## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOREWORD</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>WELCOME FROM THE PROGRAMME LEADER</strong></td>
<td>7</td>
</tr>
<tr>
<td><strong>SECTION 1: INTRODUCTION TO THE PROGRAMME</strong></td>
<td>9</td>
</tr>
<tr>
<td>Programme Objectives</td>
<td>10</td>
</tr>
<tr>
<td>Programme Progression</td>
<td>11</td>
</tr>
<tr>
<td>Programme Outcomes</td>
<td>15</td>
</tr>
<tr>
<td><strong>SECTION 2: MODULE OUTLINES</strong></td>
<td>17</td>
</tr>
<tr>
<td><strong>YEAR 1</strong></td>
<td></td>
</tr>
<tr>
<td>Basic Surgical Sciences</td>
<td>19</td>
</tr>
<tr>
<td>Principles of Oral Medicine and Oral Pathology</td>
<td>25</td>
</tr>
<tr>
<td>Principles of Dento-Alveolar Surgery</td>
<td>31</td>
</tr>
<tr>
<td><strong>YEAR 2</strong></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Bone Augmentation &amp; Grafting</td>
<td>39</td>
</tr>
<tr>
<td>Advanced Surgical Protocols</td>
<td>45</td>
</tr>
<tr>
<td>Advanced Clinical Practice</td>
<td>49</td>
</tr>
<tr>
<td><strong>YEAR 3</strong></td>
<td></td>
</tr>
<tr>
<td>Evidence Based Dentistry: Understanding Research</td>
<td>57</td>
</tr>
<tr>
<td>Evidence Based Dentistry: Professional Project</td>
<td>61</td>
</tr>
<tr>
<td><strong>SECTION 3: LEARNING, TEACHING AND ASSESSMENT STRATEGY</strong></td>
<td>65</td>
</tr>
<tr>
<td><strong>SECTION 4: PROGRAMME REGULATIONS</strong></td>
<td>71</td>
</tr>
<tr>
<td>Programme of Study for the Granting of Awards</td>
<td>73</td>
</tr>
<tr>
<td><strong>SECTION 5: LEARNING OUTCOMES, CURRICULUM MAPS &amp; ASSESSMENT MAPS</strong></td>
<td>75</td>
</tr>
</tbody>
</table>
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 (Oral Surgery)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification</td>
<td>MClindent (Oral Surgery)</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 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. An exciting feature of the programme is the incorporation of a unit devoted to the non-surgical facial enhancement and rejuvenation using fillers and botulinum toxin. The programme delivers advanced surgical training in oral surgery and builds upon existing clinical skills acquired at undergraduate level as well as introducing new and popular disciplines of implantology and facial enhancement not covered by the undergraduate training. During the programme you will:

- Refresh and enhance your knowledge of basic sciences important to surgical practice
- Acquire advanced knowledge and clinical skills of oral surgery, implantology, bone grafting, and cosmetic facial enhancement.
- Learn how to manage patients with advanced stages of oral disease.
- Develop knowledge and competencies in non-surgical facial rejuvenation methodologies and treatments
- Acquire a working knowledge of scientific methodology
- Have a foundation for evidence-based patient care

Additionally the programme aims to promote an understanding of the different requirements essential to the provision of ethical, predictable and evidence-based oral surgery.

Programme Aims

The overall aim is to deliver sound teaching in the theory and safe practice of oral surgery. The programme aims to train practitioners to gain competency and adopt reflective practice as well as provide opportunities for research and further postgraduate development.

The specific programme aims are to:

- provide evidence-based teaching in the theory and practice of oral surgery
- provide opportunities for personal and professional development
- introduce and encourage research amongst practitioners which contributes to the enhancement of research in oral surgery
- promote safe practice of oral surgery and aftercare
- provide competent and reflective practitioners
- appraise levels of competency
Objectives of the Programme

By the end of the programme graduates will have acquired the experience and knowledge to confidently:

- Deliver safe, predictable and competent oral surgery treatment
- Understand their role and responsibilities to their patients in the provision of oral surgery
- Build professional relationships with colleagues and the dental team and effective communication with other professionals in the management of complex cases requiring an interdisciplinary approach
- Interpret research findings and their implications in oral surgery
- Evaluate various treatment options, demonstrate proficiency in applying complex treatment modalities 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 legal, ethical and social implications of oral surgery.
- Identify and deal with complications

Programme Structure

This part time programme is multi-modular and takes three years to complete. Students who successfully complete the first two years may exit with a Postgraduate Diploma. At the end of the third year, students will be awarded an MClinDent (Oral Surgery). The programme is delivered through a series of structured lectures, small group learning activities, skills simulation-based laboratory sessions, diagnostic clinics, and supervised clinical activities.

The training workshops are taught by leading professionals in the field of oral surgery. Tutors and recognised experts will deliver lectures, demonstrations and provide the surgical support. The experts include distinguished academics, oral surgery specialists, university lecturers, researchers and experienced practitioners. The school's clinical supervisors are experienced dentists who have acquired postgraduate qualifications and work in general practice with a distinguished interest in the field so you will learn applicable skills relevant to your own practice.

Modular Masters Programme

The programme is taught over three years on a part-time basis, and leads to the award of an MClinDent (Oral Surgery). The academic year begins in October of each year, and the modules are normally run in October, February and May of each academic year; students are required to complete a summative assessment assignment after each module.

Students are required to attend three taught modules each of five days in the first year. In the second year, students are required to complete two taught modules of three and four days duration and a clinical practice module of variable duration. Completion of the clinical practice module is dependent on the time and frequency of clinical exposure necessary to acquire the required oral surgery competency.

In the third year of the programme, students are required to take a single taught module delivered over three days that aims to introduce research design and methodology, and complete a professional project of 15,000 words researching a topic relevant to the
programme study. In the professional project, students are supervised by experienced supervisors and are required to attend a variable number of tutorials with their project supervisors who work on an individual basis with students guiding the students through their thesis.

