



**Course Handbook**  
MSc Advanced Restorative and Periodontal Practice  
PG Diploma in Advanced Periodontal Practice  
Academic Year 2019/20  
Malcolm Edwards  
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 MSc programme.

This Student Handbook will provide you with essential information about your master's Course. It gives you information about the content of the programme 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 Council Registrants, building on the skills that you will have acquired through your undergraduate studies, and developed post graduation.

In general our programmes are designed to provide the student with the skills and knowledge that will be required to deliver an enhanced level of care. **This course has been designed to provide the knowledge and skills necessary to be able to provide appropriate care across the extended scope of practice as defined by the General Dental Council.** 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.

Your course offers flexibility for you as a member of the dental team, who can best participate in education through part-time study. 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 health care 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 registrants the opportunity to further their skills and education in their chosen area of interest, whilst maintaining their clinical practice. 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 seventh 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  Advanced Restorative and Periodontal Practice	Malcolm Edwards	<a href="mailto:MREdwards@uclan.ac.uk">MREdwards@uclan.ac.uk</a>	01772 895878
Principal Lecturer in Postgraduate programmes	Karen Rouse	<a href="mailto:KARouse@uclan.ac.uk">KARouse@uclan.ac.uk</a>	01772 895912
Prosthodontics	Dominic Stewardson	<a href="mailto:DStewardson1@uclan.ac.uk">DStewardson1@uclan.ac.uk</a>	01772 895867
Clinical Periodontology	Nic Hodson	<a href="mailto:NAhodson@uclan.ac.uk">NAhodson@uclan.ac.uk</a>	01772 895868
Dental Implantology	Fadi Barrak	<a href="mailto:FNbarrak@uclan.ac.uk">FNbarrak@uclan.ac.uk</a>	01772 895876  Tuesday and Wednesday only
Endodontology	Shalini Kanagasingam	<a href="mailto:SKanagasingam1@uclan.ac.uk">SKanagasingam1@uclan.ac.uk</a>	01772 895564
Oral Surgery	Peter Dyer  Anna Pritchard	<a href="#">TBC</a>  <a href="mailto:APritchard@uclan.ac.uk">APritchard@uclan.ac.uk</a>	01772 895906
Dental Hygiene and Therapy	Beverley Littlemore  Sarah Duerden	<a href="mailto:BLittlemore@uclan.ac.uk">BLittlemore@uclan.ac.uk</a>  <a href="mailto:SDuerden1@uclan.ac.uk">SDuerden1@uclan.ac.uk</a>	01772 895098  01772 896311
Communication and Knowledge Transfer	Aengus Kelly	<a href="mailto:AKelly18@uclan.ac.uk">AKelly18@uclan.ac.uk</a>	01772 896318
Dental Epidemiology	Nara Tagiyeva-Milne	<a href="mailto:NTagiyeva-Milne@uclan.ac.uk">NTagiyeva-Milne@uclan.ac.uk</a>	01772 896317
Public Health Epidemiology	Neil Cook	<a href="mailto:NCook2@uclan.ac.uk">NCook2@uclan.ac.uk</a>	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 – Course Lead

Malcolm Edwards is the Course Lead for this programme. He is also Director of Postgraduate Studies within the School, and an Honorary Consultant in Restorative Dentistry. He qualified as a dentist in 1981 from Cardiff Dental School, and has worked in general practice under the NHS, and private contract. He has been a lecturer at the Dental

Schools in Birmingham and Cardiff, and also worked overseas for seven years as a Consultant in Restorative Dentistry. He has lectured on many aspects of Restorative Dentistry throughout the UK, SE Asia and the Middle East.

#### 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

Campus Admin Services 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](mailto: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.

The best way to communicate with your course leader is by email. Please bear in mind that not all faculty members are full time. Your course leader will be on site on Tuesdays and Wednesdays when appointments can be made to meet in person.

