Masters in Clinical Dentistry (Implantology)

Programme Handbook
January 2014
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FOREWORD

Welcome by the Dean

I am delighted you have chosen to study your degree at BPP University, the UK’s only dedicated independent university for the professions and Europe’s largest university of professional education.

As a new student to BPP University’s School of Health you will have the opportunity for new experiences whilst developing skills to give you the best chance of succeeding in your chosen postgraduate career.

We are very pleased to be collaborating with our partner, the City of London Dental School, in delivering this Masters programme to provide you with an excellent mix of academic and clinical experiences which will enable you to develop your career into your chosen specialist area of dental practice.

My faculty staff will work with you at every step to help you realise your full potential and I will make sure that your academic studies are supported by our excellent lecturers, all of whom have real-world practitioner experience. The practical focus of your lectures and seminars will make the difference in helping you to acquire the necessary skills to enhance your clinical practice.

I look forward to meeting you and wish you the very best of luck with your studies.

Yours sincerely,

Professor Christina Cunliffe DC PhD CBiol FRCC FIBiol
Dean of BPP School of Health
BPP University
Welcome from the Director of Programmes

I am delighted that you have chosen to study for your Masters in Clinical Dentistry at BPP University School of Health, in collaboration with the City of London Dental School – we hope you will enjoy your time with us. The purpose of this handbook is to help you find your way around the School, its staff and its procedures.

This programme has been designed with great care and based on many years’ experience to provide you with essential knowledge and skills to equip you for your postgraduate career.

You will find that BPP University is a busy place and enjoys an excellent and eclectic mix of students. As a result you will meet people from different backgrounds and cultures and we hope that you will enjoy and benefit from the opportunity of this diversity.

We welcome feedback, both good and bad, to help us continually improve our programmes and we look forward to interacting with you to deliver high quality education that meets your clinical practice needs. In this handbook you will find my contact details and those of many other people that are here to help you!

We wish you a very happy period of study and look forward to working with you.

Maher Almasri
Director of Programmes
Masters in Clinical Dentistry
SECTION 1 INTRODUCTION TO THE PROGRAMME

Details

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>Masters in Clinical Dentistry (Implantology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification</td>
<td>MClinDent (Implantology)</td>
</tr>
<tr>
<td>Awarding Body</td>
<td>BPP University</td>
</tr>
<tr>
<td>Programme Accreditation</td>
<td>None</td>
</tr>
</tbody>
</table>

Overview of the Programme

This Masters programme is unique in that it is the only externally validated Masters level programme delivered by a private University in collaboration with an independent Dental School. BPP University is Europe’s largest university of professional education dedicated to the professions, offering both undergraduate and postgraduate degrees, and it is pleased to partner with the City of London Dental School to deliver a suite of practice-facing specialist postgraduate programmes.

The Masters programme is aimed at the higher educational needs of General Dental Practitioners who intend to introduce dental implants as a treatment modality into their practices or to expand on existing knowledge and skills. It also instils the core skills essential for the professional practice of implant dentistry, practice management and a commitment to lifelong learning.

The objective is to provide dental surgeons with the core knowledge and clinical skills essential for the delivery of competent, high quality dental care in accordance with GDC recognised guidelines. Additionally, it is to promote an understanding of the different requirements essential to the provision of ethical, predictable and evidence based implant treatment.

Programme Aims

The overall aim is to deliver sound teaching in the theory and safe practice of modern implant dentistry. It aims to produce competent and reflective practitioners as well as encouraging opportunities for research and further postgraduate development. The programme aims are to:

- Provide unbiased teaching in the theory and practice of implant dentistry
- Create opportunities for personal and professional development
- Contribute to the research base of implantology and to encourage research amongst practitioners
- Promote implant dentistry as a safe and practical method of treating edentulism
- Produce safe, competent and reflective practitioners
- Appraise levels of competency.
Objectives of the Programme

By the end of the programme, successful students will have acquired the knowledge, skills and experience to confidently:

- Deliver safe, predictable and competent implant treatment.
- Understand their role and responsibilities in the provision of implant treatment to their patients, together with their relationships to other colleagues and the dental care team.
- Be able to communicate effectively with other professionals in the management of complex cases requiring an interdisciplinary approach.
- Interpret research findings and their implications for implant treatment.
- Evaluate various treatment options, demonstrate proficiency in applying implant techniques and reflect on all aspects relating to practice management, synthesising information gained from a wide variety of sources in order to develop an optimal and realistic treatment plan.
- Understand the major legal, ethical and social implications of implant treatment.

Programme Structure

The programme is multi-modular, and all modules have to be completed to progress through the programme. The first two years of the programme are designed to deliver the training outcomes required by the GDC of all practitioners providing implant dentistry. Students who successfully complete the first two years will have completed a Postgraduate Diploma. At the end of the third year, students will be awarded an MClinDent (Implantology).

The programme is taught by leading professionals in the field of Implant Dentistry. Tutors and recognised experts will give lectures, demonstrations and surgical support. These include distinguished academics, maxillo-facial consultants, oral and restorative surgeons, university lecturers, researchers and experienced implant practitioners. The School’s tutors are experienced implant dentists and have postgraduate dental qualifications.

Pattern of Delivery

The programme is taught over three years and leads to the award of an MClinDent (Implantology). The academic year begins in January of each year, and the annual intake is limited. Modules are run in January, April and June of each academic year, after which each student must complete all assignments related to the module topic.

Students are required to attend three taught modules in the first year and three further modules in the second year. In the third year, taught modules will be followed by tutorials with their personal project supervisor. Tutors will work on an individual basis with students, helping and guiding them through their thesis. During this period, students start their dissertations applying the literature, research skills and knowledge previously acquired to an area of interest relevant to their chosen speciality.

Part-time students will also attend Regional Dental Clinics in each of the first two years, and be expected to undertake tasks, and complete clinical case reports, based on their own patient base.
Full-time International students will in addition be provided with a practice placement for 24 hours each week in years 1 and 2, split 50:50 between theory and practice. This will enable them to meet the clinical requirements of the programme based on the patient base of their placement.

Programme Progression

Each student must have passed the appropriate number of credits for that year before being allowed to progress to the following year. Students progress through the programme as shown below.

PROGRAMME PROGRESSION

<table>
<thead>
<tr>
<th>Modules</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Surgical Sciences</td>
<td></td>
<td></td>
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<tr>
<td>Operative Implant Dentistry</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Biomechanics of Osseointegration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Bone Augmentation &amp; Grafting</td>
<td></td>
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<tr>
<td>Occlusion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Clinical Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence Based Dentistry: Understanding Research</td>
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<td></td>
<td></td>
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<tr>
<td>Evidence Based Dentistry: Professional Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year of Study</td>
<td>Module</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>First Year</strong></td>
<td><strong>PRINCIPLES</strong></td>
<td>During the first year students will identify suitable cases for treatment from within their own patient base. This will generate the cases required for the Clinical Practice Module delivered in the second year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basic Surgical Sciences (20 Credits)</td>
<td>Teaches minor oral surgery procedures, a traumatic tooth root removal, and suturing with flap closure. Assessments of the surgical patient, appropriate use of drugs, identification and management of complications, pain control and emergencies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Operative Implant Dentistry 20 Credits</td>
<td>Covers the surgical protocols involved in implant placement in suitable patients and implant specific surgical techniques and related instrumentation. Students practice various implant protocols on models and have the opportunity to observe clinical practice. Students also apply the skills learnt on actual patients and begin implant placement protocols in preparation for the second year clinical practice module.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biomechanics of Osseointegration (20 Credits)</td>
<td>An overview of biomaterials, implants, their components and the theory of osseointegration with guidance on patient selection, diagnosis, treatment planning, restorative protocols and implant prosthodontics.</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td><strong>ADVANCED PRACTICE</strong></td>
<td>This year comprises three core modules which culminate in the clinical assessment of professional competency.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fundamentals of Bone Augmentation and Grafting (15 Credits)</td>
<td>This module introduces autogenous bone grafting and sinus lifting and covers the rehabilitation and reconstruction of severely resorbed jaws where loss of alveolar bone height and buccolabial bone width combined with reduction in bone density, severely compromises direct implant treatment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Occlusion (15 Credits)</td>
<td>This module addresses clinical aspects of occlusal treatment: diagnosis and treatment protocol, fabrication of bite splints, treatment of temporomandibular disorders, the creation of functional restorations, occlusal adjustment, and treatment of malocclusion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Clinical Practice (30 Credits)</td>
<td>Students present and treat a minimum of ten implant cases, four of which are under supervision and appraised at a regional centre. Students attend seminars and present models and records of actual cases they intend to treat under supervision or independently. These cases build up a portfolio of evidence and are a requirement of the GDC.</td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td>Evidence Based Dentistry: Understanding Research (20 Credits)</td>
<td>Introduces statistics, measurement and research design, exploring their specific application in dental research and evaluation of different treatment modalities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evidence Based Dentistry: Professional Project (40 Credits)</td>
<td>Students will be able to develop a research protocol and produce a research dissertation on an area relevant to their practice.</td>
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</tr>
<tr>
<td></td>
<td><strong>MClinDent (Implantology) (180 credits)</strong></td>
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</tbody>
</table>
Methods of Assessment

Students are assessed by a variety of means appropriate to the programme module. These may include written assignments, projects, oral presentation and practical/clinical assessment. The aim is to build students’ knowledge and confidence so that they may progress through the programme and be ready for final assessment. The demands are both academic and practical and frequently involve the students in considered reflection upon their own experience and development. All modules are summatively assessed and constitute an essential part of the programme.

Students are kept fully informed of their progress. Special regulations apply to students who fail summative examinations and cost will be incurred if retakes are required.

Assessment methods are constantly being evaluated and the examining and academic boards review the current methods on a regular basis.

