolled on a course and your DBS check subsequently discloses a criminal conviction, you may be required to withdraw from the course even if you have already started. If you are aware that your DBS check will disclose a previous conviction, please contact the course leader for advice as not all convictions may preclude you from continuing with the course.

To undertake the course you will need to attend UCLan for seminars, lectures and clinical training 4 days a week throughout the 2 year programme. 1 day a week will be allocated to self-directed study.

In year 1 you will plan, undertake and submit a clinical audit as part of your module requirement for DX4009 and complete DX4017, an online module that covers critical appraisal. In year 2 DX4027 is dedicated to the Research Project, a significant element of self-directed work. Students will prepare and submit a 8000 word Research Project, which will take the form of a mini-systematic review, to be completed with supervisory support from a member of the School's academic team. Throughout the course, 60% of your time will be engaged with clinical activities.

All students whose first language is not English must have IELTS – grade 7.0 or above in every category. Further information regarding visa and immigration requirements is available on the international pages of the UCLan website.

As a student undertaking this course, you are bound by the Code of Conduct of the **General Dental Council** and subject to the UCLan regulations for the Conduct of Students and the procedure for the consideration of Fitness to Practise.

All students have a professional obligation to declare to the course leader any information which might affect this.

2.4 Study Time

2.4.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.4.2 Expected hours of study

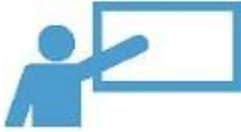
20 credits is a standard module size and equals 200 notional learning hours.

Study days typically start at 09:00 and end at 17:00. A detailed timetable of study days will be made available during your first induction day on the programme.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study, however as there is a high content of

compulsory clinical sessions in this MCLinDent programme this you should expect to allocate 1200 hours of total workload per year of your programme.

2.5.3 Attendance Requirements



You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

Students should report non-attendance to the hub email – AllenHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 895566.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University, or if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Each time you are asked to enter your details on Student Attendance Monitoring you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

3. Approaches to teaching and learning

3.1 Expertise of staff

The Course Team is led by Dominic Stewardson and is supplemented with other Specialists, Consultants and experienced clinicians. Highly experienced and appropriate non-clinically qualified staff are used to provide some of the academic and scientific underpinning to the clinical subjects. Clinical supervision is provided by experienced clinical staff with a proven track record in the successful use of clinical techniques and approaches in the primary practice environment.

Further details about the qualifications, clinical experience and current research interests of our staff can be found at:

<http://www.uclan.ac.uk/schools/dentistry/staff.php>

3.2 Learning and teaching methods

Please note that our courses are not CPD events in which you will be “lectured at” and leave the event unchallenged and uninspired. Work in the early part of the course will comprise plenary lectures and practical sessions in our state-of-the-art phantom head facility, and work on pig’s head and similar systems. As you move through the first year of the course you will progress to working on live patients under close supervision in the UCLan Dental Clinic and approved clinical training centres Here skills will be developed and you will receive feedback and the opportunity to reflect. The academic underpinning that supports this discipline will be developed through presentations, directed reading and case-based discussions, which you and others in the group will be expected to prepare and lead. Group sizes are generally small (typically <4 per cohort) leading to an informal and supportive learning environment where you can ensure that your own learning needs are being met.

You will need to undertake some written assessments, in Year 1 and 2, and also a practical assessment in Year 1. Your clinical activity throughout the programme will be assessed and you will be provided with feedback.

You will produce two detailed clinical case reports on integrated care, and be expected to discuss the case management under exam conditions at the end of Year 2. There will also be an unseen case for you to assess and then discuss with the examiners.

You will be expected to engage with the on-line module, and participate in group discussions and blogs, as well as completing the on-line assessments

Your course lead will give you further information regarding the nature of the assessments and how they are marked.

