Masters in Clinical Dentistry
(Restorative and Cosmetic Dentistry)

Programme Handbook
January 2014
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FOREWORD

Welcome by the Dean

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

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

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

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

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

Yours sincerely,

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

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

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

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

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

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

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

Details

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>Masters in Clinical Dentistry (Restorative and Cosmetic Dentistry)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification</td>
<td>MClinDent (Restorative and Cosmetic Dentistry)</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 a module entirely devoted to cosmetic enhancement of the dentition, including facial rejuvenation using fillers and botulinum toxin. The programme delivers advanced clinical training and builds upon existing clinical skills acquired at undergraduate level. During the programme you will:

- Acquire advanced knowledge and clinical skills of prosthodontics, periodontics, endodontics, occlusion, implantology and cosmetic dentistry.
- Learn how to treat patients with advanced stages of oral disease.
- Evaluate and apply the latest technological advances in CAD/CAM dentistry and restorative techniques
- Apply facial rejuvenation methodologies and treatments
- Obtain a working knowledge of scientific methodology.
- Have a foundation for evidence based dentistry.

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

Programme Aims

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

- Provide unbiased teaching in the theory and practice of restorative dentistry and related technologies
- Create opportunities for personal and professional development
- Contribute to the research base of restorative dentistry and to encourage research amongst practitioners
- Promote restorative therapies as a safe and predictable methods of rehabilitating the mutilated or deficient dentition
- Produce safe, 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 restorative treatment.
- Understand their role and responsibilities in the provision of cosmetic treatment to their patients, together with their relationships to other colleagues and the dental care team.
- Be able to communicate effectively with other professionals in the management of complex cases requiring an interdisciplinary approach.
- Interpret research findings and their implications for restorative treatment.
- Will be able to evaluate various treatment options, demonstrate proficiency in applying restorative and cosmetic 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 major legal, ethical and social implications of implant treatment.

**Programme Structure**

This programme is multi-modular and takes three years to complete. Students who successfully complete the first two years will have completed a postgraduate Diploma. At the end of the third year, students will be awarded an MClinDent (Restorative and Cosmetic Dentistry). It is delivered through a series of structured lectures, small group learning, skills laboratory simulation courses, diagnostic clinics, and supervised treatment of patients.

The programme is taught by leading professionals in the field of prosthodontics and tutors, and recognised experts will give lectures, demonstrations and surgical support. These include distinguished academics, restorative specialists, university lecturers, researchers and experienced implant practitioners. The schools tutors are experienced dentists who have acquired postgraduate dental qualifications and work in general practice with a special interest in the field so you will learn directly applicable skills relevant to your own practice.