**Programme progression**

Each student must have satisfied the criteria of assessment and achieved 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 completing all the core modules (no optional modules are available in this programme).

**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>
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<tr>
<td>Principles of Oral Medicine and Oral Pathology</td>
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<tr>
<td>Principles of Dento-alveolar Surgery</td>
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<tr>
<td>Fundamentals of Bone Augmentation and Grafting</td>
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<tr>
<td>Advanced Surgical Protocols</td>
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<tr>
<td>Advanced Clinical Practice</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Evidence Based Dentistry: Understanding Research</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Evidence Based Dentistry: Professional Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year of Study</td>
<td>Core Modules</td>
<td>Description</td>
<td></td>
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<tr>
<td>----------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>First Year</strong></td>
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<tr>
<td><strong>PRINCIPLES</strong></td>
<td>Basic Surgical Sciences</td>
<td>Students will be introduced to general surgical principles and will be taught the pragmatic approach to solve common clinical problems of oral surgery patient. Students will be equipped with the knowledge of surgical protocols and decision making in oral surgery.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principles of Oral Medicine and Oral Pathology</td>
<td>Students will be introduced to the fundamental principles of oral medicine, history taking, clinical examination, and the investigations required to diagnose oral medicine cases. Students will also be introduced to the management of oral medicine patients using prescribing and therapeutically approach as well as operative intervention.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principles of Dento-alveolar Surgical Dentistry</td>
<td>Students will be introduced to the fundamental principles, theory and safe practice of dento-alveolar surgery, and common medical problems in dentistry. The students will also be equipped with the knowledge, skills and attitudes required to manage a dento-alveolar surgery patient and complications of treatment.</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td>Fundamentals of Bone Augmentation and Grafting</td>
<td>This module introduces the various techniques and materials used in bone augmentation including techniques of harvesting autogenous bone grafts and sinus elevation. The module also covers the rehabilitation and reconstruction of the severely resorbed jaws where loss of alveolar bone height and buccolabial bone width combine with reduction in bone density, severely compromise direct implant treatment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Surgical Protocols</td>
<td>This module covers the surgical protocols involved in implant placement, implant specific surgical techniques and related instrumentation. Students practice various implant protocols on models and have the opportunity to observe clinical practice. Students, dependent on their level of competency, may apply the skills learnt on actual patients.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Clinical Practice</td>
<td>Students present and treat a minimum of ten surgical cases, four of which are under supervision and appraised at a regional clinic. One case will entail the planning and execution of a complex surgical removal of an impacted third molar. Students also contribute to seminars and present interesting case reports they treated or intend to treat under supervision or independently. The cases build up a clinical portfolio that is marked for evidence of successful completion of the module.</td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td>Evidence Based Dentistry: Understanding Research</td>
<td>This module introduces medical statistics and statistical analysis, methodologies of research design and debate, 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</td>
<td>Students will be able to develop a research question and produce a research dissertation on an area relevant to their practice.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MClinDent (Oral Surgery)</strong></td>
<td>(180 Credits)</td>
<td></td>
<td></td>
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</tbody>
</table>
**Methods of Assessment**

Students will be exposed to formative as well as summative assessment by a variety of means appropriate to the module; these include written assignments, completion of projects, oral presentations, completion of clinical portfolio, case presentations and assessment of clinical competence. Assessment methods are constantly evaluated and the examining and academic boards review the current methods on a regular basis.

Students are kept informed of their progress and assessments can be retaken; however, cost of the exam will be incurred if retakes are required.

**ASSESSMENT TABLE**

<table>
<thead>
<tr>
<th>Summative Assessment</th>
<th>Year</th>
<th>Module</th>
<th>Level</th>
<th>Credit</th>
<th>Assessment Method</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>Basic Surgical Sciences</td>
<td>7</td>
<td>20</td>
<td>Assignment – 2,000 words 15 min. Presentation Clinical Examination</td>
<td>80% 20%</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Principles of Oral Medicine and Oral Pathology</td>
<td>7</td>
<td>20</td>
<td>Assignment – 2,000 words Clinical Examination</td>
<td>100% P/F</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Principles of Dento-alveolar Surgery</td>
<td>7</td>
<td>20</td>
<td>Assignment – 2,000 words 15 min. presentation</td>
<td>80% 20%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Fundamentals of Bone Augmentation and Grafting</td>
<td>7</td>
<td>15</td>
<td>Assignment – 2,000 words</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Advanced Surgical Protocols</td>
<td>7</td>
<td>15</td>
<td>Assignment – 2,000 words 15 min. presentation Clinical Examination</td>
<td>80% 20% P/F</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Advanced Clinical Practice</td>
<td>7</td>
<td>30</td>
<td>Portfolio of 4 case diaries – 1,500 words each Clinical Examination</td>
<td>100% P/F</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Evidence Based Dentistry: Understanding Research</td>
<td>7</td>
<td>20</td>
<td>Assignment – 1,500 words 1,500 word Research Proposal</td>
<td>40% 60%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Evidence Based Dentistry: Professional Project</td>
<td>7</td>
<td>40</td>
<td>Protocol (3,000 words) Dissertation – max 15,000 words</td>
<td>30% 70%</td>
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</table>
## 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>
</tr>
<tr>
<td>Critically identify and evaluate the choice of techniques to enhance treatment options</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<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>
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</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>
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<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 (Oral Surgery)</td>
</tr>
<tr>
<td>Module leader</td>
<td>N. Somaia</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>
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</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

<table>
<thead>
<tr>
<th>LO</th>
<th>Statement</th>
<th>K</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>demonstrate critical understanding of the principles, theory and safe practice of oral surgery</td>
<td>K1</td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>demonstrate advanced knowledge of the important surgical anatomy of the head and neck from both a theoretical and a clinical perspective</td>
<td>K2</td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>demonstrate advanced knowledge, skills and attitudes required to manage the oral surgery patient</td>
<td>K3</td>
<td></td>
</tr>
<tr>
<td>LO4</td>
<td>demonstrate critical understanding of the management of common peri-operative problems in oral surgery</td>
<td>K4</td>
<td>C1</td>
</tr>
<tr>
<td>LO5</td>
<td>demonstrate proficiency in performing safe basic surgical techniques that are common in oral surgery practice</td>
<td>C2</td>
<td>P1</td>
</tr>
<tr>
<td>LO6</td>
<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>C3</td>
<td>P2</td>
</tr>
</tbody>
</table>
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 endocrinial 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:

## Yr1 Module - BASIC SURGICAL SCIENCIES (MClinDent): Scheme of work

<table>
<thead>
<tr>
<th>Day</th>
<th>Session</th>
<th>Post-session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 am - Lecture &amp; discussions.</td>
<td>Head and neck anatomy for surgical dentist&lt;br&gt;Anatomy of the oral cavity&lt;br&gt;TMJ anatomy&lt;br&gt;Group Work - clinical applications of anatomy</td>
<td>Consolidate notes and reading.&lt;br&gt;Review materials on: <a href="http://www.cl-dental-school.co.uk">http://www.cl-dental-school.co.uk</a></td>
</tr>
<tr>
<td>pm - Lecture &amp; discussions.</td>
<td>Pathology, immunology and physiology of the head and neck.&lt;br&gt;Inflammation&lt;br&gt;Haematology&lt;br&gt;Neoplasia&lt;br&gt;Group Work - dentigerous cysts</td>
<td></td>
</tr>
<tr>
<td>2 am - Lecture &amp; discussions.</td>
<td>Pharmacology- Antibiotics and analgesics&lt;br&gt;Local anesthetic&lt;br&gt;Complications of LA&lt;br&gt;Group Work - Advantages and disadvantages of LA techniques</td>
<td>Consolidate notes and reading.&lt;br&gt;Review materials on: <a href="http://www.cl-dental-school.co.uk">http://www.cl-dental-school.co.uk</a></td>
</tr>
<tr>
<td>pm - Lecture &amp; discussions.</td>
<td>Principles of surgery&lt;br&gt;Basic necessities for a surgical procedure&lt;br&gt;Principles of aseptic technique&lt;br&gt;Bleeding control</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td>Activities</td>
</tr>
<tr>
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<td>-----------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **pm** - Lecture & discussions/ practical workshop | Flap design and tissue handling  
Suturing techniques 
Flap and suturing workshop |
| 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 |
| 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](http://www.cl-dental-school.co.uk)
PRINCIPLES OF ORAL MEDICINE AND ORAL PATHOLOGY

General Information

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<tr>
<th>School</th>
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<td>Masters in Clinical Dentistry (Oral Surgery)</td>
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<tr>
<td>Educational Aims</td>
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To:

- introduce students to the principles of oral medicine
- provide students with a pragmatic approach to diagnose and treat common clinical problems of oral medicine patient
- equip students with the knowledge, treatment protocols and decision making in oral medicine

Learning Outcomes

<table>
<thead>
<tr>
<th>LO</th>
<th>demonstrate comprehensive understanding of the fundamental principles of oral medicine</th>
<th>K1</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>C1</td>
</tr>
<tr>
<td>LO2</td>
<td>demonstrate proficiency in history taking and clinical examination, and comprehensive knowledge of the complex investigations required to diagnose oral medicine cases</td>
<td>C2</td>
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<td>P1</td>
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<tr>
<td>LO3</td>
<td>demonstrate proficiency in the management of oral medicine patients critically evaluating prescribing and therapeutical approaches</td>
<td>C3</td>
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<td>P2</td>
</tr>
<tr>
<td>LO4</td>
<td>demonstrate proficiency in the management of oral medicine patients critically evaluating prescribing and operative interventions</td>
<td>C4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P3</td>
</tr>
</tbody>
</table>
INDICATIVE SYLLABUS

1. **Diagnosis of oral medicine diseases**
   - Knowledge in recording and interpretation of history from patients of any age within the scope of oral medicine practice
   - Identification of the risk factors for conditions relevant to mode of presentation of oral medicine patient
   - Appropriate clinical examination relevant to the presentation and risk factors on patients of any age within the scope of oral medicine practice that includes orofacial tissues and other relevant body systems
   - Assessment of patient’s mood and cognitive function as appropriate and relevance to interpretation of history
   - Knowledge of relevant investigations that are informed by differential diagnoses within the scope of oral medicine practice
   - Competency in interpretation and knowledge of the meaning of a range of relevant laboratory and imaging investigation results
   - Knowledge of the relevance of investigation results to health and disease

2. **Management of oral medicine patient- communication and therapeutical management**
   - Knowledge of the principles of safe and effective, quality-assured evidence-based patient care
   - Identify possible cultural or religious barriers to effective communication or patient care
   - Knowledge of safe and effective prescription of drugs
   - Understanding that each therapy is informed by: aims of care, modes of action, indications & contraindications, adverse effects, drug interactions (including with complementary medicines), safe monitoring, duration of therapy
   - Knowledge of the evidence base for use for: topical drugs; intralesional drugs and systemic drugs
   - Safe drugs prescription and understanding of contra-indications, side effects and important drug interactions

3. **Management of oral medicine patient- operative intervention**
   - Understanding of a safe and effective, operative technique
   - Knowledge of the different operative techniques including scalpel surgery, laser and cryotherapy.
   - Knowledge that operative intervention options are informed by aims of care, indications and contra-indications, complications (with reference to medico-legal aspects) and the evidence base for use.
   - Knowledge of appropriate selection between operative interventions options for different oral soft tissue lesions
   - Competency in performing the following surgical procedures safely and effectively: Soft tissue excisional and incisional biopsy, Cryotherapy, Labial gland biopsy.
4. **Oral soft tissues in health and disease**

Knowledge of the relevant basic sciences including anatomy, physiology, immunology, microbiology, biochemistry and molecular biology with respect to health
Knowledge of the structure and function in health and disease of lips and oral soft tissues.
Knowledge of the correlation between health of the lips and oral soft tissues to disease states and use this insight to inform patient care.
Knowledge of the clinical features (with reference to epidemiology) and underlying pathophysiology of: Localised oral soft tissue disorders; iatrogenic oral soft tissue disorders; Diseases with extra-oral manifestations that present with oral soft tissue disorders.