3.3 Study skills

The broader Study Skills and Research Skills requirements of an MClinDent programme are developed in Year 1 (module DX4017 Utilising the evidence base) and in Year 2 (module DX4027 Research Strategy). It is during these modules that you will develop the important skills of critical appraisal, academic writing and presentation that will help you continue with your professional development. The modules are delivered asynchronously, meaning that pre-recorded lectures and materials are provided through Microsoft Notebook. However, students are also required to engage in frequent critical discussion and collaborative tasks with colleagues using Microsoft Teams. Specific time periods are designated for completion of such tasks in order that all students can benefit. These are supported by an extensive range of materials on Blackboard and are assessed through coursework only. Should it be clear that any student needs more support in these areas, it is possible to refer them onto other support services within the University.



3.4 Learning resources

3.4.1 Learning Information Services (LIS)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, ebooks, images and texts.

We have invested in a significant portfolio of e-books and e-journal available through EBSCO to provide full-text coverage of over 250 journals in the fields of dentistry and medicine. Guidance on how to use this service will be given during your induction session.

3.5 Personal development planning

Personal Development Planning aims to encourage independent life-long learners who can reflect on, understand and plan for their learning.

In that this course is specifically designed for GDPs to develop their clinical skills and theoretical understanding of the subject matter, it is clear that the “career development” aspect of PDP is an essential foundation of the programme.

The PDP programme therefore focuses on encouraging you to reflect on your learning (and other life) experiences, towards taking directed actions to ameliorate weaknesses and build on strengths. You will be introduced to the concepts of reflective practice during your induction period, and will be expected to reflect on your performance after assessments and feedback sessions. These reflective statements will be an integral part of each module. You will also be expected to reflect on clinical situations and your response to them within your case portfolios during the course.

Independent learning is developed throughout this taught programme, which starts with a series of lecture and practical sessions, accepting that you may well at this stage be a rather dependent learner, and progressing through to an individual piece of research within the project module.



3.6 Preparing for your career

Our MClintDent/PG Dip Prosthodontics programme provides the busy General Dental Practitioner with a part-time educational route to acquire the skills and knowledge required of a Dentist with Extended Skills. This programme focuses on contemporary knowledge in Prosthodontics, teaching evidence based principles and systems to ensure an optimal outcome for the patient

and practitioner. Upon completions of this course, some may choose to pursue further training and development in clinical and academic domains.

4. Student Support



4.1 Academic Advisors

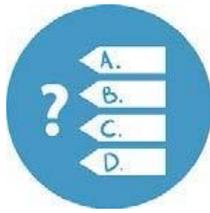
Within School of Dentistry, the MClintDent Course Leads will also act as Academic Advisors. The role of the Academic Advisor is to provide a focal point for your academic development, to provide individual feedback on progress, to identify areas needing improvement and discuss strategies for achieving this, and to monitor attendance and progress through the course. The Academic Advisor also gives guidance to students following Assessment Boards. In addition, Academic Advisors should provide personal support, taking account of current problems in the student's life, and be available for informal appointment through email or telephone requests.

Should you have issues that cannot be brought to the attention of the Academic Advisor, please contact the Director of Postgraduate Programmes Mr Malcolm Edwards (MREdwards@uclan.ac.uk, 01772 895878) in the first instance.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

5. Assessment



5.1 Assessment Strategy

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to

defer your assessment. Details of the assessments can be found in the module descriptors and Blackboard.

Assessments are all summative (i.e. they count towards your overall grade) and may be supplemented by formative assessments, which are for your feedback only and allow you to gauge your own progress on the programme.

We must of course have assessments and examinations - these are designed to allow you to monitor your progress and guide your learning as well as testing your core knowledge and skills at regular intervals throughout the programme. Assessments focus on your higher level skills of diagnosis and planning, rather than simply remembering facts. Typical assessments would include analysis of given clinical cases, case presentations, practical tests, written examinations and critical essays.

5.2 Notification of assignments and examination arrangements

As the course progresses, details of individual assignments will be notified to you as “assignment briefs” that will be posted onto Blackboard (and notified to you via email), together with the required submission times.