**Modular Masters Programme**

The programme is taught over three year’s, and leads to the award of an MClinDent (Restorative and Cosmetic Dentistry). The academic year begins in October of each year, and the annual intake is limited. Modules are run in October, February and May of each academic year, after which each student must complete all assignments related to the module topic. Students are required to attend three taught modules in the first year and three further modules in the second year. In the third year, a single taught module will be followed by tutorials with their personal project supervisor. Tutors will work on an individual basis with students, helping and guiding them through their thesis. During this period, students start their dissertations applying the literature, research skills and knowledge previously acquired to an area of interest relevant to their chosen speciality.
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 and there are no optional modules for 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>Biomechanics of Osseointegration</td>
<td></td>
<td></td>
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<tr>
<td>Restorative Materials and Scanning Technologies</td>
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<td></td>
<td></td>
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<tr>
<td>Restorative procedures and Protocols</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Cosmetic Dentistry</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Occlusion</td>
<td></td>
<td></td>
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<tr>
<td>Advanced Clinical Practice</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Evidence Based Dentistry: Understanding Research</td>
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<td></td>
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<tr>
<td>Evidence Based Dentistry: Professional Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year of Study</td>
<td>Core Modules</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td><strong>PRINCIPLES</strong></td>
<td>During the first year students will identify suitable cases for treatment from within their own patient base. This will generate the cases required for the Advanced Clinical Practice Module delivered in the second year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biomechanics of Osseointegration (20 Credits)</td>
<td>An overview of biomaterials, implants, their components and the theory of osseointegration with guidance on patient selection, diagnosis, treatment planning, and restorative protocols together with implant specific prosthodontics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Restorative Materials and Scanning Technologies (20 Credits)</td>
<td>There have been tremendous advances in computer aided scanning technologies and materials forever changing the face of restorative dentistry. This module introduces the biomaterials and biomimetics combined with CAD/CAM technologies that have revolutionised the fabrication of dental restorations.</td>
<td></td>
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<tr>
<td></td>
<td>Restorative Procedures and Protocols (20 Credits)</td>
<td>This module emphasises restorative dentistry and prosthodontics and also includes disciplines such as endodontics, periodontics, occlusion, operative dentistry, and aesthetic dentistry. It teaches the latest restorative protocols and therapies and their influence on current thinking and evidence based treatment planning.</td>
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</tr>
<tr>
<td>Second Year</td>
<td><strong>ADVANCED PRACTICE</strong></td>
<td>This year comprises three core modules which culminate in the clinical assessment of professional competency.</td>
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<tr>
<td></td>
<td>Fundamentals of Cosmetic Dentistry (15 Credits)</td>
<td>This module teaches a variety of procedures developed to cosmetically enhance the smile and face. There are many techniques and options to treat teeth that are discoloured, chipped, misshapen or missing. Teeth may be reshaped, spaces closed, worn or short teeth restored and the procedures covered include bleaching, bonding, crowns, veneering, reshaping and contouring. Increasing dentists are also providing neurotoxins and facial fillers to improve appearance and the smile as an important adjunct to cosmetic dentistry.</td>
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</tr>
<tr>
<td></td>
<td>Occlusion (15 Credits)</td>
<td>This module addresses clinical aspects of occlusal treatment: diagnosis and treatment protocol, fabrication of bite splints, treatment of temporomandibular disorders, the creation of functional restorations, occlusal adjustment, and treatment of malocclusion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Clinical Practice (30 Credits)</td>
<td>Students present and treat a minimum of ten cases, four of which are under supervision and appraised at a outreach centre. Students attend seminars and present models and records of actual cases they intend to treat under supervision or independently. These cases build up a portfolio of evidence and are a requirement of the GDC.</td>
<td></td>
</tr>
<tr>
<td>Third Year</td>
<td><strong>EVIDENCE BASED</strong></td>
<td>This year comprises two core modules which culminate in the production of a professional dissertation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understanding (20 Credits)</td>
<td>Introduces statistics, measurement, research design, and argument exploring their specific application in dental research and evaluation of different treatment modalities.</td>
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</tr>
<tr>
<td></td>
<td>Professional Project (40 Credits)</td>
<td>Students will be able to develop a research question and produce a research dissertation on an area relevant to their practice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MClinDent (Restorative and Cosmetic Dentistry) (180 Credits)</td>
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</tbody>
</table>
Methods of Assessment

There is continuous assessment of skills over the duration of the programme. Students are assessed by a variety of means appropriate to the programme module. These may include written assignments, projects, oral presentation, clinical competence, log book writing, case presentations and practical assessment.

The aim is to build students' knowledge and confidence so that they may progress through the programme and be prepared for final assessment. The demands are both academic and practical and frequently involve the students in considered reflection upon their own experience and development. All modules are summatively assessed and constitute an essential part of the programme.

Students are kept fully informed of their progress. Module assessments can be retaken and an appeals procedure exists for students who wish to make the Examining Board aware of any relevant extenuating circumstances. Special regulations apply to students who fail summative examinations and cost will be incurred if retakes are required. All final results are published and referred to the validating university for confirmation.