5. **Infections**

Knowledge of the normal oral flora, commensal and potentially pathogenic microorganisms, and the infectious agents that are only ever pathogenic.
Knowledge of the diagnoses and management of viral, bacterial, fungal and other infections of the oral soft tissues.
Knowledge of clinical features, investigation and management of infections that are primary or reactivated infections of oral soft tissues and have oral soft tissue manifestations but also involve other parts of the body.
Knowledge of the clinical features of infections in immunocompromised patients

6. **Salivary Glands**

Knowledge of the structure and function in health and disease of major and minor salivary glands and saliva and ability to correlate health of salivary gland tissues to disease states.
Knowledge of the clinical features (with reference to epidemiology) and underlying pathophysiology of localised salivary glands disorders, iatrogenic salivary glands disorders and diseases with extra-oral manifestations that presents with salivary glands disorders
Knowledge of the diagnostic criteria for patients with dry mouth
Knowledge of application and interpretation, with reference to advantages and disadvantages, of imaging modalities and/or laboratory investigations for different salivary gland diseases.
Knowledge of the different therapeutic options with consideration of their potential advantages and disadvantages including drugs; or operative interventions

7. **Orofacial pain**

Knowledge of the different manifestations of orofacial pain, and how the nature of the presentation classically varies between them
Knowledge of the pathophysiology of orofacial pain.
Knowledge of the indications for imaging studies and other investigations in the context of orofacial pain.
Understanding of the different evidence based therapeutic options for orofacial pain with consideration of their potential advantages and disadvantages including drugs; psychological therapies, selected complementary alternative medicines (CAM) and operative interventions.
Knowledge of the diagnoses and appropriate management of patients presenting with altered cranial nerve function related or unrelated to other neurological abnormalities including localised cranial nerve disorders, iatrogenic cranial nerve disorders, diseases with extra-oral manifestations that present with cranial nerve disorders

8. The Interface of Oral and Systemic Disease

Recognition of a medical disease presentation and management, including complications of management.
Understanding of the natural history of diseases that run chronic courses.
Understanding of current best practice in safe prescribing, including effects of patient factors and concomitant disease on prescribing.

9. Mental health

Understanding of psychiatric differential diagnosis of relevance to orofacial disease
Knowledge of features of depression, risk factors for suicide and the basic use of antidepressants, in the management of orofacial disease
Understanding of the role of clinical psychologists in managing mental health.

10 Medical emergencies

Understanding of the physiology or pathophysiology related to medical emergencies
Knowledge of the pharmacology and adverse effects of drugs used in the management of medical emergencies
Knowledge of the requirements and procedures involved in selection and maintenance of emergency drugs and equipment
Knowledge of the correct handling of medical emergency drugs and equipment
Knowledge of and record the risk factors for medical emergencies and know how to institute preventive strategies

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:


## Yr1  Module - Principles of Oral Medicine and Oral Pathology (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.  
  - Over viewing of Periodontal diseases and conditions, its patho-physiology in the light of clinical application – an introduction.  
  - Aetiology and Diagnosis of Diseases of the Periodontium  
  - History taking and examination within scope of oral medicine practice  
  - Risk factors for conditions relevant to the presentation of OM patient  
  - Relevant investigations and interpretation of lab results  
  - Group work- laboratory results interpretation  
  pm - Lecture & discussions.  
  - Safe and evidence based oral medicine practice  
  - Effective and safe prescription of drugs to OM patients  
  - Topical drugs, intralesional drugs and systemic drugs – safe use  
  - Indications and contraindications of OM drugs  
  - Group work – critical appraisal exercise | Review materials on: http://www.cl-dental-school.co.uk |
| 2   | am - Lecture & discussions.  
  - Soft tissue excisional and incisional biopsy  
  - Laser based removal of lesions  
  - Cryotherapy and cryosurgery  
  - Minor gland biopsy  
  pm - Lecture & discussions.  
  - Lips and oral soft tissue in health and disease  
  - Iatrogenic disorders of the oral cavity soft tissues  
  - Group work – case assessment | Review materials on: http://www.cl-dental-school.co.uk |
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Topics</th>
<th>Review Materials</th>
</tr>
</thead>
</table>
| 3 am  | Lecture & discussions. | Normal oral flora, commensal and pathogenic microorganisms  
Primary and reactivated infections of the oral tissues  
Immunocompromised patient  
Group work – case assessment | Review materials on: http://www.cl-dental-school.co.uk |
| pm    | Lecture & discussions. | Normal oral flora, commensal and pathogenic microorganisms  
Primary and reactivated infections of the oral tissues  
Immunocompromised patient  
Group work – case assessment |             |
| 4 am  | Lecture & discussions. | Normal oral flora, commensal and pathogenic microorganisms  
Primary and reactivated infections of the oral tissues  
Immunocompromised patient  
Group work – case assessment | Review materials on: http://www.cl-dental-school.co.uk |
| pm    | Lecture & discussions. | Normal oral flora, commensal and pathogenic microorganisms  
Primary and reactivated infections of the oral tissues  
Immunocompromised patient  
Group work – case assessment |             |
| 5 am  | Lecture & discussions. | Normal oral flora, commensal and pathogenic microorganisms  
Primary and reactivated infections of the oral tissues  
Immunocompromised patient  
Group work – case assessment | Review materials on: http://www.cl-dental-school.co.uk |
| pm    | Lecture & discussions. | Normal oral flora, commensal and pathogenic microorganisms  
Primary and reactivated infections of the oral tissues  
Immunocompromised patient  
Group work – case assessment |             |