**ASSESSMENT TABLE**

<table>
<thead>
<tr>
<th>Year</th>
<th>Module</th>
<th>Level</th>
<th>Credit</th>
<th>Assessment Method</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Basic Surgical Sciences</td>
<td>7</td>
<td>20</td>
<td>Assignment – 2,000 words</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15 min. Presentation</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Clinical Examination</td>
<td>P/F</td>
</tr>
<tr>
<td>1</td>
<td>Operative Implant Dentistry</td>
<td>7</td>
<td>20</td>
<td>Assignment – 2,000 words</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15 min. Presentation</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Clinical Examination</td>
<td>P/F</td>
</tr>
<tr>
<td>1</td>
<td>Biomechanics of Osseointegration</td>
<td>7</td>
<td>20</td>
<td>Assignment – 2,000 words</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15 min. Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>Fundamentals of Bone Augmentation &amp; Grafting</td>
<td>7</td>
<td>15</td>
<td>Assignment – 2,000 words</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>Occlusion</td>
<td>7</td>
<td>15</td>
<td>Assignment – 2,000 words</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Clinical Examination</td>
<td>P/F</td>
</tr>
<tr>
<td>2</td>
<td>Advanced Clinical Practice</td>
<td>7</td>
<td>30</td>
<td>Portfolio of 4 case diaries – 1,500 words each</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Clinical Examination</td>
<td>P/F</td>
</tr>
<tr>
<td>3</td>
<td>Evidence Based Dentistry: Understanding Research</td>
<td>7</td>
<td>20</td>
<td>Assignment – 1,500 words</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,500 word Research Proposal</td>
<td>60%</td>
</tr>
<tr>
<td>3</td>
<td>Evidence Based Dentistry: Professional Project</td>
<td>7</td>
<td>40</td>
<td>Protocol (3,000 words)</td>
<td>30%</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dissertation – max 15,000 words</td>
<td>70%</td>
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</table>

**KEY:** P/F = Pass/Fail
## PROGRAMME OUTCOMES

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>K</th>
<th>C</th>
<th>P</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate critical understanding of the principles, theory and safe practice of the speciality</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Demonstrate proficiency in history taking and clinical examination and understanding of surgical disorders in the context of basic sciences and mechanism of disease</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Proficiently evaluate, identify and select suitable clinical cases</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrate complex knowledge to promote and advise prospective clinical patients</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Demonstrate critical skills in diagnosing and planning the treatment for clinical cases</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Critically identify and evaluate the choice of techniques to enhance treatment options</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Evaluate complex legal and ethical principles underlying patient care</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Demonstrate proficiency in the use of relevant equipment</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate proficiency in performing safe basic surgical techniques that are common in practice</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Demonstrate advanced and proficient skills in the practise of the speciality</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Exercise appropriate judgement in planning, selecting or presenting information, methods or resources and systematically apply knowledge in an original manner to formulate new ideas or conclusions</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Complete a research dissertation that is justified by a critical awareness of current problems in the field, and shows insight and originality in the application of methods, in the presentation of results and in the critical discussion of results pertaining to their research question</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**KEY**

- K = Knowledge
- C = Cognitive Skills
- P = Professional Skills
- T = Transferrable Skills
Section 2 – Module Outlines

Year 1 Modules
BASIC SURGICAL SCIENCES

General Information

<table>
<thead>
<tr>
<th>School</th>
<th>School of Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>Level 7</td>
</tr>
<tr>
<td>Credit Value</td>
<td>20 Credits</td>
</tr>
<tr>
<td>Part-Time Contact Hours</td>
<td>35 Hours</td>
</tr>
<tr>
<td>Full-Time Contact Hours</td>
<td>8 Hours per week, split 50:50 between theory and clinical</td>
</tr>
<tr>
<td>Programme(s)</td>
<td>Masters in Clinical Dentistry (Implantology)</td>
</tr>
<tr>
<td>Module leader</td>
<td>N.Somaia</td>
</tr>
<tr>
<td>Related Modules</td>
<td></td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Post-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Excluded Combinations</td>
<td>None</td>
</tr>
<tr>
<td>External Accrediting Body</td>
<td>None</td>
</tr>
</tbody>
</table>

Educational Aims

To:
- introduce students to general surgical principles
- provide students with a pragmatic approach to solve common clinical problems of oral surgery patient
- equip students with the knowledge of surgical protocols and decision making in oral surgery

Learning Outcomes

| LO1 | demonstrate critical understanding of the principles, theory and safe practice of oral surgery | K1 |
| LO2 | demonstrate advanced knowledge of the important surgical anatomy of the head and neck from both a theoretical and a clinical perspective | K2 |
| LO3 | demonstrate advanced knowledge, skills and attitudes required to manage the oral surgery patient | K3 |
| LO4 | demonstrate critical understanding of the management of common peri-operative problems in oral surgery | K4 C1 |
| LO5 | demonstrate proficiency in performing safe basic surgical techniques that are common in oral surgery practice | C2 P1 |
| LO6 | demonstrate proficiency in history taking and clinical examination and understanding of surgical disorders in the context of basic sciences and mechanism of disease | C3 P2 |
Assessments

**Summative**
- A written assignment of 2,000 words (80%) (*LO1-LO4*)
- Presentation on aspects of clinical practice (20%) (*LO1-LO4*)
- Clinical Examination (P/F) (*LO5, LO6*)

**Formative**
- Three written assignments
- Continual clinical assessment

INDICATIVE SYLLABUS

1. **Applied head and neck anatomy:**
   - Surgical anatomy of the scalp, temple and face
   - Anatomy of the triangles of neck and deep structures of the neck
   - Cranial and facial bones and its surrounding soft tissues
   - Muscles of head and neck
   - Arterial supply, venous drainage and lymphatics of head and neck
   - Congenital abnormalities of the head and neck
   - Anatomy of the cranial nerves and nervous system of head and neck
   - Anatomy of the tongue
   - Anatomy of the temporal and infratemporal regions
   - Anatomy of salivary glands and the pharynx
   - Tooth and alveolar bone anatomy
   - Functional anatomy of mastication
   - TMJ: surgical anatomy and function

2. **Pathology, immunology and physiology:**
   - Inflammation, tissue repair and regeneration
   - Haemostasis
   - Shock
   - Hypersensitivity and anaphylaxis
   - Infections
   - Oral mucosa ulcers
   - Neoplasia, classification of tumors, characteristics of benign and malignant tumors, grading and staging of cancers and pre-cancerous lesions, and tumor angiogenesis
   - Coagulation and bleeding disorders
   - Dental caries, diseases of pulp and periapical tissues
   - Oral manifestations of metabolic and endocrinal disturbances
   - Diseases of the TMJ
   - Haemato-pathology in relation to oral cavity
   - Cysts pathology of the oral cavity
   - Salivary gland diseases
   - Laboratory investigations in relation to diseases of oral cavity
   - Knowledge of organisms commonly associated with disease of oral cavity
   - Liver diseases, hepatitis and its prophylaxis
   - Physiology of nerve conduction and pain pathway
   - Saliva: composition and functions
3. Pharmacology

Dosage and mode of administration of drugs
Classification of local anesthetic drugs
Advantages and disadvantages of local anesthetic techniques
Complications and management of local anesthetic
Antibiotics and analgesics

4. Principles of surgery

Surgical diagnosis
Basic necessities for a surgical procedure
Principles of aseptic technique
Flap design and tissue handling
Bleeding control
Suturing

5. Examination and diagnosis of oral surgery patient

Taking a medical history
Physical and radiographic examination
Clinical and laboratory diagnosis
Oral manifestations of systemic diseases
Implications of systemic diseases in surgical patients

6. Exodontia and management of impacted teeth

Principles of elevation and elevators used in oral surgery
Principles of atrumatic extraction
Indications and contraindications
Types of extractions
Complications of extraction procedures and their management
Impacted teeth anatomy and classification
Indications and contraindications of removal of impacted teeth
Surgical removal procedures
Complications of surgical removal procedures and their management
Transplantation of teeth

7. Surgical endodontics and surgical orthodontics

Diagnosis
Indications and contraindications
Procedures of periradicular surgery
Surgical exposure of un-erupted teeth and surgical repositioning of partially erupted teeth

8. Dental emergency care

Triage basic dental trauma (i.e., avulsed teeth, fractures, intrusions, etc.)
Manage common dental emergencies (pain, swelling, bleeding, infection) and appropriate referral.
Develop a diagnostic approach to the patient presenting with oral pain that includes both intraoral and extra-oral causes.
9. Imaging and surgical radiology

Radiological techniques and procedures
The principles of effective radiology and imaging
Radiological anatomy of the jaws and teeth
Conventional radiographic systems, indications and interpretation of images
Digital Imaging
Basic principles of CT scans and their interpretation
The use of three-dimensional imaging software in the planning, positioning and placing of implants.
The use of clinical photography

10. Medico-legal responsibilities or oral surgery patient, ethics and communication skills

The interface between clinical dental practice and the law
The principles of professional and ethical practice
How to present treatment options
Treatment plans and how to work towards informed consent
The law in relation to informed consent
Communication with patients, relatives and health care colleagues
The ability of the student to communicate complex treatment modalities to the patient
Medical and dental records: their content, the law regarding disclosure and data protection
Effective communication with laboratory technicians
Participation in peer review, audit, courses and conferences

INDICATIVE READING

To develop your skills in finding, accessing and analysing information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies. More specific readings may be utilised throughout the module.

Essential Text:

ISBN 9780867154788

Recommended Reading:

<table>
<thead>
<tr>
<th>Day</th>
<th>Session</th>
<th>Post-session</th>
</tr>
</thead>
</table>
| 1   | **am - Lecture & discussions.**
Head and neck anatomy for surgical dentist
Anatomy of the oral cavity
TMJ anatomy
Group Work - clinical applications of anatomy

**pm - Lecture & discussions.**
Pathology, immunology and physiology of the head and neck.
Inflammation
Haematology
Neoplasia
Group Work - dentigerous cysts | Consolidate notes and reading.
Review materials on:  http://www.cl-dental-school.co.uk |
| 2   | **am - Lecture & discussions.**
Pharmacology- Antibiotics and analgesics
Local anesthetic
Complications of LA
Group Work - Advantages and disadvantages of LA techniques

**pm - Lecture & discussions.**
Principles of surgery
Basic necessities for a surgical procedure
Principles of aseptic technique
Bleeding control | Consolidate notes and reading.
Review materials on:  http://www.cl-dental-school.co.uk |
| 3   | **am - Lecture & discussions.**
Examination and diagnosis of oral surgery patient
History taking
Clinical and Laboratory diagnosis
Implications of systemic diseases on oral surgery patient