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

**ASSESSMENT TABLE**

<table>
<thead>
<tr>
<th>Year</th>
<th>Module</th>
<th>Level</th>
<th>Credit</th>
<th>Assessment Method</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bio-mechanics Osseointegration</td>
<td>7</td>
<td>20</td>
<td>Assignment – 2,000 words 15 min. presentation</td>
<td>80% 20%</td>
</tr>
<tr>
<td>1</td>
<td>Restorative Materials and Scanning Technologies</td>
<td>7</td>
<td>20</td>
<td>Assignment – 2,000 words 15 min. presentation</td>
<td>80% 20%</td>
</tr>
<tr>
<td>1</td>
<td>Restorative Procedures and Protocols</td>
<td>7</td>
<td>20</td>
<td>Assignment – 2,000 words Clinical Examination</td>
<td>100% P/F</td>
</tr>
<tr>
<td>2</td>
<td>Fundamentals of Cosmetic Dentistry</td>
<td>7</td>
<td>15</td>
<td>Assignment – 2,000 words 15 min. presentation</td>
<td>80% 20%</td>
</tr>
<tr>
<td>2</td>
<td>Occlusion</td>
<td>7</td>
<td>15</td>
<td>Assignment – 2,000 words Clinical Examination</td>
<td>100% P/F</td>
</tr>
<tr>
<td>2</td>
<td>Advanced Clinical Practice</td>
<td>7</td>
<td>30</td>
<td>Portfolio of 4 case diaries – 1,500 words each Clinical Examination</td>
<td>100% P/F</td>
</tr>
<tr>
<td>3</td>
<td>Evidence Based Dentistry: Understanding Research</td>
<td>7</td>
<td>20</td>
<td>Assignment – 1,500 words 1,500 word Research Proposal</td>
<td>40% 60%</td>
</tr>
<tr>
<td>3</td>
<td>Evidence Based Dentistry: Professional Project</td>
<td>7</td>
<td>40</td>
<td>Protocol (3,000 words) Dissertation – max 15,000 words</td>
<td>30% 70%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>K</th>
<th>C</th>
<th>P</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate critical understanding of the principles, theory and safe practice of the speciality</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Demonstrate proficiency in history taking and clinical examination and understanding of surgical disorders in the context of basic sciences and mechanism of disease</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficiently evaluate, identify and select suitable clinical cases</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrate complex knowledge to promote and advise prospective clinical patients</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Demonstrate critical skills in diagnosing and planning the treatment for clinical cases</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</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>
</tbody>
</table>

**KEY**

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

Year 1 Modules
BIOMECHANICS OF OSSEOEINTEGRATION

General Information

<table>
<thead>
<tr>
<th>School</th>
<th>School of Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>Level 7</td>
</tr>
<tr>
<td>Credit Value</td>
<td>20 Credits</td>
</tr>
<tr>
<td>Part-Time Contact Hours</td>
<td>35 Hours</td>
</tr>
<tr>
<td>Full-Time Contact Hours</td>
<td>8 Hours per week, split 50:50 between theory and clinical</td>
</tr>
<tr>
<td>Programme(s)</td>
<td>Masters in Clinical Dentistry (Restorative and Cosmetic Dentistry)</td>
</tr>
<tr>
<td>Module leader</td>
<td>Stewart Harding</td>
</tr>
<tr>
<td>Related Modules</td>
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</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>Educational Aims</td>
<td></td>
</tr>
<tr>
<td>To introduce students to:</td>
<td></td>
</tr>
<tr>
<td>• the fundamental principles of implantology</td>
<td></td>
</tr>
<tr>
<td>• the treatment planning of implant cases</td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td></td>
</tr>
<tr>
<td>LO1   proficiently evaluate, identify and select suitable implant cases</td>
<td>C1 P1</td>
</tr>
<tr>
<td>LO2   demonstrate critical skills in diagnosing and planning the treatment for implant cases</td>
<td>C2 P2</td>
</tr>
<tr>
<td>LO3   integrate complex knowledge to promote and advise prospective implant patients</td>
<td>C3 P3</td>
</tr>
<tr>
<td>Assessments</td>
<td></td>
</tr>
<tr>
<td>Summative</td>
<td>Assignment of 2,000 words (80%) (LO1, LO2)</td>
</tr>
<tr>
<td></td>
<td>Presentation on aspects of clinical practice (20%) (LO3)</td>
</tr>
<tr>
<td>Formative</td>
<td>Three short written assignments</td>
</tr>
</tbody>
</table>
**INDICATIVE SYLLABUS**

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

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

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

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

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

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

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

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

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

Soft tissue aesthetic and maintenance problems. Maintenance and hygiene problems associated with implant supported/retained prostheses.