**Review materials on:** http://www.cl-dental-school.co.uk
PRINCIPLES OF DENTO-ALVEOLAR SURGERY

General Information

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<th>School</th>
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<td>Credit Value</td>
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<td>Module leader</td>
<td>N.Somaia</td>
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<td>Related Modules</td>
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<td>Pre-requisites</td>
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<td>Co-requisites</td>
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<td>Post-requisites</td>
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<td>Excluded Combinations</td>
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</tr>
<tr>
<td>External Accrediting Body</td>
<td>None</td>
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</table>

Educational Aims

To:

- introduce students to dental surgery principles
- provide students with a pragmatic approach to solve common clinical problems of dental surgery patient
- equip students with the knowledge of dental and periodontal surgery protocols and decision making in surgical dentistry

Learning Outcomes

<table>
<thead>
<tr>
<th>LO</th>
<th>Learning Outcome</th>
<th>K1</th>
<th>C1</th>
<th>C2</th>
<th>P1</th>
<th>C3</th>
<th>P2</th>
<th>C4</th>
<th>P3</th>
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<tbody>
<tr>
<td>LO1</td>
<td>demonstrate comprehensive clinical understanding of the fundamental principles, theory and safe practice of dentoalveolar surgery</td>
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<tr>
<td>LO2</td>
<td>demonstrate comprehensive knowledge of the important surgical anatomy of the oral cavity from both a theoretical and a clinical perspective</td>
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<tr>
<td>LO3</td>
<td>evaluate and critically appraise common medical problems in dentistry</td>
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<tr>
<td>LO4</td>
<td>synthesise knowledge and systematically evaluate the attitudes required to manage a dentoalveolar surgery patient and ensuing complications</td>
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</table>
Assessments

Summative
A written assignment of 2,000 words (80%) (LO1 – LO4)
Presentation on aspects of clinical practice (20%) (LO1-LO4)

Formative
Three written assignments

INDICATIVE SYLLABUS

This module will give students the areas of knowledge, which are required during the first year of the MSc degree programmes in Oral Surgery.

1. **Applied anatomy of the oral cavity and associated structures**
   - Development of the oral cavity, alveolar bone and teeth
   - Anatomy of the jaw bones and its surrounding soft tissues
   - Muscles of mastication and functional anatomy of mastication
   - Arterial supply, venous drainage and lymphatics of oral cavity
   - Anatomy of the nervous system of oral cavity and jaw bones
   - Anatomy of the tongue, palate, lips oral cavity
   - Tooth, periodontal tissues and alveolar bone anatomy
   - Maxillary sinuses

2. **Histology and histopathology of teeth and surrounding structures**
   - Histology and histopathology of hard tissues of tooth and alveolar bone
   - Histology and histopathology of oral cavity soft tissues, oral mucosa and gingivae in health and disease
   - Dental and periodontal manifestations of common systemic medical conditions

3. **Pain management in surgical dentistry**
   - Dosage and mode of administration of common pain killers in dental surgery
   - Classification of analgesic drugs
   - Advantages and disadvantages of analgesic
   - Antibiotics in dental and periodontal surgical procedures

4. **Principles of dento alveolar surgery**
   - Surgical diagnosis in dentistry
   - Bleeding disorders in surgical dentistry and management of postoperative bleeding
   - Basic necessities for a surgical procedure
   - Principles of aseptic technique
   - Dentoalveolar microsurgery, flap design and tissue handling
   - Principles of incisional and excisional biopsy to oral cavity soft tissues
   - Advanced suturing techniques

5. **Exodontia**
   - Decision-making process for tooth retention or extraction
   - Assessment of complexity of tooth removal
   - Advanced traumatic extraction techniques
Alveolar ridge preservation
Principles of surgical removal of teeth

6. **Principles of surgical endodontics**

   Diagnosis of periradicular disease
   Decision-making process for retreatment or endodontic surgery in periradicular disease
   Advanced techniques of periradicular surgery

7. **Pre-orthodontic surgery**

   Assessment of tooth malposition
   Principles of tooth extraction for orthodontic purposes
   Assessment of impacted tooth position using conventional and advanced radiological techniques
   Principles of tooth exposure for orthodontic purposes
   Tooth transplantation

8. **Management of dental emergency**

   Tooth fracture
   Alveolar bone fracture
   Intrusion, and avulsion
   Lacerations of alveolar soft tissues
   Injuries of buccal mucosa and gingivae
   Tongue injuries
   Alveolar osteitis
   Dentoalveolar infections

9. **Periodontal and aesthetic surgery**

   Principles of periodontal surgery
   Crown lengthening
   Laser surgery to periodontal tissues
   Principles of implant placement surgery

10. **Imaging and radiology in surgical dentistry**

    Use and interpretation of conventional and contemporary radiological techniques in surgical dentistry
    Use of digital imaging in surgical dentistry
    The use of clinical photography in surgical 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:**