Together with this Student Handbook you will receive “The Student’s Guide to Assessment” and relevant Module Handbooks during Course Induction. 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
MSc in Advanced Restorative and Periodontal Practice	Vicky Kewley Honorary Specialist in Paediatric and Special Care Dentistry University of Liverpool



## 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

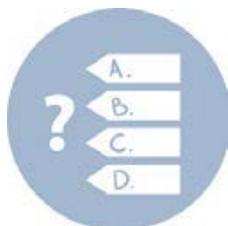
Year 1	80 Credits	Postgraduate Certificate Postgraduate Certificate with Merit Postgraduate Certificate with Distinction  (Exit award only available if not progressing to MSc with 60 credits)
Year 2	100 Credits	Postgraduate Diploma Postgraduate Diploma with Merit Postgraduate Diploma with Distinction  (Exit award only available if not progressing to MSc with 120 credits)  MSc MSc with Merit MSc with Distinction

### 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	DX4017	Utilising the Evidence Base	20
1	DX4019	Enhanced Periodontal Practice	60
2	DX4028	Enhanced Restorative Practice	60

2	DX4027	Research Strategy	40



### 2.3 Course requirements

To undertake the course you will need to attend UCLan for approximately 14 study days in year 1, You will gain an insight into the knowledge and practice of Periodontology by way of formal lectures and online content combined with pre-clinical practical sessions in the Phantom-head facility and facilitated student led case based discussions (with a formative nature). In the second year we introduce clinical knowledge and the necessary practical skills relating to the safe practice of restorative dentistry within a primary dental care environment over 12 training days. The academic underpinning that supports these disciplines 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 <12 per cohort) leading to an informal and supportive learning environment where you can ensure that your own learning needs are being met.

Practical procedures will be demonstrated, supervised and assessed within the UCLan clinical training facility.

As a student undertaking this course, you are bound by the Code of Conduct as specified by **General Dental Council** and subject to the UCLan 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 registration.

### 2.3 Progression Information

Discussions about your progression through the course normally take place in Semester 2 each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the modules you will study and provide feedback and support where appropriate.

### 2.4 Study Time

#### 2.4.1 Weekly timetable

The online timetable for your programme of study can be found at the following link: <https://intranet.uclan.ac.uk/ou/lis/Pages/DailyWeekly-Timetables.aspx>

#### 2.4.2 Expected hours of study

For a module of 60 credits, this equals 600 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.

Thus you should expect to allocate 1800 hours of total workload for your programme

### 2.4.3 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](mailto: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 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>

### 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. Much of the delivery of the programme will involve your active participation through case-based discussions. Your clinical ability will be developed through phantom-head or clinic based skills sessions, in which your aptitude and competence will be continually assessed and graded using an in-course assessment tool. Your days in Preston will usually be a mix of seminar/discussions and practical sessions in the phantom head room or dental clinic so that you can develop your practical skills as well as your knowledge.

You will need to undertake some written examinations, and have a practical assessment in both years, and will also submit a case report portfolio that demonstrates how you have implemented your teaching in the clinical environment.

You will be expected to engage with the on-line virtual learning environment, and participate in group discussions and blogs, as well as completing 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 this MSc programme are developed in Year 1 (module DX4001 Appraising the Scientific Literature). It is during this module that you will develop the important skills of critical appraisal, academic writing and presentation that will help you continue with your professional development. These are delivered and supported by an extensive range of materials on Blackboard (VLE) 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, e-books, images and texts.

As our part-time MSc students generally need access at home, not on campus, we have therefore 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 registrants 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 MSc Advanced Restorative and Periodontal Practice programme provides the busy dental registrant with a part-time educational route to acquire contemporary knowledge and skills in periodontal and restorative practice, 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

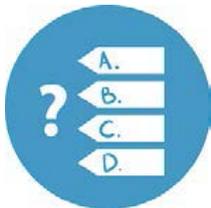
Within the School, the MSc Course Lead will also act as Academic Advisors. The role of the Academic Advisor is to provide a focal point for your academic development, to provide individual feedback on progress, to identify areas needing improvement and discuss strategies for achieving this, and to monitor 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 Head of School, [APMagee@uclan.ac.uk](mailto:APMagee@uclan.ac.uk), 01772 895915, 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](mailto: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.

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.

Assessments at this level are less about remembering facts, and more about critically appraising available information and constructing logical arguments.

### 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 pseudo-Turnitin 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.