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


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

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

**INDICATIVE READING**

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

**Essential Text:**


**Recommended reading:**

## Yr1 Module Biomechanics of Osseointegration (MClinDent): Scheme of work

<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;• Introduction to Osseointegration.&lt;br&gt;• Assessment of Osseointegration.&lt;br&gt;• General Concepts.&lt;br&gt;• Informed Consent&lt;br&gt;• Group Work - informed consent excise</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></td>
<td><strong>pm - Lecture &amp; discussions.</strong>&lt;br&gt;• Assessment of Osseointegration.&lt;br&gt;• Patient Selection and Diagnosis.&lt;br&gt;• Treatment Planning&lt;br&gt;• Group Work - treatment planning exercise</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>am - Lecture &amp; discussions.</strong>&lt;br&gt;• Surgical Anatomy.&lt;br&gt;• Placement Protocols.&lt;br&gt;• Delayed Incisor Placement&lt;br&gt;• Group Work - case assessment</td>
<td>Using the template provided, start to appraise a paper provided.</td>
</tr>
<tr>
<td></td>
<td><strong>pm - Lecture &amp; discussions.</strong>&lt;br&gt;• Flap Design.&lt;br&gt;• Critical Appraisal.&lt;br&gt;• Group Work - paper appraisal&lt;br&gt;• Radiographic Anatomy</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>am - Lecture &amp; discussions.</strong>&lt;br&gt;• Implant Design Part 1&lt;br&gt;• Group Work – differences to teeth&lt;br&gt;• Implant Design (Part 2)&lt;br&gt;• Bone Manipulation Techniques</td>
<td>Review materials on: <a href="http://www.cl-dental-school.co.uk">http://www.cl-dental-school.co.uk</a>&lt;br&gt;Design your implant</td>
</tr>
<tr>
<td></td>
<td><strong>pm - Lecture &amp; discussions.</strong>&lt;br&gt;• Work 3 Anterior Implant Supported Bridges.&lt;br&gt;• Immediate Premolar&lt;br&gt;• Critical Reading Exercise</td>
<td></td>
</tr>
</tbody>
</table>
| 4 | **am - Lecture & discussions.**  
  - Soft Tissue (Part1).  
  - Soft Tissue (Part2).  
  - factors influencing soft tissue profile  
  - Case Assessment.  
  
  **pm - Lecture & discussions.**  
  - Platform Switching  
  - Group Work | Review materials on: [http://www.cl-dental-school.co.uk](http://www.cl-dental-school.co.uk) |
|---|---|
| 5 | **am - Lecture & discussions.**  
  - Concepts Implant Occlusion (Part 1)  
  - Concepts Implant Occlusion (Part 2)  
  - Case Assessment  
  - The implant Supported Canine  
  
  **pm - Lecture & discussions.**  
  - Diagnostic Templates  
  - Transfer Impressions  
  - Implant Supported Molar  
  - Case discussion  
  - Long term maintenance | Review materials on: [http://www.cl-dental-school.co.uk](http://www.cl-dental-school.co.uk) |
RESTORATIVE MATERIALS AND SCANNING TECHNOLOGIES

General Information

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<th>School</th>
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<td>P. Tipton</td>
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<td>External Accrediting Body</td>
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Educational Aims

To introduce students to:

- the latest materials and technologies available to the restorative dentist
- the limitations and indications for the various technologies and materials
- biomaterials and biotechnology

Learning Outcomes

<table>
<thead>
<tr>
<th>LO1</th>
<th>critically understand the fundamental physical properties of restorative materials principles</th>
<th>K1</th>
</tr>
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<tbody>
<tr>
<td>LO2</td>
<td>critically understand digital and scanning technologies</td>
<td>K2</td>
</tr>
<tr>
<td>LO3</td>
<td>systematically apply technological advances in materials and CAD/CAM dentistry to the management of restorative cases</td>
<td>C1 P1</td>
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Assessments

Summative
A written assignment of 2,000 words (80%) (LO1, LO2)
Presentation on aspects of clinical practice (15 mins) (20%) (LO1, LO2)

Formative
Three written assignments
INDICATIVE SYLLABUS

This module will give students the required knowledge for the first year of the programme. Advances in computer aided scanning technologies and materials have changed face of restorative dentistry and will continue to do so. This module introduces the biomaterials and biomimetics combined with CAD/CAM technologies that have revolutionised the fabrication of dental restorations.

1. Restorative materials technology
   - The selection and optimal application of restorative materials.
   - Explanation of the different restorative materials their physical properties and handling characteristics.
   - Indications and contraindications of various restorative materials.

2. Scanning Technology

3. Laboratory Communications
   - Management and transfer of digital information.
   - Dental laboratory techniques and materials used in the fabrication and construction of various prosthesis.
   - Monitoring and maintaining standards of the laboratory and Involving technicians in the planning of restorative cases.
   - Technical/laboratory skills training.

4. Ability to locate and evaluate the scientific literature including the effectiveness of clinical trials
   - Critical appraisal of research.
   - The hierarchy and evaluation of evidence (Cochrane Collaboration)
   - Principles of Evidence based Dentistry.
   - Basic statistics, clinical trial design and analysis.

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

INDICATIVE READING

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

Essential Text:

DIMITROULIS, G. (2008), Illustrated Lecture Notes in Oral and Maxillofacial Surgery
Quintessence Publishing Co Inc., U.S.