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<thead>
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<th>Day</th>
<th>Session</th>
<th>Post-session</th>
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<tr>
<td>1</td>
<td><strong>am - Lecture &amp; discussions.</strong>&lt;br&gt;Applied anatomy of the alveolar bone and soft tissues&lt;br&gt;Muscles of mastication and functional anatomy of mastication&lt;br&gt;Arterial, venous and lymphatic systems of the oral cavity&lt;br&gt;Group Work - clinical applications of anatomy</td>
<td>Review materials on: <a href="http://www.cl-dental-school.co.uk">http://www.cl-dental-school.co.uk</a></td>
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<tr>
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<td><strong>pm - Lecture &amp; discussions.</strong>&lt;br&gt;Histology and histopathology of teeth and surrounding structures.&lt;br&gt;Dental and periodontal manifestations of common systemic medical conditions&lt;br&gt;Group work – manifestations of systemic diseases</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>am - Lecture &amp; discussions.</strong>&lt;br&gt;Pain management in surgical dentistry&lt;br&gt;Facial pain and TMD syndrome&lt;br&gt;Critical appraisal exercise</td>
<td>Review materials on: <a href="http://www.cl-dental-school.co.uk">http://www.cl-dental-school.co.uk</a></td>
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<tr>
<td></td>
<td><strong>pm - Lecture &amp; discussions.</strong>&lt;br&gt;Diagnosis of surgical dentistry patient&lt;br&gt;Dentoalveolar microsurgery&lt;br&gt;Principles of incisional and excisional biopsy in oral cavity&lt;br&gt;Group work – case assessment</td>
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<td>3</td>
<td><strong>am - Lecture &amp; discussions.</strong>&lt;br&gt;Tooth extraction or retention - decision making&lt;br&gt;Assessment of complexity in teeth removal&lt;br&gt;Advanced atrumatic surgical procedures in oral cavity&lt;br&gt;Preservation of alveolar bone during dentoalveolar surgery</td>
<td>Reflection on suturing workshop&lt;br&gt;Review materials on: <a href="http://www.cl-dental-school.co.uk">http://www.cl-dental-school.co.uk</a></td>
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<tr>
<td></td>
<td><strong>pm - Lecture &amp; discussions/ practical workshop</strong>&lt;br&gt;Diagnosis of periradicular disease&lt;br&gt;Advanced periradicular surgery&lt;br&gt;Group work – endodontic case assessment - decision making process</td>
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<td>Week</td>
<td>Time</td>
<td>Lecture &amp; Discussions</td>
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</table>
| 4    | am   | Principles of pre-orthodontic surgery  
Extraction for orthodontic purposes  
Tooth exposure for orthodontic purposes  
Group work- case assessment |
|      | pm   | Management of tooth fracture and alveolar bone fracture  
Management of intrusions and avulsions  
Management of lacerations and soft tissue injuries  
Group work – critical appraisal exercise |
| 5    | am   | Management of dentoalveolar infections  
Alveolar osteitis  
Management of facial space infection  
Group work – case assessment |
|      | pm   | Principles of periodontal surgery  
Laser surgery to periodontal tissues  
Implant placement surgery  
Use of clinical photography in surgical dentistry  
Group work – implant case assessment |
Year 2 Modules
FUNDAMENTALS OF BONE AUGMENTATION AND GRAFTING

General Information

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<td>K.Nicholson</td>
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<td>Pre-requisites</td>
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<td>External Accrediting Body</td>
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</table>

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

| LO1 | comprehensively understand the principles, theory and safe practice of bone augmentation | K1 P1 |
| LO2 | competently evaluate, diagnose, assess, and plan suitable augmentation cases | C1 P2 |
| LO3 | critically identify and evaluate the choice of techniques for bone augmentation to enhance implant treatment | C2 P3 |
| LO4 | evaluate complex legal and ethical principles underlying bone grafting patient care | C3 P4 |
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
   Biocompatibility in relation to bone grafts materials
   Various types of bone grafts: Autogenous, Allogeneous, Xenogenuous and Synthetic bone grafts

3. Treatment protocols in bone grafting and augmentation
   Indications and contraindications of bone grafting and augmentation
   Harvesting autogenous bone grafts (intra-oral bone grafts)
   Principles of inlay and only grafting
   Alveolar extraction socket preservation
   Lateral and vertical augmentation
   Particulate and block grafting
   Simultaneous and staged approach in bone grafting procedures
   Block grafts fixation using lag screws and other methods
   Alveolar ridge splitting and expansion in bone grafting
   Bone manipulation techniques and nerve lateralisation
   Membrane applications in augmentation procedures
   Soft tissue management 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>
</tr>
</thead>
</table>
| 1 am - *Lecture & discussions.* |  | Consolidate notes and reading.  
Review materials on:  http://www.cl-dental-school.co.uk |
|  | • 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 |  |
|  | 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.* |  | Consolidate notes and reading.  
Review materials on:  http://www.cl-dental-school.co.uk |
|  | • Sinus Elevation (open approach).  
• Lateral window approach.  
• Complications of open approach and its management  
• Group Work - case assessment |  |
|  | 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>3</th>
<th><strong>am - Lecture &amp; discussions.</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>- Autogenous Grafting</td>
</tr>
<tr>
<td></td>
<td>- Intraoral and Extraoral Donor Sites</td>
</tr>
<tr>
<td></td>
<td>- Particulate vs. block grafting</td>
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<td>- Distraction osteogenesis</td>
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<td>- Simultaneous vs. Staged Approach in Augmentation</td>
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<td></td>
<td>- Group Work – case assessment</td>
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<tr>
<td></td>
<td><strong>pm - Lecture &amp; discussions.</strong></td>
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<tr>
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<td>- Alloplastic Material in Bone Grafting</td>
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<tr>
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<td>- Complications of alloplastic materials</td>
</tr>
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<td></td>
<td>- Bone manipulation techniques</td>
</tr>
<tr>
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<td>- Soft tissue management in grafting and augmentation</td>
</tr>
<tr>
<td></td>
<td>- Critical Reading Exercise</td>
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<tr>
<td></td>
<td>Consolidate notes and reading. Review materials on: <a href="http://www.cl-dental-school.co.uk">http://www.cl-dental-school.co.uk</a></td>
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<table>
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<tr>
<th>4</th>
<th><strong>am - Practical workshop 1</strong></th>
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<tbody>
<tr>
<td></td>
<td>- Introduction</td>
</tr>
<tr>
<td></td>
<td>- Health and Safety Instructions</td>
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<tr>
<td></td>
<td>- Lateral Augmentation- Block Grafting</td>
</tr>
<tr>
<td></td>
<td>- Ramus block</td>
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<td></td>
<td>- Chin grafting</td>
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<td></td>
<td><strong>pm - Practical Workshop 2</strong></td>
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<tr>
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<td>- Sinus Elevation (closed approach)</td>
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<tr>
<td></td>
<td>- Sinus Elevation (open approach)</td>
</tr>
<tr>
<td></td>
<td>- Final discussion</td>
</tr>
<tr>
<td></td>
<td>Reflection on the practical workshops Review materials on: <a href="http://www.cl-dental-school.co.uk">http://www.cl-dental-school.co.uk</a></td>
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**ADVANCED SURGICAL PROTOCOLS**