## 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](mailto:coursereps@uclan.ac.uk).

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.

### **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.

## 8. Appendices

<b>UNIVERSITY OF CENTRAL LANCASHIRE</b>
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### Programme Specification

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	Preston Campus, University of Central Lancashire
<b>3. University School/Centre</b>	School of Dentistry
<b>4. External Accreditation</b>	None
<b>5. Title of Final Award</b>	MSc Advanced Restorative and Periodontal Practice PG Diploma in Advanced Periodontal Practice
<b>6. Modes of Attendance offered</b>	Part time
<b>7. UCAS Code</b>	N/A
<b>7b) JACS and HECOS Code</b>	JACS A400 HECOS 100266
<b>8. Relevant Subject Benchmarking Group(s)</b>	N/A
<b>9. Other external influences</b>	1. Care Quality Commission 2. General Dental Council
<b>10. Date of production/revision of this form</b>	November 2018
<b>11. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>• To develop a critical understanding of the clinical theory and associated research as applied to the safe and appropriate delivery of Hygiene/Therapy treatment.</li> <li>• To provide students with the clinical skills to deliver safe and appropriate Hygiene/Therapy treatments, including those covered by extended scope of practice.</li> <li>• To provide students with the skills to undertake an independent research study in Hygiene/Therapy (MSc and PGDip Advanced periodontal practice only).</li> </ul>	

<b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
A1. Critically appraise and apply concepts, theories and contemporary knowledge relevant to the safe practice of Hygiene/Therapy within a health care setting A2. Evaluate, integrate and apply evidence-based concepts, theories and knowledge relevant to effective management, educational and personal developments, and clinical application in Hygiene/Therapy A3. Critically appraise and use appropriate methodologies in dental health care research A4. Conduct an independent piece of research in Hygiene/Therapy (MSc only)
<b>Teaching and Learning Methods</b>
Online study, including pre-recorded lectures, reading, critical discussion and collaborative tasks. Case based discussions, case presentations and seminars
<b>Assessment methods</b>
Written and verbal assessments, clinical performance
<b>B. Subject-specific skills</b>
B1 Demonstrate competent practical skills in order to deliver appropriate and safe dental hygiene treatment for the benefit of the population, profession and personal development B2 Demonstrate competent practical skills in order to deliver appropriate and safe dental therapy treatment for the benefit of the population, profession and personal development
<b>Teaching and Learning Methods</b>
Formal lectures, case based discussion, demonstrations and practical sessions in the skills laboratory.
<b>Assessment methods</b>
Practical assessments, written and verbal assessments and clinical skills performance
<b>C. Thinking Skills</b>
C1. Adapt methods of learning under guidance and independently, to meet new patient led demands relevant to Hygiene/Therapy . 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
<b>Teaching and Learning Methods</b>
Online study, including pre-recorded lectures, reading, critical discussion and collaborative tasks. Case based discussions, case presentations and seminars
<b>Assessment methods</b>
Written and verbal assessments, clinical performance
<b>D. Other skills relevant to employability and personal development</b>
D1. Collect, apply and present information, demonstrate effective problem solving, communication and self-management skills. D2. Demonstrate knowledge, skills and professional attitudes appropriate to a dental hygienist playing a leading role in promoting and disseminating knowledge of Dental Hygiene

D3. Demonstrate knowledge, skills and professional attitudes appropriate to a dental therapist in playing a leading role in promoting and disseminating knowledge in Dental Therapy

**Teaching and Learning Methods**

Case presentations and discussions, seminars

**Assessment methods**

Written and verbal assessments, clinical performance

<b>13. Programme Structures MSc Enhanced Restorative and Periodontal Practice</b>				<b>14. Awards and Credits*</b>
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit rating</b>	
Level 7	DX4017	Utilising the evidence base	20	<b>Exit Award PGCert in Advanced Periodontal Practice</b> Requires 60 credits at Level 7 (DX4017,DX4018)
Level 7	DX4018	Enhanced Periodontal Practice	60	
Level 7	DX4028	Enhanced Restorative Practice	60	<b>Exit Award PGDip in in Enhanced Restorative and Periodontal Practice</b> Requires 120 credits at level 7 (DX4017, DX4018, DX4028)
Level 7	DX4027	Research strategy	40	<b>MSc in Advanced Restorative and Periodontal Practice</b> Requires 180 credits at level 7