**pm - Lecture & discussions/ practical workshop**
Flap design and tissue handling
Suturing techniques
Flap and suturing workshop | Consolidate notes and reading, Reflection on suturing workshop
Review materials on:  http://www.cl-dental-school.co.uk |
| 4 | **am - Lecture & discussions.**  
|   | Exodontia  
|   | Principles of elevation  
|   | Instrumentation  
|   | Atrumatic removal of teeth  
|   | Critical appraisal exercise  
|   | **pm - Lecture & discussions.**  
|   | Anatomy of impacted teeth  
|   | Surgical removal of impacted teeth  
|   | Complication of surgical removal  
|   | Transplantation of teeth  
|   | Consolidate notes and reading.  
|   | Review materials on:  http://www.cl-dental-school.co.uk |
| 5 | **am - Lecture & discussions.**  
|   | Fundamentals of surgical endodontics  
|   | Fundamentals of surgical orthodontics  
|   | Dental emergency care and triage of dental trauma  
|   | Critical appraisal exercise  
|   | **pm - Lecture & discussions.**  
|   | Oro-facial pain  
|   | Surgical radiology  
|   | Medico-legal perspectives in oral surgery practice  
|   | Group work – effective communication  
|   | Consolidate notes and reading.  
|   | Review materials on:  http://www.cl-dental-school.co.uk |
**OPERATIVE IMPLANT DENTISTRY**

**General Information**

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<td>External Accrediting Body</td>
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**Educational Aims**

To introduce students to:

- oral surgery
- management of complications
- decision making and restorative protocols

**Learning Outcomes**

<table>
<thead>
<tr>
<th>LO</th>
<th>Description</th>
<th>K1</th>
<th>C1</th>
<th>P1</th>
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<tr>
<td>LO1</td>
<td>demonstrate a critical understanding of the fundamental principles, theory and safe practice of implant dentistry</td>
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<tr>
<td>LO2</td>
<td>demonstrate proficiency in implant placement and restoration</td>
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</table>

**Assessments**

- **Summative**
  - A written assignment of 2,000 words (80%) *(LO1)*
  - Presentation on aspects of clinical practice (20%) *(LO1)*
  - Clinical Examination *(P/F) (LO2)*
- **Formative**
  - Three written assignments
  - Continual clinical assessment
INDICATIVE SYLLABUS

1. Implant related surgical protocols and management

Principles of implant placement, including flap design and ridge augmentation.

Preoperative medication and post-operative management.

Methods of implant exposure and soft tissue management.

Immediate / Para immediate. Implant placement protocols.

Definition and principles of implant placement
Osseointegration
Classification and types of dental implants
Indications and contraindications of dental implants as treatment plan option
Surgical procedures
Methods of implant exposure and soft tissue management
Protocols of immediate/ Para immediate and delayed implant placement.
Preoperative medication and post-operative management

2. Clinical Implant Restorative Dentistry

Orthodontics
Basic Orthodontic diagnosis and treatment as an adjunctive to implant treatment and criteria for referral to specialist

Restorative Dentistry
Assessment of previous restorations, dentures and of the current dentition and occlusion.
Current restorative techniques and protocols used in implant dentistry.
Impression techniques and materials for implants
Transitional prostheses and provisional implant restoration
Occlusal aspects specific to the restoration of dental implants
The diagnosis and management of periodontal tissues in health and disease, including use of indices
The provision of the fixed and removable implant retained prosthesis, including their design, maintenance and the problems related to precision attachments and implant components
Care and maintenance of precision attachments
Biomechanics of bars, mechanical and magnetic attachments
Dental laboratory techniques and materials used in the fabrication and construction of the implant prosthesis
Monitoring and maintaining standards of the laboratory
Involving technicians in the planning of implant cases

3. Radiology and Digital Imaging

Radiology
Radiological techniques and procedures
The principles of effective radiology and imaging
Radiological anatomy of the jaws and teeth especially as it relates to implant dentistry
Conventional radiographic systems and views, indications for their use and the interpretation of images with emphasis on diagnosis and implant planning

Digital Imaging
- Basic principles of CT scans and their interpretation
- The use of three dimensional implant positioning software in the planning, positioning and placing of implants.
- The use of clinical photography

4. Ability to locate and evaluate the scientific literature including the effectiveness of clinical trials

Critical appraisal of research
- The hierarchy and evaluation of evidence (Cochrane Collaboration)
- Principles of Evidence based Dentistry
- Basic statistics, clinical trial design and analysis

5. Medico-legal responsibilities, ethics and Communication skills

The interface between clinical dental practice and the law.
The principles of professional and ethical practice
How to present treatment options, treatment plans and how to work towards Informed consent
Communication with patients, relatives and health care colleagues
The law in relation to informed consent
The ability of the student to communicate complex treatment modalities to the patient
Medical and dental records: their content, the law regarding disclosure and data protection
Effective communication with laboratory technicians
Participation in peer review, audit, courses and conferences

INDICATIVE READING

To develop your skills in finding, accessing and analysing information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies. More specific readings may be utilised throughout the module.

Essential Text:  

Recommended reading:  
# Yr1 Module Operative Implant Dentistry (MClinDent): Scheme of work

<table>
<thead>
<tr>
<th>Day</th>
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</table>
| 1   | **am - Lecture & discussions.**  
- General Complications.  
- Implant Complications  
- Soft Tissue Complications  
**pm - Lecture & discussions.**  
- Laboratory Complications  
- Group work  
- Early Intervention for Prevention  
- Damage to the ID nerve | Consolidate notes and reading.  
*Basic research design:*  
Review materials on: http://www.cl-dental-school.co.uk |
| 2   | **am - Lecture & discussions.**  
- Early loading.  
- Treatment Planning  
- Endodontic /Implant prognosis  
- Group Work  
**pm - Lecture & discussions.**  
- Central Incisor Replacement Practical Considerations.  
- Posterior Implant Restoration  
- Mandibular Molar Replacement | Review materials on: http://www.cl-dental-school.co.uk |
| 3   | **am - Lecture & discussions.**  
- Altered Sensation.  
- Group Work.  
- The Furcated Molar.  
- Localised bone graft.  
**pm - Lecture & discussions.**  
- Sinus Augmentation  
- Group Work  
- Immediate lateral Incisor | Review materials on: http://www.cl-dental-school.co.uk |
| 4 | **am - Lecture & discussions.**  
- Implant Supported Bridges (Part1).  
- Implant Supported Bridges (Part2).  
- Overdenture Theory (Part1)  
- Overdenture Theory (Part2)  

**pm - Lecture & discussions.**  
- Implant Overdenture Maintenance  
- Group Work  
- Full Arch Reconstruction | Consolidate notes on literature & critical appraisal.  
Review materials on:  [http://www.cl-dental-school.co.uk](http://www.cl-dental-school.co.uk) |
|---|---|
| 5 | **am - Lecture & discussions.**  
- Assessment Parameters in the Aesthetic Zone  
- Abutment Design  
- Group Work  

**pm - Lecture & discussions.**  
- Implant Positioning and Timing Protocols in the Aesthetic Zone  
- Preservative Protocol for the Aesthetic Zone  
- Regenerative Protocols for the Aesthetic Zone |
BIOMECHANICS OF OSSEOINTEGRATION

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| External Accrediting Body | None |

Educational Aims

To introduce students to:

- the fundamental principles of implantology
- the treatment planning of implant cases

Learning Outcomes

<table>
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<th>LO1</th>
<th>proficiently evaluate, identify and select suitable implant cases</th>
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<td>LO2</td>
<td>demonstrate critical skills in diagnosing and planning the treatment for implant cases</td>
<td>C2</td>
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<td>LO3</td>
<td>integrate complex knowledge to promote and advise prospective implant patients</td>
<td>C3</td>
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Assessments

Summative
Assignment of 2,000 words (80%) (LO1, LO2)
Presentation on aspects of clinical practice (20%) (LO3)

Formative
Three short written assignments
INDICATIVE SYLLABUS

This module will give students an overview of biomaterials, implants, their components and the theory of osseointegration with guidance on patient selection, diagnosis and treatment planning. Also effective clinical protocols for simple implant restoration using techniques that are currently available and commonly used.

1. Knowledge of the basic medical sciences and therapeutics relevant to the diagnosis and treatment planning of the implant patient

Dental anatomy
   Bone formation, bone classification quality and quantity, resorption patterns and turnover and its relevance to implant treatment
   Structure of the dento-alveolar complex

Anatomy
   Topographical anatomy of craniofacial structures.
   Vascular and neural supply and its importance with regard to the three dimensional placement of dental implants

Microbiology
   Organisms responsible for common dental diseases, peri implantitis and their behaviour
   The pathogenesis and biochemical basis of peri implantitis

Therapeutics
   Principles of applied pharmacology in dentistry
   Prescribing and basic principles of drug dosage and misuse of drugs
   Antimicrobial agents: mode of action, toxicity and resistance
   Mediators of pain and inflammation, peripherally and centrally acting analgesics, anti-inflammatory agents
   Side effects of drugs, drug interactions

2. Knowledge of the treatment protocols and terminology specific to in Implant Dentistry

A brief history of implantology, its development and current status.
Biocompatibility; what is it, how is it assessed and the factors that influence it.
What is osseointegration how is it achieved and maintained and what patient specific factors influence it.
Interplay between biomaterials and biomechanics.
Identification of the salient features of modern implant systems and different tissue interface(s).
The macro and microscopic features of implant design.
An understanding of the limitations of implant treatment.
Different loading protocols of implants; when to load and how to load.
Mechanics of screw fixation.
Torque and its effects.
Factors that influence emergence and submergence profile and their effect on soft tissue aesthetics.
3. **Knowledge of the management and identification of complications specific Implant Dentistry and revision**

Management and understanding the aetiology of failed, failing and ailing implants. Identification and analysis of the biomechanical problems associate with fracture implant components and or substructures. Surgical complications related directly to implant placement, nerve damage and haemorrhage. Perforation of vital structures and damage to adjacent teeth and roots. The differential diagnosis and aetiology of bone loss associated with either occlusal trauma or disease. Soft tissue aesthetic and maintenance problems. Maintenance and hygiene problems associated with implant supported/retained prostheses.

4. **Knowledge of those aspects of medicine and surgery which are relevant to diagnosis and treatment in Implant Dentistry**


5. **Management systems specific to the implant practice**

Knowledge of cross-infection control procedures including cleaning, sterilisation and disinfection procedures in general dental practice. Infection control procedures specific to implant placement and equipment. The management of the implant patient treatment programme. Delegation and supervision of auxiliaries. Use of hygienists in the maintenance of the implant patient. Basic information and data storage relevant to implant dentistry.

**INDICATIVE READING**

To develop your skills in finding, accessing and analysing information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies. More specific readings may be utilised throughout the module.