All written assignments must be submitted in through Turnitin in the relevant Blackboard module page.

Details of examination days will be given out during induction sessions at the beginning of each year. Precise examination arrangements (rooms etc.) will be emailed out via the School Office prior to the relevant dates.

5.3 Referencing

For all written essays, assignments and for research reports you will be expected to reference correctly. The main purposes of referencing are as follows:

- to acknowledge the sources of information that you have used
- to indicate to the reader the range and scope of your literature review
- to enable the reader to find the sources easily and quickly.

The references must therefore contain enough information for the item to be traced quickly in a library catalogue.

For all assignments we will expect you to use the Harvard referencing system under which the author and date of publication appear in brackets in the body of the text and a reference list at the end of the document contains all of the journals, books, etc. that are referenced in the text. Further details on the use of referencing, and the avoidance of plagiarism, will be provided during your course

5.4 Confidential material

Please remember your ethical, professional and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within any assignments submitted. It is especially important that you ensure that patients data is anonymised or removed from all work submitted as part of your taught programme. In addition patients should clearly give informed written consent to them being part of any portfolio of work that you might submit.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudoTurnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union](#) website or by emailing: coursereps@uclan.ac.uk.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

SSLCs will take place throughout the year. Minutes of these meetings will be circulated via email to the student cohort and actions addressed by the Course team, or passed onto appropriate bodies for consideration (e.g the Library & Information Service, and Facilities Management). SSLCs will also consider External Examiner reports and any staff issues that may relate to the student body.

Evaluation questionnaires provide one of the most important means for you to express your opinion about your teaching and learning experience. They capture feedback on

your experience within each module and inform staff about where improvements could be made. Your Course Leader will ensure that you receive the forms for completion - please complete and return these to ensure your voice is heard - all responses are anonymous. You are likely to see the module team responses to previous student feedback in your module handbooks / information packs.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme 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 he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	Preston Campus, University of Central Lancashire
3. University School/Centre	School of Dentistry
4. External Accreditation	None
5. Title of Final Award	MClinDent Prosthodontics
6. Modes of Attendance offered	Full-time/Part-time
7. UCAS Code	N/A
7b) JACS and HECOS Code	JACS A400 HECOS 100266
8. Relevant Subject Benchmarking Group(s)	N/A
9. Other external influences	1. Care Quality Commission 2. Indemnity agencies
10. Date of production/revision of this form	May 2019
11. Aims of the Programme	
	<ul style="list-style-type: none">To develop a critical understanding of the clinical theory and associated research as applied to the safe and appropriate delivery of Prosthodontic treatment.

- | |
|--|
| <ul style="list-style-type: none">• To provide students with the opportunity to deliver safe and appropriate periodontal treatment in a primary care environment |
| <ul style="list-style-type: none">• To provide students with the skills to undertake a systematic search of the data base, critically appraise and present their findings. |

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

- A1. Critically appraise and apply concepts, theories and contemporary knowledge relevant to the safe practice of Prosthodontics within a primary care setting
- A2. Integrate and apply evidence-based concepts, theories and knowledge relevant to effective management, educational and personal developments, and clinical application in Prosthodontics
- A3. Develop a strategy for, and complete a systematic search of the data base for dental health care research, and critically appraise and present the findings
- A4. Prepare a proposal for a research project in Prosthodontics
- A5. Plan, carry out and present a clinical audit

Teaching and Learning Methods

Online study, including pre-recorded lectures, reading, critical discussion and collaborative tasks. Case based discussions, case presentations and seminars

Assessment methods

Written and verbal assessments, clinical performance

B. Subject-specific skills

- B1 Demonstrate competent practical skills in Prosthodontics
- B2 Deliver appropriate and safe Prosthodontics for the benefit of the population, profession and personal development

Teaching and Learning Methods

Formal lectures, case based discussion, demonstrations and practical sessions in the skills laboratory, clinical sessions in the clinic.