**General Information**

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<th>School</th>
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<tr>
<td>Module leader</td>
<td>N. Somaia</td>
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<td>Sub Module leaders</td>
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**Related Modules**

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</tr>
<tr>
<td>Excluded Combinations</td>
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</tr>
</tbody>
</table>

**External Accrediting Body**

None

**Educational Aims**

To introduce students to:

- general protocols specific to skeletal orthodontic problems
- special consideration in severe skeletal cases in pre-adolescents and adolescents
- the fundamental principles of dento-facial cosmetics
- surgical treatment and management of apical pathology

**Learning Outcomes**

<table>
<thead>
<tr>
<th>LO1</th>
<th>clinically evaluate and place special emphases on severe skeletal problems, surgically assisted orthodontics and complex cases</th>
<th>C1 P1</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>systematically diagnose and treatment plan cosmetically driven cases entailing the clinical application of facial fillers and neurotoxins</td>
<td>C2 P2</td>
</tr>
<tr>
<td>LO3</td>
<td>proficiently perform complex endodontic surgical procedures</td>
<td>C3 P3</td>
</tr>
</tbody>
</table>
### Assessments

- **Summative**
  - A written assignment of 2,000 words (80%) *(LO1-LO2)*
  - Presentation on aspects of clinical practice (20%) *(LO1-LO2)*
  - Clinical Examination (P/F) *(LO3)*

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

### INDICATIVE SYLLABUS

1. **Orthodontic protocols in treating skeletal problems**
   - Principles of implant defining skeletal problems and assessing the severity of the malocclusion
   - Considerations related to age and gender in skeletal problems in pre-adolescents and adolescents
   - Special consideration in severe cases

2. **Specific problems in skeletal malocclusions**
   - Principles in treating skeletal abnormalities
   - Assessment of the severity of the problem
   - Anchorage control modalities and the potential of the skeletal growth modification
   - Surgically assisted orthodontic treatments
   - Growing into a skeletal problem in the adult life
   - Retention and problems
   - Limitations, options and hopes

3. **Endodontic Surgery**
   - Treatment planning, flap design, root end procedures, root end materials, wound healing
   - Advanced surgical endodontics
   - Root resection (root amputation/hemisection/bicuspidisation)
   - Extraction-replantation, root extrusion, transplantation, re-implantation of teeth

4. **Knowledge of the treatment protocols and terminology specific to botulinum toxin and facial fillers**
   - A brief history of development of botulinum toxin and facial fillers and current status
   - The application of botulinum toxin in neurology and proper application, prerequisites for success
   - Dosage, muscle action, localisation and injection technique
   - Pharmacology, muscle action and materials available
   - Injection sites, injection protocols and injection techniques for each muscle
   - An understanding of the limitations of these techniques
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:
ADVANCED CLINICAL PRACTICE

General Information

<table>
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<th>School</th>
<th>School of Health</th>
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<td>Level</td>
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<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 (Oral Surgery)</td>
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<tr>
<td>Module leader</td>
<td>Stewart Harding</td>
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<td>Related Modules</td>
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<tr>
<td>Pre-requisites</td>
<td>Completion of all Year 1 Modules</td>
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<td>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 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 P1</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>confidently and systematically diagnose and treatment plan clinical cases</td>
<td>C2 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)
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. |
| 5  | 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. |
| 6  | 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, evaluate outcomes at various stages of treatment to determine what went well and what could have been changed. |
| 7  | 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, confidently evaluate outcomes at various stages of treatment to determine what went well and what could have been changed. |
**Common Yr Advanced Clinical Practice Module (MClinDent):**

**Scheme of work**

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

<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.**  
- Outcomes/measure 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>
<thead>
<tr>
<th>School</th>
<th>School of Health</th>
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<td>Level</td>
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<tr>
<td>Credit Value</td>
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<td>Part-Time Contact Hours</td>
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</tr>
<tr>
<td>Full-Time Contact Hours</td>
<td>Weekly Tutorials (1 hour per week)</td>
</tr>
<tr>
<td>Programme(s)</td>
<td>Masters in Clinical Dentistry (Oral Surgery)</td>
</tr>
<tr>
<td>Module leader</td>
<td>Adrian Hunnisett</td>
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<td>Related Modules</td>
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<td>Pre-requisites</td>
<td>Completion of all Year 1 and Year 2 Modules</td>
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<td>Co-requisites</td>
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<td>Post-requisites</td>
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<tr>
<td>Excluded Combinations</td>
<td>None</td>
</tr>
<tr>
<td>Educational Aims</td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>LO1</th>
<th>discriminate between the varied approaches used in different research designs and consider their appropriateness for different types of research questions</th>
<th>K1 C1 P1 T1</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>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</td>
<td>K2 C2 P2 T2</td>
</tr>
<tr>
<td>LO3</td>
<td>exercise appropriate judgement in planning, selecting or presenting information methods or resources</td>
<td>C3 T3</td>
</tr>
<tr>
<td>LO4</td>
<td>refine the research questions to develop a research proposal that demonstrates originality and the potential to advance knowledge at the forefront of the subject</td>
<td>C4 P3 T4</td>
</tr>
</tbody>
</table>
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>
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</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=n6cSX8jmhiU  
**Clinical trial design:**  
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  
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=XvnUoijPCftk |
| 5   | **am - Lecture & discussions.**  
Q&A from residential week. | |
EVIDENCE BASED DENTISTRY: PROFESSIONAL PROJECT

General Information

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<th>School</th>
<th>School of Health</th>
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<td>Module leader</td>
<td>Adrian Hunnisett</td>
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<td>External Accrediting Body</td>
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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</th>
</tr>
</thead>
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<td></td>
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<td>P1</td>
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<td>T1</td>
</tr>
<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</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T2</td>
</tr>
<tr>
<td>LO3</td>
<td>demonstrate proficiency in advanced techniques necessary for the acquisition of primary research data</td>
<td>C3</td>
</tr>
<tr>
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<td>P3</td>
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<td>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</td>
</tr>
<tr>
<td></td>
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<td>P4</td>
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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 (MClinDent): Scheme of work – Residential week 2 (Week 8)