**Essential Text:**


Recommended reading:

## Yr1 Module Biomechanics of Osseointigration (MClindent): Scheme of work

<table>
<thead>
<tr>
<th>Day</th>
<th>Session</th>
<th>Post-session</th>
</tr>
</thead>
</table>
| 1   | **am - Lecture & discussions.**  
- Introduction to Osseointegration.  
- Assessment of Osseointegration.  
- General Concepts.  
- Informed Consent  
- Group Work - informed consent exercise  

*pm - Lecture & discussions.*  
- Assessment of Osseointegration.  
- Patient Selection and Diagnosis.  
- Treatment Planning  
- Group Work -treatment planning exercise | Consolidate notes and reading.  
Review materials on: [http://www.cl-dental-school.co.uk](http://www.cl-dental-school.co.uk) |
| 2   | **am - Lecture & discussions.**  
- Surgical Anatomy.  
- Placement Protocols.  
- Delayed Incisor Placement  
- Group Work - case assessment  

*pm - Lecture & discussions.*  
- Flap Design.  
- Critical Appraisal.  
- Group Work - paper appraisal  
- Radiographic Anatomy | Using the template provided, start to appraise a paper provided. |
| 3   | **am - Lecture & discussions.**  
- Implant Design Part 1  
- Group Work – differences to teeth  
- Implant Design (Part 2)  
- Bone Manipulation Techniques  

*pm - Lecture & discussions.*  
- Work 3 Anterior Implant Supported Bridges.  
- Immediate Premolar  
- Critical Reading Exercise | Review materials on: [http://www.cl-dental-school.co.uk](http://www.cl-dental-school.co.uk)  
Design your implant |
| 4 | **am - Lecture & discussions.** |
|   | • Soft Tissue (Part1). |
|   | • Soft Tissue (Part2). |
|   | • factors influencing soft tissue profile |
|   | • Case Assessment. |
|   | **pm - Lecture & discussions.** |
|   | • Platform Switching |
|   | • Group Work |
|   | Review materials on:  http://www.cl-dental-school.co.uk |
| 5 | **am - Lecture & discussions.** |
|   | • Concepts Implant Occlusion (Part 1) |
|   | • Concepts Implant Occlusion (Part 2) |
|   | • Case Assessment |
|   | • The implant Supported Canine |
|   | **pm - Lecture & discussions.** |
|   | • Diagnostic Templates |
|   | • Transfer Impressions |
|   | • Implant Supported Molar |
|   | • Case discussion |
|   | • Long term maintenance |
|   | Review materials on:  http://www.cl-dental-school.co.uk |
Year 2 Modules
FUNDAMENTALS OF BONE AUGMENTATION AND GRAFTING

General Information

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Educational Aims

To introduce students to:

- bone biology, metabolism, physiology and healing
- anatomy of mouth, jaws, and skull in relation to bone augmentation
- cases that may benefit from bone augmentation to facilitate dental implant placement
- the sources of augmentation materials and autogenous bone
- various augmentation protocols and methods and their implications
- the use of alternative materials and methods

Learning Outcomes

<table>
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<td>comprehensively understand the principles, theory and safe practice of bone augmentation</td>
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<tr>
<td>LO2</td>
<td>competently evaluate, diagnose, assess, and plan suitable augmentation cases</td>
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<tr>
<td>LO3</td>
<td>critically identify and evaluate the choice of techniques for bone augmentation to enhance implant treatment</td>
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<tr>
<td>LO4</td>
<td>evaluate complex legal and ethical principles underlying bone grafting patient care</td>
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</table>
Assessments

Summative
One written assignment of 2,000 words (100%) (LO1-4)

Formative
Three written assignments.

INDICATIVE SYLLABUS

This module will give students advance understanding of the biology of bone in health and disease, and its response to surgical trauma.

1. **Basic sciences in relation to bone grafting and augmentation:**
   

2. **Biomaterial science in bone grafting**
   

3. **Treatment protocols in bone grafting and augmentation**
   

4. **Advanced augmentation techniques**
   
   Guided tissue regeneration. Distraction osteogenesis. Open and closed sinus elevation techniques.
Use of contemporary instruments and equipment in bone grafting and sinus elevation

5. **Radiology and advanced imaging techniques in bone augmentation**

Radiological techniques in relation to bone augmentation
Radiological analysis of the maxillofacial anatomy in relation to bone loss and augmentation planning
The use of digital imaging versus conventional radiographic systems and the interpretation of images with emphasis on bone augmentation planning

6. **Tissue engineering and use of growth factors**

Use of recombinant growth factors
Use of centrifuged concentrated growth factors
Use of stem cells in tissue engineering and regeneration

7. **Management and identification of complications**

Management and understanding the aetiology of failing bone grafts
Surgical complications related to augmentation procedures including damage to vital structures and haemorrhage.
Management of soft tissue complications

8. **Medico-legal responsibilities in relation to bone augmentation procedures**

The principles of professional and ethical practice in bone grafting
The law in relation to dentist’s competency in performing grafting procedures
The law in relation to informed consent in bone grafting procedures
How to present treatment options, treatment plans and how to work towards Informed consent
The ability of the student to communicate bone grafting treatment modalities to the patient

**INDICATIVE READING**

To develop your skills in finding, accessing and analysing information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies. More specific readings may be utilised throughout the module.

**Essential Text:**

Recommended Reading:

### Yr2 Module - Fundamentals of Bone Augmentation and Grafting (MClinDent): Scheme of work

<table>
<thead>
<tr>
<th>Day</th>
<th>Session</th>
<th>Post-session</th>
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</table>
| 1   | **am - Lecture & discussions.**  
- General Concepts.  
- Clinical Applications of Bone Biology  
- Anatomy or alveolar processes and maxillary sinuses  
- Lateral and Vertical Augmentation  
- Pre, Peri and Post-Operative Pain Management  
- Group Work - legal concepts in relation to bone augmentation procedures | Consolidate notes and reading.  
Review materials on: [http://www.cl-dental-school.co.uk](http://www.cl-dental-school.co.uk) |
|     | **pm - Lecture & discussions.**  
- Assessment of alveolar bone defects.  
- Patient Selection and Diagnosis.  
- Treatment Planning  
- Advanced imaging techniques in bone grafting  
- Use of growth factors and stem cell therapy in augmentation  
- Group Work - bone grafting treatment planning exercise |                                                                                     |
| 2   | **am - Lecture & discussions.**  
- Sinus Elevation (open approach).  
- Lateral window approach.  
- Complications of open approach and its management  
- Group Work - case assessment | Consolidate notes and reading.  
Review materials on: [http://www.cl-dental-school.co.uk](http://www.cl-dental-school.co.uk) |
|     | **pm - Lecture & discussions.**  
- Sinus Elevation (close approach).  
- Summers technique.  
- Group Work – advanced techniques in closed sinus approach  
- Management of complications of closed approach |                                                                                     |
<table>
<thead>
<tr>
<th>Time</th>
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<td><strong>am</strong></td>
<td><strong>Lecture &amp; discussions.</strong></td>
<td><strong>Autogenous Grafting</strong>&lt;br&gt;<strong>Intraoral and Extraoral Donor Sites</strong>&lt;br&gt;<strong>Particulate vs. block grafting</strong>&lt;br&gt;<strong>Distraction osteogenesis</strong>&lt;br&gt;<strong>Simultaneous vs. Staged Approach in Augmentation</strong>&lt;br&gt;<strong>Group Work – case assessment</strong></td>
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<td><strong>Lecture &amp; discussions.</strong></td>
<td><strong>Alloplastic Material in Bone Grafting</strong>&lt;br&gt;<strong>Complications of alloplastic materials</strong>&lt;br&gt;<strong>Bone manipulation techniques</strong>&lt;br&gt;<strong>Soft tissue management in grafting and augmentation</strong>&lt;br&gt;<strong>Critical Reading Exercise</strong></td>
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<tr>
<td><strong>am</strong></td>
<td><strong>Practical workshop 1</strong></td>
<td><strong>Introduction</strong>&lt;br&gt;<strong>Health and Safety Instructions</strong>&lt;br&gt;<strong>Lateral Augmentation- Block Grafting</strong>&lt;br&gt;<strong>Ramus block</strong>&lt;br&gt;<strong>Chin grafting</strong></td>
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<tr>
<td><strong>pm</strong></td>
<td><strong>Practical Workshop 2</strong></td>
<td><strong>Sinus Elevation (closed approach)</strong>&lt;br&gt;<strong>Sinus Elevation (open approach)</strong>&lt;br&gt;<strong>Final discussion</strong></td>
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Consolidate notes and reading. Review materials on: [http://www.cl-dental-school.co.uk](http://www.cl-dental-school.co.uk)
OCCLUSION

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<td>Post-requisites</td>
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<td>Excluded Combinations</td>
<td>None</td>
</tr>
<tr>
<td>External Accrediting Body</td>
<td>None</td>
</tr>
</tbody>
</table>

Educational Aims

To introduce students to:

- the fundamental principles of occlusion
- the diagnosis and treatment protocols of occlusal dysfunction
- the various equipment available
- the importance of good laboratory communication

Learning Outcomes

<table>
<thead>
<tr>
<th>LO1</th>
<th>critically evaluate the fundamental principles that underpin sound occlusal practice</th>
<th>K1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>C1</td>
</tr>
<tr>
<td>LO2</td>
<td>systematically diagnose occlusal dysfunction and treatment plan complex occlusal restorative cases</td>
<td>C2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P1</td>
</tr>
<tr>
<td>LO3</td>
<td>demonstrate proficiency in the use of a semi adjustable articulator</td>
<td>P2</td>
</tr>
<tr>
<td>LO4</td>
<td>proficiently manage the restorative treatment of patients with occlusal problems</td>
<td>C3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P3</td>
</tr>
<tr>
<td>LO5</td>
<td>comprehensively understand the effects of occlusion on the implant patients</td>
<td>C4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P4</td>
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</tbody>
</table>
Assessments

Summative
Assignment 2,000 words (100%) (LO1, LO2, LO5)
Clinical Examination (P/F) (LO3, LO4)

Formative
Three written assignments.

INDICATIVE SYLLABUS

This module will give students the areas of knowledge of occlusal issues that relate to restorative dentistry in general which are required during the second year of the programme. The biologic equilibrium of the masticatory system is a fundamental importance and this module address clinical aspects of occlusal treatment: diagnosis and treatment protocol, fabrication of bite splints, treatment of temporomandibular disorders, the creation of functional restorations, occlusal adjustment, and treatment of malocclusion.

1. Knowledge of the basic medical sciences and therapeutics relevant to the diagnosis and treatment planning of the dental patient

   Anatomy
   Topographical anatomy of temporomandibular joints, vascular and neural supply and their importance to the occlusion. The muscles of occlusion and their action.
   The occlusal anatomy and tooth form.
   Therapeutics.
   The use of drugs in the management of TMJ dysfunction and the control of pain.