Assessment methods

Practical assessments, written and verbal assessments and clinical performance

C. Thinking Skills

- C1. Adapt methods of learning under guidance and independently, to meet new patient led demands relevant to Prosthodontics.
- C2. To be able to critically appraise the underpinning evidence base
- C3. To be self critical and reflect on one's own performance
- C4. To continue to develop through self directed learning

Teaching and Learning Methods

Online study, including pre-recorded lectures, reading, critical discussion and collaborative tasks. Case based discussions, case presentations and seminars

Assessment methods

Written and verbal assessments, clinical performance

D. Other skills relevant to employability and personal development

D1. Collect, apply and present information, demonstrate effective problem solving, communication and self-management skills.
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D2. Demonstrate knowledge, skills and professional attitudes appropriate to a dentist providing Tier 2 level of prosthodontic care
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Teaching and Learning Methods

Case presentations and discussions, seminars
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Assessment methods

Written and verbal assessments, clinical performance
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13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	DX4017	Utilising the evidence base	20	Postgraduate Diploma in Prosthodontics Requires 120 credits at Level 7
Level 7	DX4009	Clinical Audit	10	
Level 7	DX4056	Core Knowledge in Prosthodontics	50	
Level 7	DX4057	Core Skills in Prosthodontics	40	
Level 7	DX4058	Clinical Prosthodontics	80	MClinDent in Prosthodontics Requires 240 credits at level 7
Level 7	DX4027	Research Strategy	40	
15. Personal Development Planning				
<p>Personal Development Planning (PDP) is a core learning process for all levels of higher education, work-based learning and continuing professional development. The University is committed to PDP being a part of every course at all levels. PDP at postgraduate level is about students continuing to develop, for example, skills of reflection on their academic, personal and professional development, and self awareness of their skills and attitudes. PDP is about students improving their learning and performance by taking responsibility for their development, and developing independent learning skills. It is important, therefore, for students to identify their strengths and weaknesses, set goals and action plans for further development, and compile their own records of learning experiences and achievements. A further aspect of PDP is related to students reviewing their progress and managing their future career development and lifelong learning.</p> <p>Students will be briefed and given guidelines to support their PDP, and web resources at the University are also provided.</p>				
<p>16. Admissions criteria</p> <p>Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.</p> <p>Students will be informed of their personal minimum entry criteria in their offer letter.</p>				
<p>Applicants admitted onto the course will meet the following requirements:</p> <ul style="list-style-type: none"> • Be registered with an appropriate regulatory body and be a practicing dentist • Have appropriate indemnity cover. • Comply with the local occupational health guidelines for clinicians practicing exposure prone procedures (EPP) • Have sufficient competency in English language (IELTS Level 7 or equivalent) <p>All suitable applicants will be interviewed. Interview procedures and decisions regarding applications will be conducted within the University's policies on equal opportunities and admissions.</p>				
17. Key sources of information about the programme				
<ul style="list-style-type: none"> • University website • School handbook • Course lead 				

19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: PG Diploma Prosthodontics

A1. Critically understand and apply concepts, theories and contemporary knowledge relevant to the safe practice of Prosthodontics within a primary care setting

A2. Integrate and apply evidence-based concepts, theories and knowledge relevant to effective management, educational and personal developments, and clinical application in Prosthodontics

A3. Develop a strategy for, and complete a systematic search of the data base for dental health care research, and critically appraise and present the findings

A5. Plan, carry out and present a clinical audit

B1 Demonstrate competent practical skills in Prosthodontics

C1. Adapt methods of learning under guidance and independently, to meet new patient led demands relevant to Prosthodontics.

C2. To be able to critically appraise the underpinning evidence base

C3. To be self critical and reflect on one's own performance

C4. To continue to develop through self directed learning

D1. Collect, apply and present information, demonstrate effective problem solving, communication and self-management skills.