<table>
<thead>
<tr>
<th>Day</th>
<th>Session</th>
<th>Post-session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>am - Lecture &amp; discussions.</strong>&lt;br&gt;• The Research protocol.</td>
<td>Using the template provided, start to prepare research protocol from the proposal.</td>
</tr>
<tr>
<td></td>
<td><strong>pm - Lecture &amp; discussions.</strong>&lt;br&gt;• Research Ethics.&lt;br&gt;• BPP SoH Research Ethics form.</td>
<td>Review the BPP School of Health Research Ethics Application.</td>
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<tr>
<td>2</td>
<td><strong>am - Lecture &amp; discussions.</strong>&lt;br&gt;• Secondary research data: Systematic reviews &amp; meta analysis.</td>
<td>Review: <a href="http://www.youtube.com/watch?v=3dyp7R_su7E">here</a>&lt;br&gt;<a href="http://www.youtube.com/watch?v=mAAfvXZPHtE">here</a></td>
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<td></td>
<td><strong>pm - Lecture &amp; discussions.</strong>&lt;br&gt;• Literature searching and reviews, covering:&lt;br&gt;  o Protocol.&lt;br&gt;  o Dissertation.</td>
<td>Review: <a href="http://www.youtube.com/watch?v=jKL2pdRmwc4">here</a>Start literature searching for protocol development.</td>
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<tr>
<td>3</td>
<td><strong>am - Lecture &amp; discussions.</strong>&lt;br&gt;• Critical appraisal.</td>
<td>Consolidate notes on literature &amp; critical appraisal. Review: <a href="http://www.youtube.com/watch?v=AsD9Lpq45Y&amp;list=PL3F837DEAA628AFB7">here</a>&lt;br&gt;<a href="http://www.youtube.com/watch?v=DyVIXLhzRFA">here</a></td>
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<td></td>
<td><strong>pm - Class exercise.</strong>&lt;br&gt;• Critical appraisal workshop.</td>
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<tr>
<td>4</td>
<td><strong>am - Lecture &amp; discussions.</strong>&lt;br&gt;• Descriptive statistics.&lt;br&gt;• Inferential statistics.</td>
<td>Consolidate notes on statistical approaches. Review: <a href="http://www.youtube.com/watch?v=2gVLgw9NYzo">here</a>&lt;br&gt;<a href="http://www.youtube.com/watch?v=20NpnXa4U1">here</a></td>
</tr>
<tr>
<td></td>
<td><strong>pm - Class exercise.</strong>&lt;br&gt;• Statistics workshop.</td>
<td><a href="http://www.youtube.com/watch?v=sWCoj0fCtnU">here</a>&lt;br&gt;<a href="http://www.youtube.com/watch?v=rulIUAN0U3w">here</a></td>
</tr>
<tr>
<td>5</td>
<td><strong>am - Lecture &amp; discussions.</strong>&lt;br&gt;Q&amp;A from residential week.</td>
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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 on line, 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 (ORAL SURGERY)

1. Authority

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

2. Conflict with the General Academic Regulations

Practical and clinical modules may not be condoned.

3. Conditions for Admission

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:
  o Current satisfactory immunisation status and
  o Current evidence of a satisfactory CRB check and
  o Current evidence of malpractice indemnity insurance

4. Conditions of Acceptance

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.

5. Conditions for Progression

The programme is divided into: Year 1: PG Certificate in Clinical Dentistry (Oral Surgery) (60 M credits); Year 2: PG Diploma in Clinical Dentistry (Oral Surgery) (60 M credits) and following successful completion of the Research Dissertation, Masters in Clinical Dentistry (Oral Surgery) (180 M credits).
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.

6. **Prerequisite**

There are no prerequisite modules within each year.

7. **Changing Modules or Specialisations**

Students must complete all the modules on the programme.

8. **Conditions for the Granting of Awards**

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

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

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 (Oral Surgery) 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 (Oral Surgery) provided they complete an approved programme of modules and the learning outcomes for such award as set out in the Programme Handbook
   - Masters in Clinical Dentistry (Oral Surgery) provided they complete an approved programme of modules and the learning outcomes for such award as set out in the Programme Handbook

9. **Classification of Award**

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

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

10. **Programmes of Study for the Granting of Awards**

a) To be awarded a Masters in Clinical Dentistry (Oral Surgery), students must have completed an approved programme of study, as set out overleaf.
<table>
<thead>
<tr>
<th>Module</th>
<th>Requirement</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Surgical Sciences</td>
<td>Compulsory</td>
<td>20</td>
</tr>
<tr>
<td>Principles of Oral Medicine and Oral Pathology</td>
<td>Compulsory</td>
<td>20</td>
</tr>
<tr>
<td>Principles of Dento-alveolar Surgery</td>
<td>Compulsory</td>
<td>20</td>
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<td><strong>Exit Award: PG Certificate in Clinical Dentistry (Oral Surgery)</strong></td>
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<tr>
<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>Operative Implant Dentistry</td>
<td>Compulsory</td>
<td>15</td>
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<tr>
<td>Advanced Clinical Practice</td>
<td>Compulsory</td>
<td>30</td>
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<tr>
<td><strong>Exit Award: PG Diploma in Clinical Dentistry (Oral Surgery)</strong></td>
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<td><strong>Year 3</strong></td>
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<td>Evidence Based Dentistry: Understanding Research</td>
<td>Compulsory</td>
<td>20</td>
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<tr>
<td>Evidence Based Dentistry: Professional Project</td>
<td>Compulsory</td>
<td>40</td>
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<tr>
<td><strong>Exit Award: Masters in Clinical Dentistry (Oral Surgery)</strong></td>
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SECTION 5

LEARNING OUTCOMES

CURRICULUM MAPS

ASSESSMENT MAPS