2. Knowledge of the treatment protocols and terminology specific to occlusion

   A brief history of development of occlusal theories and current status.
   Biocompatibility; Interplay between biomaterials and biomechanics of different restorative materials.
   The terminology specific to occlusion.
   An understanding of the limitations of occlusal rehabilitation.
   Different loading protocols of implants; when to load and how to load.
   An understanding of the different types of articulators and the uses.
   Recording occlusal dimension and accurately convey this to the dental laboratory.

3. Knowledge of the management and identification of occlusal dysfunction

   Management and understanding the aetiology of temporomandibular dysfunction.
   Identification and analysis of the biomechanical problems associate with the TMJ and or substructures.
   The differential diagnosis and aetiology of TMJ dysfunction associated with either occlusal trauma or disease.
   Aetiology of tooth wear and its management and or prevention.

4. Knowledge of those aspects of medicine and surgery which are relevant to diagnosis and treatment in Implant Dentistry

   The formulation of comprehensive and realistic treatment plans.
   Pathological conditions of the TMJ and their impact on the occlusion.
Identification of the need for occlusal splint therapy.

5. **Surgical protocols and management of TMJ**
   Principles of surgical treatment of the TMJ and joint replacement

6. **Clinical Restorative of Occlusion**
   Orthodontics.
   Basic Orthodontic diagnosis and treatment as an adjunctive to occlusal treatment and criteria for referral to specialist.
   Restorative Dentistry.
   Assessment of previous restorations, dentures and of the current dentition and occlusion.
   Current restorative techniques and protocols used in restorative dentistry.
   Impression techniques and materials.
   Transitional prostheses and design of the provisional restoration.
   Occlusal aspects specific to the restoration of severe wear cases.
   Prevention of occlusal problems maintenance of the occlusion.
   Dental laboratory techniques and materials used in the fabrication of occlusal splints.
   Communication involving technicians in decision making and restoration of the occlusion.

7. **Radiology and Digital Imaging**
   Radiology
   Radiological techniques and procedures specific to imaging of the TMJ.
   Conventional radiographic systems and views, indications for their use and the interpretation of images with emphasis on diagnosis of joint pathology Use of MRI and CT scans and their interpretation.

**INDICATIVE READING**

To develop your skills in finding, accessing and analysing information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies. More specific readings may be utilised throughout the module.

**Essential Text:**
Recommended Reading:

## Yr2 Module Occlusion (MClinDent): Scheme of work

<table>
<thead>
<tr>
<th>Day</th>
<th>Pre-session</th>
<th>Session</th>
<th>Post-session</th>
</tr>
</thead>
</table>
| 1   | Students will be asked to bring a set of study models of their own mouth and the face and articulator that they normally use. This is mainly a practical session so that the end of the session students will be able to mount models on a semi adjustable articulator. There will also be an introduction of the equipment available. | **am - Lecture & discussions.**  
- Fundamentals of occlusion  
This session will review the fundamental principles of occlusion. The session will also outline the use of occlusal splints for:  
the treatment of facial pain  
the use of splints in large restorative cases  
the use of splints to treat tooth wear  
- Differential diagnosis of headaches  
This session will give students knowledge of the differential diagnosis of headaches  
**pm - Lecture & discussions.**  
- Literature review  
Students will be given pre course reading surrounding the issues of occlusion. They will also be asked to bring 4 references that they have found themselves. The session will enable them to critically appraise and understand the current literature. The students will be divided into groups and then feedback will be taken from the groups. | Consolidate notes and reading.  
**Basic research design:**  
Review materials on: [http://www.cl-dental-school.co.uk](http://www.cl-dental-school.co.uk) |
<table>
<thead>
<tr>
<th></th>
<th>Students will be shown how to make a stent in the surgery environment. They will have mounted their models on a semi-adjustable articulator and will adjust these models. They will be given the assignment that they will need to do for this module.</th>
</tr>
</thead>
</table>
|   | **am - Lecture & discussions.**
|   | - Use of face bows
|   | - Making anterior jigs, CR recording, ICP recording
|   | - Mounting models on a semi-adjustable articulator
|   | - Making anterior jigs
|   | - Making emergency splints
|   | - Equipment available
|   | **pm - Lecture & discussions.**
|   | - Use of stents
|   | - Adjusting models on a semi-adjustable
|   | - Outline of assignment for occlusion module
|   | Using the template provided, start to prepare ideas for research proposal.
|   | **pm - Lecture & discussions.**
|   | - Feedback on any problems so far
|   | - Adjusting and fitting splints
|   | - Feedback on the assignment
|   | Review materials on: [http://www.cl-dental-school.co.uk](http://www.cl-dental-school.co.uk)
|   | **pm - Lecture & discussions.**
|   | - Problem cases
|   | - How to create space for wear cases
|   | - Materials
|   | - Lab communication
| 3 | This is a practical session to show how to fit and adjust splints. They will be given some cases with occlusal problems to do treatment planning. The session will also enable to understand the treatment of wear cases.

Using the template provided, start to prepare ideas for research proposal.
ADVANCED CLINICAL PRACTICE

General Information

<table>
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<tr>
<th>School</th>
<th>School of Health</th>
</tr>
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<tbody>
<tr>
<td>Level</td>
<td>Level 7</td>
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<tr>
<td>Credit Value</td>
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<tr>
<td>Part-Time Contact Hours</td>
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<td>Full-Time Contact Hours</td>
<td>12 Hours per week, split 50:50 between theory and practical</td>
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<td>Programme(s)</td>
<td>Masters in Clinical Dentistry (Implantology)</td>
</tr>
<tr>
<td>Module leader</td>
<td>Stewart Harding</td>
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<td>Related Modules Pre-requisites</td>
<td>Completion of all Year 1 Modules</td>
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<td>Co-requisites None</td>
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<td></td>
<td>Excluded Combinations None</td>
</tr>
<tr>
<td>External Accrediting Body</td>
<td>None</td>
</tr>
</tbody>
</table>

Educational Aims

To introduce students to:

- the advanced practice of this specialist subject
- decision making and clinical protocols

Learning Outcomes

<table>
<thead>
<tr>
<th>LO1</th>
<th>confidently and systematically identify and select suitable clinical cases</th>
<th>C1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>P1</td>
</tr>
<tr>
<td>LO2</td>
<td>confidently and systematically diagnose and treatment plan clinical cases</td>
<td>C2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P2</td>
</tr>
<tr>
<td>LO3</td>
<td>demonstrate advanced and proficient skills in this specialist subject</td>
<td>P3</td>
</tr>
</tbody>
</table>

Assessments

Summative
A portfolio of four case diaries (1,500 words each), three standard cases and one advanced case. (100%) (LO1 – LO3)
Clinical Examination (P/F) (LO3)
Formative
Three written assignments
Continual clinical assessment
Full-time students in clinical placement will, in addition, evidence completion of 100 clinical cases.

INDICATIVE SYLLABUS

1. Knowledge of the basic principles of this specialist subject and their application in patient care.

2. Successful completion of 4 supervised clinical cases that the student can apply all of the following in patient care: competency to plan, discuss and evaluate treatment in accordance with sound surgical principles, and the ability to consistently propose safe, sound and ethical treatment plans.

3. Soft and hard tissues with respect and according to sound surgical principles.

4. Surgical competence when carrying out surgical procedures and according to the protocols of the respective systems.


6. Plan and manage simple clinical procedures as they arise.

7. Identify and effectively manage complications as they arise appreciation of personal limitations, and the maturity and willingness to discuss and manage complex cases with your colleagues.

8. Competently plan and instigate an implant maintenance programme.

INDICATIVE READING

To develop your skills in finding, accessing and analysing information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies. More specific readings may be utilised throughout the module.


Recommended Reading: COHEN Interdisciplinary Treatment Planning: Principles, Design, Implementation
# Common Yr Advanced Clinical Practice Module (MClinDent): Scheme of work

## Part-Time

<table>
<thead>
<tr>
<th>Day</th>
<th>Pre-session</th>
<th>Session</th>
<th>Post-session</th>
</tr>
</thead>
</table>
| 1   | Prepare actual case data for treatment planning presentation Review various treatment protocols | **am - Seminar & discussions.**  
- Introduction Clinical Cases.  
- Diagnosis and treatment planning.  
**pm - Seminar & discussions.**  
- Start literature searching for similar cases  
- Treatment paradigms & protocols. | Consolidate treatment plans and conduct literature search to find best available supporting evidence for care |
| 2   | Review treatment outcomes and present completed cases with supporting documentation. | **am - Seminar & discussions.**  
**pm - Class exercise.**  
- Brainstorming proposal various alternative treatment plans and outcome.  
- Evaluate treatment outcome | Using the process and outcome template provided, start to evaluate outcomes at various stages of treatment to determine what went well and what could have been changed. |
| 3   | Review treatment outcomes and present completed cases with supporting documentation. | **am - Seminar & discussions.**  
**pm - Class exercise.**  
- Brainstorming proposal various alternative treatment plans and outcome.  
- Evaluate treatment outcome | Using the process and outcome template provided, continue to evaluate outcomes at various stages of treatment to determine what went well and what could have been changed. |
| 4   | Review treatment outcomes and present completed cases with supporting documentation. | **am - Seminar & discussions.**  
**pm - Class exercise.**  
- Brainstorming proposal various alternative treatment plans and outcome.  
- Evaluate treatment outcome | Using the process and outcome template provided, continue to evaluate outcomes at various stages of treatment to determine what went well and what could have been changed. |
<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>Review treatment outcomes and present completed cases with supporting documentation.</td>
<td>Using the process and outcome template provided, continue to evaluate outcomes at various stages of treatment to determine what went well and what could have been changed.</td>
</tr>
<tr>
<td></td>
<td><strong>am - Seminar &amp; discussions.</strong></td>
<td>• Outcomes/measures of success and failure – lecture &amp; discussion using case studies.</td>
</tr>
<tr>
<td></td>
<td><strong>pm - Class exercise.</strong></td>
<td>• Brainstorming proposal various alternative treatment plans and outcome. • Evaluate treatment outcome</td>
</tr>
<tr>
<td>6</td>
<td>Review treatment outcomes and present completed cases with supporting documentation.</td>
<td>Using the process and outcome template provided, evaluate outcomes at various stages of treatment to determine what went well and what could have been changed.</td>
</tr>
<tr>
<td></td>
<td><strong>am - Seminar &amp; discussions.</strong></td>
<td>• Outcomes/measures of success and failure – lecture &amp; discussion using case studies.</td>
</tr>
<tr>
<td></td>
<td><strong>pm - Class exercise.</strong></td>
<td>• Brainstorming proposal various alternative treatment plans and outcome. • Evaluate treatment outcome</td>
</tr>
<tr>
<td>7</td>
<td>Review treatment outcomes and present completed cases with supporting documentation.</td>
<td>Using the process and outcome template provided, confidently evaluate outcomes at various stages of treatment to determine what went well and what could have been changed.</td>
</tr>
<tr>
<td></td>
<td><strong>am - Seminar &amp; discussions.</strong></td>
<td>• Outcomes/measures of success and failure – lecture &amp; discussion using case studies.</td>
</tr>
<tr>
<td></td>
<td><strong>pm - Class exercise.</strong></td>
<td>• Brainstorming proposal various alternative treatment plans and outcome. • Evaluate treatment outcome</td>
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</table>
**Common Yr Advanced Clinical Practice Module (MClinDent):**  
**Scheme of work**