**Postgraduate Diploma in Advanced Periodontal Practice**

Level 7	DX4017	Utilising the evidence base	20	<b>Exit Award PGCert Advanced Periodontal Practice</b> Requires 60 credits at Level 7 (DX4017,DX4018)
Level 7	DX4018	Enhanced Periodontal Practice	60	
Level 7	DX4027	Research strategy	40	<b>PGDip in Advanced Periodontal Practice</b> Requires 120 credits at level 7 (DX4017, DX4018, DX4027)

**15. Personal Development Planning**

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.

Students will be briefed and given guidelines to support their PDP, and web resources at the University are also provided.

**16. Admissions criteria**

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.

Students will be informed of their personal minimum entry criteria in their offer letter.

Applicants admitted onto the course will meet the following requirements:

- Have appropriate registration with the GDC and be working in clinical practice
- Be registered with a defence union.
- Hold a current certificate of immunisation against communicable disease (Hepatitis B)
- Have sufficient competency in English language (IELTS Level 7 or equivalent)

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.

**17. Key sources of information about the programme**

- **University website**
- **School handbook**
- **Course lead**

**18. Curriculum Skills Map**

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes												
				Knowledge and understanding				Subject-specific Skills		Thinking Skills				Other skills relevant to employability and personal development		

			A1	A2	A3	A4	B1	B2	C1	C2	C3	C4	D1	D2	D3
<b>LEVEL 7</b>	DX4017	Appraising the Scientific Literature	Comp			X					X		X		
	DX4018	Enhanced Periodontal Practice	Comp	X	X			X		X	X	X	X		X
	DX4028	Enhanced Restorative Practice	Comp	X	X				X	X	X	X	X		
	DX4027	Research Project	Comp			X	X				X	X	X	X	

19. LEARNING OUTCOMES FOR EXIT AWARDS:

**Learning outcomes for the award of: PGCert Advanced Periodontal Practice**

- A1. Critically appraise and apply concepts, theories and contemporary knowledge relevant to the safe practice of Hygiene/Therapy within a health care setting
- A2. Evaluate, integrate and apply evidence-based concepts, theories and knowledge relevant to effective management, educational and personal developments, and clinical application in Hygiene/Therapy
- A3. Critically appraise and use appropriate methodologies in dental health care research
- B1 Demonstrate competent practical skills in order to deliver appropriate and safe dental hygiene treatment for the benefit of the population, profession and personal development
- C1. Adapt methods of learning under guidance and independently, to meet new patient led demands relevant to Hygiene/Therapy.
- 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
- D2. Demonstrate knowledge, skills and professional attitudes appropriate to a dental hygienist playing a leading role in promoting and disseminating knowledge of Dental Hygiene

**Learning outcomes for the award of: PGDip Enhanced Restorative and Periodontal Practice**

- A1. Critically appraise and apply concepts, theories and contemporary knowledge relevant to the safe practice of Hygiene/Therapy within a health care setting
- A2. Evaluate, integrate and apply evidence-based concepts, theories and knowledge relevant to effective management, educational and personal developments, and clinical application in Hygiene/Therapy
- A3. Critically appraise and use appropriate methodologies in dental health care research
- B1 Demonstrate competent practical skills in order to deliver appropriate and safe dental hygiene treatment for the benefit of the population, profession and personal development
- B2 Demonstrate competent practical skills in order to deliver appropriate and safe dental therapy treatment for the benefit of the population, profession and personal development
- C1. Adapt methods of learning under guidance and independently, to meet new patient led demands relevant to Hygiene/Therapy.
- 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
- D2. Demonstrate knowledge, skills and professional attitudes appropriate to a dentist playing a leading role in promoting and disseminating knowledge of Hygiene/Therapy
- D3 Demonstrate knowledge, skills and professional attitudes appropriate to a dental therapist in playing a leading role in promoting and disseminating knowledge in Dental Therapy