**Full-Time each week for 32 weeks**

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- Introduction Clinical Cases.  
- Diagnosis and treatment planning.  
**pm - Seminar & discussions.**  
- Start literature searching for similar cases  
- Treatment paradigms & protocols. | Consolidate treatment plans and conduct literature search to find best available supporting evidence for care. |
| 2   | Review treatment outcomes and present completed cases with supporting documentation. | **am - Seminar & discussions.**  
- Outcomes/measures of success and failure – lecture & discussion.  
**pm - Class exercise.**  
- Brainstorming proposal various alternative treatment plans and outcome.  
- Evaluate treatment outcome | Using the process and outcome template provided, evaluate outcomes at various stages of treatment to determine what went well and what could have been changed. |
Year 3 Modules
EVIDENCE BASED DENTISTRY: UNDERSTANDING RESEARCH

General Information

<table>
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<td>Level</td>
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<td>Credit Value</td>
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<td>Programme(s)</td>
<td>Masters in Clinical Dentistry (Implantology)</td>
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<tr>
<td>Module leader</td>
<td>Adrian Hunnisett</td>
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<th>Related Modules</th>
<th>Pre-requisites</th>
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<td>Excluded Combinations</td>
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</table>

| External Accrediting Body | None |

Educational Aims

To introduce students to:

- methods and types of data collection used in common clinical research designs.
- concepts behind the use of statistical description and analysis of data.
- the skills required for effective access, rigorous evaluation and dissemination of research.
- making reasoned judgements after analysis of the evidence.
- the skills to generate innovative strategies to solve unfamiliar problems.
- the skills to develop a research proposal that underpins the initial implementation of work on a research dissertation that will be completed in the final year.

Learning Outcomes:

| LO1 | discriminate between the varied approaches used in different research designs and consider their appropriateness for different types of research questions | K1 C1 P1 T1 |
| LO2 | compare and contrast the types of statistical analysis used in different research designs, the concepts underpinning their appropriate use and strengths and weakness relevant to dental research | K2 C2 P2 T2 |
| LO3 | exercise appropriate judgement in planning, selecting or presenting information methods or resources | C3 T3 |
| LO4 | refine the research questions to develop a research proposal that demonstrates originality and the potential to advance knowledge at the forefront of the subject | C4 P3 T4 |
Assessment

Summative
Written assignment (40%) (LO1 – LO2)
One x 1,500 word research proposal (60%) (LO3 – LO4)

Formative
One x 5 minute presentation of research proposal for peer and tutor evaluation.
One x 10 minute presentation of research protocol for peer and tutor evaluation.

INDICATIVE SYLLABUS

This module will give students the areas of knowledge which are required during the third year of the programme and provides the tools needed for the professional project. This is a comprehensive module covering clinical statistics, evidence based practice, critical appraisal, measurement and research design, and explores their specific application in dental research and treatment. It also enables students to identify and access the information they need in the dental literature, reading it from a critical viewpoint, and applying rules and measurements to assess the validity of methodology and conclusions.

This module will introduce different types of research design, collection of data and subsequent statistical analysis. The overall aim is to outline how research is carried out and what methods are most appropriate for answering research questions. The areas covered are as follows:

- Research Designs
  - Experiments and interventions
  - Surveys and quasi-experiments
  - Single subject designs
  - Qualitative designs

- Data
  - Questionnaires
  - Interview techniques
  - Observation

- Measurement and instrumentation

- Statistics
  - Selection and use of statistical tests
  - Descriptive Statistics
  - Analytical Statistics

- The research process
- The research question
- Planning clinical research
- Ethical Issues in clinical research
- Writing a research protocol
- Presenting a research protocol
- Practical issues in implementing research
- Initial work on the research dissertation
INDICATIVE READING

To develop your skills in finding, accessing and analysing information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies. More specific readings may be utilised throughout the module.

Essential Text:

Introduction to Research Methods: 4th edition by Dr Catherine Dawson : Publisher: How To Books Ltd, 1900

Recommended Reading:

**Common Yr3 Research Module (MClinDent): Scheme of work – Residential week 1 (Week 1)**

<table>
<thead>
<tr>
<th>Day</th>
<th>Session</th>
<th>Post-session</th>
</tr>
</thead>
</table>
| 1   | *am - Lecture & discussions.*  
- Introduction to Clinical Research.  
- The Research Process.  
*pm - Lecture & discussions.*  
**Basic research design:**  
[http://www.youtube.com/watch?v=wxGEUljdWZo](http://www.youtube.com/watch?v=wxGEUljdWZo)  
[http://www.youtube.com/watch?v=n6cSX8jmhiU](http://www.youtube.com/watch?v=n6cSX8jmhiU)  
**Clinical trial design:**  
[http://www.youtube.com/watch?v=186kvAT-WNo](http://www.youtube.com/watch?v=186kvAT-WNo) |
| 2   | *am - Lecture & discussions.*  
- The Research proposal – lecture & discussion.  
*pm - Class exercise.*  
- Brainstorming proposal ideas and planning. | Using the template provided, start to prepare ideas for research proposal. |
| 3   | *am - Lecture & discussions.*  
- Literature searching and reviews, covering:  
  a. Basic process and tips.  
  b. Proposal development.  
*pm - Class exercise.*  
- Start literature searching for research ideas. | Review:  
[http://www.youtube.com/watch?v=jKL2pdRmwc4](http://www.youtube.com/watch?v=jKL2pdRmwc4)  
Continue literature searching for research ideas. |
| 4   | *am - Lecture & discussions.*  
- Reviewing scientific literature.  
- Writing scientific literature.  
*pm - Class exercise.*  
- "What is the literature telling me?" | Consolidate notes on literature & critical appraisal.  
Review:  
[http://www.youtube.com/watch?v=XvnUojPCftk](http://www.youtube.com/watch?v=XvnUojPCftk) |
| 5   | *am - Lecture & discussions.*  
Q&A from residential week. | |
EVIDENCE BASED DENTISTRY: PROFESSIONAL PROJECT

General Information

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<tr>
<th>School</th>
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<td>Level</td>
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<td>Adrian Hunnisett</td>
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Related Modules

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<td>Post-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Excluded Combinations</td>
<td>None</td>
</tr>
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</table>

Educational Aims

This module will develop in the student the ability to:

- implement and complete a research project
- systematically collect and analyse data critically
- write up a research dissertation that advances knowledge at the forefront of the subject

Learning Outcomes

On completion of this module students will have the necessary skills to implement and write up a research dissertation of up to 15,000 words.

Students will be able to:

<table>
<thead>
<tr>
<th>LO1</th>
<th>critically evaluate relevant dental and/or scientific literature pertaining to their research question</th>
<th>C1 P1 T1</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>systematically apply knowledge in an original manner to research problems to formulate new ideas, methods or conclusions</td>
<td>C2 P2 T2</td>
</tr>
<tr>
<td>LO3</td>
<td>demonstrate proficiency in advanced techniques necessary for the acquisition of primary research data</td>
<td>C3 P3 T3</td>
</tr>
<tr>
<td>LO4</td>
<td>complete a research dissertation that is justified by a critical awareness of current problems in the field, and shows insight and originality in the application of methods, in the presentation of results and in the critical discussion of results pertaining to their research question</td>
<td>C4 P4 T4</td>
</tr>
</tbody>
</table>
Assessment

**Summative**
One x 3,000 word research protocol (30%) *(LO1 – LO3)*

Research Dissertation (15,000 words max) – completion of a research report that shows critical awareness at the forefront of dental research in the development of an original research question and presents new data that is evaluated critically so that it advances knowledge in the field. *(70%)* *(LO1 – LO4)*

**Formative**
At Level 7, formative work is set in the form of a requirement for the student to continuously evaluate and reassess their project and own performance and then to act on this by making changes that are rational and based on sound judgement and which show a good deal of autonomy in the decision-making process. In particular:

- Shows records of discussions with project supervisor which document the intellectual basis on which decisions to alter or not alter the project have been made.
- Maintains documentation that shows ongoing reflection on the project in terms of milestones achieved, data obtained and appropriateness of methodology and data analysis.
- Shows evidence of accountability and autonomy in conducting the research project and show how these attributes enable sound judgements to be made even where complete information is unavailable.

**INDICATIVE SYLLABUS**

Ongoing critical evaluation of relevant literature pertaining to the research question

Reassessment of the original research question and methodology in the light of preliminary results

Critical evaluation of issues concerned with methodology and statistical analysis in clinical research

Issues concerned with monitoring research progress and writing and presenting research

**INDICATIVE READING**

To develop your skills in finding, accessing and analysing information, data and knowledge you are encouraged to explore all sources of information to drive and enhance your learning (books, academic and professional journals, online resources, etc.). Below is an indicative list of reading that you may find helpful in your studies. More specific readings may be utilised throughout the module.
Essential Text:

Critical Thinking: Understanding and Evaluating Dental Research, Second Edition
Brunette, Donald Maxwell

Recommended Reading:

## Common Yr3 Research Module (MClincDent): Scheme of work – Residential week 2 (Week 8)

<table>
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<th>Session</th>
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<tr>
<td>1</td>
<td><strong>am - Lecture &amp; discussions.</strong></td>
<td>Using the template provided, start to prepare research protocol from the proposal.</td>
</tr>
<tr>
<td></td>
<td>• The Research protocol.</td>
<td></td>
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<tr>
<td></td>
<td><strong>pm - Lecture &amp; discussions.</strong></td>
<td></td>
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<tr>
<td></td>
<td>• Research Ethics.</td>
<td></td>
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<tr>
<td></td>
<td>• BPP SoH Research Ethics form.</td>
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<tr>
<td>2</td>
<td><strong>am - Lecture &amp; discussions.</strong></td>
<td>Review: <a href="http://www.youtube.com/watch?v=3dyp7R_su7E">http://www.youtube.com/watch?v=3dyp7R_su7E</a></td>
</tr>
<tr>
<td></td>
<td>• Secondary research data: Systematic reviews &amp; meta analysis.</td>
<td><a href="http://www.youtube.com/watch?v=mAAfvXZPHtE">http://www.youtube.com/watch?v=mAAfvXZPHtE</a></td>
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<tr>
<td></td>
<td><strong>pm - Lecture &amp; discussions.</strong></td>
<td>Review: <a href="http://www.youtube.com/watch?v=jKL2pdRmwc4">http://www.youtube.com/watch?v=jKL2pdRmwc4</a></td>
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<tr>
<td></td>
<td>• Literature searching and reviews, covering:</td>
<td>Start literature searching for protocol development.</td>
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<td></td>
<td>o Protocol.</td>
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<td></td>
<td>o Dissertation.</td>
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<tr>
<td>3</td>
<td><strong>am - Lecture &amp; discussions.</strong></td>
<td>Consolidate notes on literature &amp; critical appraisal.</td>
</tr>
<tr>
<td></td>
<td>• Critical appraisal.</td>
<td>Review: <a href="http://www.youtube.com/watch?v=AsD9Lp-q45Y&amp;list=PL3F837DEAA628AFB7">http://www.youtube.com/watch?v=AsD9Lp-q45Y&amp;list=PL3F837DEAA628AFB7</a></td>
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<td><strong>pm - Class exercise.</strong></td>
<td><a href="http://www.youtube.com/watch?v=DyVIXLhzRFA">http://www.youtube.com/watch?v=DyVIXLhzRFA</a></td>
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<td></td>
<td>• Critical appraisal workshop.</td>
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<tr>
<td>4</td>
<td><strong>am - Lecture &amp; discussions.</strong></td>
<td>Consolidate notes on statistical approaches.</td>
</tr>
<tr>
<td></td>
<td>• Descriptive statistics.</td>
<td>Review: <a href="http://www.youtube.com/watch?v=2gV1gw9NYZo">http://www.youtube.com/watch?v=2gV1gw9NYZo</a></td>
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<tr>
<td></td>
<td>• Inferential statistics.</td>
<td><a href="http://www.youtube.com/watch?v=20NpnXa4UI">http://www.youtube.com/watch?v=20NpnXa4UI</a></td>
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<tr>
<td></td>
<td><strong>pm - Class exercise.</strong></td>
<td><a href="http://www.youtube.com/watch?v=sWCoj0fCtnU">http://www.youtube.com/watch?v=sWCoj0fCtnU</a></td>
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<td></td>
<td>• Statistics workshop.</td>
<td><a href="http://www.youtube.com/watch?v=rulIUAN0U3w">http://www.youtube.com/watch?v=rulIUAN0U3w</a></td>
</tr>
<tr>
<td>5</td>
<td><strong>am - Lecture &amp; discussions.</strong></td>
<td>Q&amp;A from residential week.</td>
</tr>
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</table>
 SECTION 3 – LEARNING, TEACHING AND ASSESSMENT

Feedback on your work:

Feedback on your work can take many forms, but each form is designed to enhance and improve your performance. There is an expectation that you are responsible for your own development, obtaining and responding to feedback is an essential component with this process.

Feedback on the module will include:

- Written comments from the module team, which will be attached to your assignments or made available electronically. This will be constructive and will focus on the strengths of your work and how you could improve your performance. Comments will relate directly to the extent of how you have achieved the assignment learning outcomes.

- Generic feedback will be given to students on their performance with all examinations including group work.

- You may receive verbal feedback on Formative work, which is intended to aid your learning experience.

- You will also be expected to reflect upon your own work. Self-assessment and reflection are essential components of professional health and social care practice and are instrumental in ensuring you learn from your experiences within academic theory and practice-based learning.

- For all assessed academic work, feedback will be available four weeks after the submission date. This feedback and any grade awarded are provisional until the Board of Examiners have ratified your awarded grade.

Remember to use your feedback in conjunction with the assignment; the aim is to improve your performance, use feedback constructively to plan future work and performance. Where you are unclear with regards to the feedback, you should seek further clarification from the module team and or your personal tutor.

Submission of coursework:

You will be provided with a provisional submission date for your coursework when you commence your studies. This may be subject to change by the Programme Leader, if so then students will be notified of any changes to assessment dates well in advance and any changes to the schedule will not disadvantage your learning on the programme. This schedule MUST be adhered to as failure to adhere to submission or examination deadlines will result in a failure of the module concerned and a mark of zero awarded (0).

Within the School of Health, all coursework must be submitted PRIOR TO 12 NOON. Coursework submission dates will fall between a Monday and a Thursday. Once a student has submitted coursework it cannot be retrieved. It is your responsibility to ensure that you have adhered to the submission of coursework and examination schedule (SCWES).
Where modules of study require students to submit formative and or summative assessment items online, the above mode of submission applies. Module tutors will give students guidance on the submission process.

In some instances the Programme Leader or nominee may grant an extension of a deadline date for coursework. You must have undertaken the following for this procedure to be considered:

- The application MUST be received by 12:00 noon on the day before the deadline
- The claim for the extension MUST be on the prescribed form; and,
- MUST be accompanied by authoritative and objective evidence of the mitigating circumstances relied on

More information regarding the extension of course work can be found within the MoPPs/Part H; Section 4: Extension of Deadline Date for Assessments Procedure

Where mitigating circumstances have impaired your ability to prepare for an examination or assessment you may apply to the programme leader, or nominee, to defer the examination or assessment to the next available sitting or in exceptional circumstances to a later sitting.

The application for a deferral must:

- Be made either in advance of the date of the examination or assessment.
- The claim for a deferral MUST be on the prescribed form.
- Specify at which sitting the applicant is seeking to take the examination.
- Provide objective and authoritative evidence of the mitigating circumstances relied on to justify the deferral.

More information regarding the extension of course work can be found within the MoPPs/Part H; Section 3: Deferral of Examination Procedure

The School of Health requires all students to sign a declaration that they are fit to do so before taking and examination or submitting an assessment. BPP requires all students who do not consider themselves fit to sit an examination or who believe that an assessment has been impaired because of unforeseen circumstances outside their control, to use the procedures open to them such as deferral of an assessment or an extension of the deadline for submission.

A student who has signed a declaration that they are fit to sit an examination or submit an assessment may not usually submit a concession. There are some circumstances when the School of Health may consider concessions and these can be found within the MoPPs/Part H; Section 5: Rules on Concessions
Retrieval of failed assessment items:

Examination boards will ratify all provisional grades. They will also ratify provisional reassessment dates that are contained within your provisional programme submission of course work and examination schedule. You will normally be entitled to re-sit failed assessment items for any academic module that is awarded a ‘fail grade’. All academic reassessment items that are passed at second or third attempt will be awarded a pass mark of 50%. A student shall be permitted three attempts at each assessment component; one first sit and two re-sits.

How your work is marked:

The School of Health adheres to BPP’s General Academic Regulations. This policy is written in accordance with the MoPPs Section 2 Part H Examination and Assessment Policy.

All assessment and reassessment items (including examination papers) will be agreed and verified at the Board of Examiners in consultation with External Examiners, members of the programme team and where applicable practice partners. External examiners will have access to all students’ work submitted for assessment counting towards an award.

Due to the practice-based nature of this modules assessment, the School of Health has a professional responsibility to respond appropriately if a student reveals or discusses unsafe practise in a submitted piece of work. The programme team will respond using the following protocol:

- Where an assignment discloses unsafe practice that relates directly to a practice-based learning experience the marker will discuss the disclosure with the Programme Leader.

- If concerns exist the student will be identified and contacted.

- A meeting involving the programme leader, the student and their personal tutor will be convened to discuss the issue raised.

- If concerns persist the Programme Leader will notify the appropriate practice partner.

- Where the student has witnessed unsafe practice an appropriate practice partner may choose to invoke their ‘whistle blowing policy’ and notify in writing the Programme Leader.

- The student’s personal tutor will provide pastoral support.

Word limit:

All course work items are set a maximum word length, and you should indicate the number of words you have used on the title page of each piece of coursework.

You may use fewer words, but any words more than the word limit stated in the Summative Assessment Module word count will not be marked. A consequence of this could result in a ‘pass mark’ dropping to a ‘fail mark’.
The word count does not include references, tables or quotations. However, it should be noted that quotations should be used sparingly, and only when a writer makes a significant and important point that cannot be presented effectively in your own words.

**Guidance on presentation of Assessed work:**

Written assignments should be word-processed:

- Single line spaced
- Single sides of A4
- Font 12
- Include the word count
- Student number should appear on every page of your document
- Page numbers should be included

**Advice on proof reading:**

- Proof reading your assignments and course work prior to submitting them for marking ensures that you have an opportunity to guarantee that your work is of an acceptable academic standard. This process allows you to check for missing words, spelling mistakes, your punctuations are correct. Also whether question marks, apostrophes, commas and full stops are in the right place.
- Make use of the spell check device that is available on your computer.
- Use other functions such as the thesaurus and formatting tools for presentation.

**Anonymous marking:**

The School of Health operates an anonymous marking policy for all students on its programmes and as such you should wherever possible and practical ensure that your anonymity is maintained. Your work should only be identified using your unique BPP student number. Anonymous marking is a system whereby your identity is not made known to the internal/external marker/examiner at the time of marking.

Presentations and Assessment of practice-based learning are not marked anonymously due to the nature of these assessments. However, course work, written examinations, online examinations; case studies are all marked against your student number only.

**Referencing:**

The correct and appropriate use of reference in the text fulfils a number of purposes:

- It allows you to present supportive evidence to illustrate a point that you are making
- It provides evidence to the marker that you have reviewed the literature in a specific programme of study and you are able to introduce theories that are supported by the literature which link to your own arguments
- It enables the marker to identify the source of the literature you have reviewed, so they can review the literature themselves
- The School of Health uses the Harvard referencing system within all its programmes of study
Confidentiality:

The School of Health places immense emphasis on students maintaining confidentiality in any type of course work. The programme acknowledges the need for confidentiality in relation to the Data Protection Act (1998).

For the purposes of submitted items of assessment, we interpret confidential information to mean any information that identifies an individual (including identification of any professional), any personal details, any place, or any information, which may lead to an individual’s identification.

Assignments that require you to draw on real-life experience must be appropriately anonymised and pseudonyms used to protect the anonymity of the service user, their carer or family. This applies to all written work, presentations, portfolio and reflective commentaries (even material that is not submitted for marking), seminars and practice-based evidence.

NB Information that is clearly in the public domain and that can be accessed by members of the public e.g. via the internet such as public reports or policies do not come under confidentiality requirements.

Breaches of confidentiality:

The general principles below describe situations where confidentiality would be breached:

- Never use individual’s real names, whoever they may be, It is acceptable to describe individuals by their role, except when their role is so unique that the role holder is easily identifiable.
- If you are required to submit original or photocopied material, all specific identifying information must be removed or masked.
- Avoid the identification of clinical or practice-based learning areas
- Prior to including policies, procedures, business information in your practice-based learning experience ensure that you check if it is accessible in the public domain

Breaches of confidentiality will result in your work being referred.

Cheating and unfair practices:

At BPP, we take a strong stance against unfair practices which jeopardise the integrity and reputation of the University College and its examination and assessment processes. In addition, as a leading provider of professional education in Law, Finance, Business and Health and Social Care we believe in the education and training of professionals who are guided in all matters by strong moral principles and values of professional integrity. We therefore encourage you to abide by our Unfair Practices Regulations and refrain from any actions that would breach our code. Unfair Practice is defined as an act leading to circumstances whereby a student or another may gain unfair or unpermitted advantage in an examination or assessment.

Examples of unfair practices include but are not limited to plagiarism (copying or imitating text or material from another author or source, including the Internet, without proper acknowledgment or referencing); collusion (unauthorised collaboration in assessments); fabrication of data or results from empirical study; impersonation of another person’s identity, e.g. in order to undertake an examination on their behalf; academic misconduct which includes acts such as utilising prohibited or unauthorised material in assessments,
attempts to influence a BPP official by bribery or other unfair means, untruthful claims of mitigating circumstances, false declarations of word count, failure to observe examination and assessment requirements of timing and principled conduct among others.

All members of BPP staff have a professional obligation to report instances of unfair practice. Alleged cases are investigated and acted upon by the Programme Leader in conjunction with the Academic Registrar. Instances of alleged violations are investigated and addressed by an Unfair Practice Panel, convened by the Academic Registrar and may result in a fitness to practice panel being convened.

Penalties imposed for a violation include but are not limited to: a written warning in the student’s file; deduction of marks from an assessment to negate any advantage gained by the violation; voiding the assessment/ examination or entire module, or assigning a mark of zero; capping the award classification available to the student; termination of the student’s registration, among others.

In addition, where a programme leads to the award of a statutory or professional body, any identified violation of the Unfair Practice Regulations may be reported to that body.

Please refer to the Section 9: Unfair Practice Procedures of the Manual of Policies and Procedures (Part H, Section 9) for detailed information and guidance. You are strongly encouraged to familiarise yourself with the College’s regulations in relation to unfair practice, as ignorance will not be deemed an acceptable excuse in claims of unintentional offences.

Appeals:

At BPP, we are committed to acting in the best interest of our students while abiding by principles of fairness and integrity in all matters. The General Academic Regulations make comprehensive provisions for the review of and appeals against College decisions, in order to ensure that all students are treated in a fair and reasonable manner. We shall make every effort to hear and determine all applications and appeals from students as expeditiously as reasonably possible, having regard to the circumstances of each individual case and the requirements of natural justice and fairness. Detailed information and guidance on can be found in the MoPPs Part K.

Attendance:

You are expected to be punctual in arriving for lectures, seminars and clinical training seminars. We recognise that this may not always be possible, but out of courtesy to teaching staff and your fellow students there is an expectation that you wait for an appropriate point to enter the session as not to disrupt classes.
SECTION 4 – PROGRAMME REGULATIONS

MASTERS IN CLINICAL DENTISTRY (IMPLANTOLOGY)

Authority

1. These regulations are made under the authority of the University College’s General Academic Regulations, Part A, Paragraph 7, and in accordance with these provisions, are cited as the Masters in Clinical Dentistry (Implantology) Programme Regulations.

Derogation from the General Academic Regulations

2. Practical and clinical modules may not be condoned.

Conditions for Admission

3. Students must satisfy the following admission requirements:

   For UK applicants:
   - Undergraduate qualification in Dentistry and
   - Completion of at least one year in clinical practice and
   - Current GDC practising certificate

   For overseas applicants:
   - Undergraduate qualification in Dentistry and
   - Completion of at least one year in clinical practice and
   - Letter of good standing or equivalent from an appropriate regulatory dental body and
   - IELTS score of 6.5 overall (with a minimum of 6.0 in each component)
   - Prior to commencing clinical placement:
     - Current satisfactory immunisation status and
     - Current evidence of a satisfactory CRB check and
     - Current evidence of malpractice indemnity insurance

Conditions of Acceptance

4. An offer of a place on the programme is subject to the terms and conditions stated in the documentation accompanying the offer, these regulations and the General Academic Regulations, as in force at the time of interpretation. The acceptance of the offer is taken as agreement to these regulations.

Conditions for Progression

5. The programme is divided into: Year 1: PG Certificate in Clinical Dentistry (Implantology) (60 M credits); Year 2: PG Diploma in Clinical Dentistry (Implantology) (60 M credits) and following successful completion of the Research Dissertation, Masters in Clinical Dentistry (Implantology) (180 M credits).
6. A student may not progress to the next year of the programme until they have passed all modules in that year and may not submit the dissertation until they have successfully completed the credits for the PGDip award.

Prerequisite
7. There are no prerequisite modules within each year. However, the programme must be followed in the order prescribed in the table below.

Changing Modules or Specialisations
8. Students may transfer between specialist programmes within Dentistry with the permission of the Programme Leader. Any modules that have been completed that are common to the new programme may be transferred but all other modules for the new programme must also be completed.

Reassessment of Failed Assessment(s)
9. A student who fails one or more assessment component(s) will only be reassessed in the failed assessment component(s). An assessment ‘component’ is an individual assessment within a module that must be passed irrespective of the scores achieved on the other assessments in the module. An assessment element is an individual assessment the marks of which may be aggregated with the marks of other assessment elements within the module to achieve a pass, even though the individual element itself may not be at the pass mark.

10. A student who fails an element of an assessment but passes the module overall shall not be required to be reassessed in that element.

11. A student who fails an element of an assessment and fails the module overall will be reassessed in all elements of the assessment.

12. A student shall be permitted three attempts at each assessment component; one first sit and two resits. Further attempts may only be permitted in accordance with the regulations on appeals and the rules on concessions.

13. Where a student resits and passes an assessment component the component mark shall be capped at the pass mark. The capped mark shall be aggregated with the original mark(s) of the other component(s) and the aggregated mark shall appear on the transcript.

14. Where permitted in the programme handbook, coursework submitted for summative assessment that had been failed by the examiners may be revised and resubmitted by the student following feedback.

Condonation
15. A student may be condoned by the Board of Examiners once in one module where the student has:
   (1) achieved a mark in the range 45%-49%; and,
   (2) has no other fail marks; and
   (3) has otherwise met the intended learning outcomes of the module.
16. Condonation shall not be applied to:
   (1) Practical or clinical assessment;
   (2) programmes of fewer than 120 credits;
   (3) modules greater than 30 credits;
   (4) modules comprising a research project;
   (5) modules excluded in the programme regulations.

17. Condonation will be granted prior to the final Board of Examiners for the award only where the student has exhausted all permitted attempts at the assessment and would otherwise be required to permanently withdraw from BPP University College.

Conditions for the Granting of Awards

18. The following conditions must be satisfied for an award to be granted:

   a) No students shall be entitled to enrol for an award other than the Masters in Clinical Dentistry (Implantology).

   b) A student who completes an approved programme of study, as described in the Programme Specification shall be awarded a Masters in Clinical Dentistry (Implantology).

   c) Those students who choose to exit the Programme without completing it may nevertheless be entitled to exit with an award as indicated below:

      • PG Certificate in Clinical Dentistry (Implantology) provided they complete an approved programme of modules and the learning outcomes for such award as set out in the Programme Handbook

      • PG Diploma in Clinical Dentistry (Implantology) provided they complete an approved programme of modules and the learning outcomes for such award as set out in the Programme Handbook

Classification of Award

19. The title of the award on successful completion of the programme will be Masters in Clinical Dentistry (Implantology). The following classification will be adopted:

      Distinction  70% or above aggregate score
      Merit       60-69% aggregate score
      Pass        50-59%

Programmes of Study for the Granting of Awards

20. To be awarded a Masters in Clinical Dentistry (Implantology), students must have completed an approved programme of study, as set out in the table below.

Anonymity

21. All student work submitted for assessment for taught master’s programmes shall be anonymised for the purposes of marking except where the form of presentation
precludes such anonymisation e.g. personal presentation and performance. All items of assessment should be identified by candidate number only.

Word Length

22. Where an assessment carries a maximum word length, the number of words in an assessment shall be calculated in accordance with the principles stated in the Programme Handbook or assessment rubric provided to students in advance of that assessment.

23. Words in excess of the stipulated word limit for an assessment shall not be marked.

Confidentiality

24. A student's assessment results shall be confidential to the student concerned unless the student grants permission to release the results to a third party.
### PROGRAMME OF STUDY FOR THE GRANTING OF AWARDS

<table>
<thead>
<tr>
<th>Module</th>
<th>Requirement</th>
<th>Credits</th>
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<tr>
<td><strong>Year 1</strong></td>
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<tr>
<td>Basic Surgical Sciences</td>
<td>Compulsory</td>
<td>20</td>
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<tr>
<td>Operative Implant Dentistry</td>
<td>Compulsory</td>
<td>20</td>
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<tr>
<td>Biomechanics of Osseointegration</td>
<td>Compulsory</td>
<td>20</td>
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<tr>
<td><strong>Exit Award: PG Certificate in Clinical Dentistry (Implantology)</strong></td>
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<td><strong>Year 2</strong></td>
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<tr>
<td>Fundamentals of Bone Augmentation &amp; Grafting</td>
<td>Compulsory</td>
<td>15</td>
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<tr>
<td>Occlusion</td>
<td>Compulsory</td>
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<tr>
<td>Advanced Clinical Practice</td>
<td>Compulsory</td>
<td>30</td>
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<td><strong>Exit Award: PG Diploma in Clinical Dentistry (Implantology)</strong></td>
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<td><strong>Year 3</strong></td>
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<td>Evidence Based Dentistry: Understanding Research</td>
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<td>Evidence Based Dentistry: Professional Project</td>
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