Recommended reading:


DEPARTMENT OF HEALTH (2001) 12 Key points on consent; the law in England


DEPARTMENT OF HEALTH (2001) Good practice in consent implementation guide: Consent to examination or treatment


RESTORATIVE PROCEDURES AND PROTOCOLS

General Information

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<th>School</th>
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<td>P. Tipton</td>
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<tr>
<td>Educational Aims</td>
<td></td>
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</table>

To introduce students to:

- advanced restorative protocols and procedures
- the identification and management of complications
- decision making and restorative protocols

Learning Outcomes

<table>
<thead>
<tr>
<th>LO</th>
<th>Describe</th>
<th>Knowledge and Understanding</th>
<th>Critical Thinking and Creative Problem Solving</th>
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<tbody>
<tr>
<td>LO1</td>
<td>understand and evaluate the fundamental principles, theory and safe practice of restorative dentistry</td>
<td>K1 C1</td>
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<tr>
<td>LO2</td>
<td>demonstrate proficiency in various complex restorative protocols and instrumentation</td>
<td>C2 P1</td>
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</table>

Summative

Written assignment of 2,000 words (100%) (LO1)
Clinical Examination (P/F) (LO2)

Formative

Three written assignments
Continual clinical assessment
INDICATIVE SYLLABUS

This module relates basic science principles to the practice of restorative dentistry and is consistent with the expanding scope of knowledge. Clinical applications and protocols are emphasised while maintaining significant didactic and practical activities throughout the course of study.

1. **Prosthodontic Protocols**

   - **Fixed prosthodontics.**
     The replacement of missing teeth with artificial substitutes that are not readily removed from the mouth.
   - **Removable prosthodontics.**
     The replacement of teeth and contiguous structures for the edentulous or partially edentulous patients by artificial substitutes which can be removed from the mouth.
   - **Implant prosthodontics.**
     The replacement of missing teeth and/or associated structures by fixed or removable restorations support or attached to jaw anchored dental implants.
   - **Failure and complications in fixed prosthodontics.**

2. **Clinical Skills development**

   - **Preparation techniques.**
     Phantom head tooth preparation exercises; tooth preparation and design for various restorations including veneering.
   - **Conventional crown and bridgework.**
     All ceramic crown and bridgework including adhesive bridges, veneers, inlays and onlays.
   - **Cementation techniques.**
     Cementation techniques for veneers, inlays/onlays and crowns/bridges.

3. **Restorative Procedures and Therapies**

   - **Assessment of previous restorations, dentures and of the current dentition and occlusion.**
   - **Current restorative techniques and protocols used in restorative dentistry.**
   - **Impression techniques and materials.**
   - **The provision of the fixed and removable implant retained prosthesis, including their design, maintenance and the problems related to precision attachments and implant components.**
   - **Treatment concepts for localised and generalised tooth surface loss.**
   - **Treatment concepts for the failing dentition.**
   - **Crown lengthening procedure their indications.**
   - **The role and indications for surgical intervention and non-surgical periodontal therapy and management of tissue defects and furcations.**
   - **Role of topical and systemic antibiotics and medications as an adjunct to periodontal treatment.**
   - **Tooth and root canal anatomy and oral histology with specific reference to the dental pulp.** Root canal therapies, endodontic treatment, the periodontal/endodontic interface.

4. **Treatment Planning and Patient assessment**

   - **Diagnosis and treatment planning.**
   - **Periodontal disease and maintenance or oral health.**
The diagnosis and management of periodontal tissues in health and disease, including use of indices and role of systemic factors.
Pathology of the dental pulp, diagnosis and management.

5. Radiology and Digital Imaging

Radiology.
Radiological techniques and procedures.
The principles of effective radiology and imaging.
Radiological anatomy of the jaws and teeth especially as it relates to implant dentistry.
Conventional radiographic systems and views, indications for their use and the interpretation of images with emphasis on diagnosis and implant planning.
Digital Imaging and clinical photography.
Basic principles of CT scans and their interpretation.
The use of three dimensional implant positioning software in the planning, positioning and placing of implants.
The use of clinical photography.

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

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

7. Medico-legal responsibilities, ethics and Communication skills;

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

INDICATIVE READING

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

Essential Text:

Recommended Reading:


DEPARTMENT OF HEALTH (2001) 12 Key points on consent; the law in England

DEPARTMENT OF HEALTH (2001) *Reference Guide to Consent for Examination or Treatment*

DEPARTMENT OF HEALTH (2001) *Good practice in consent implementation guide: Consent to examination or treatment*


Additionally, recently published articles in relevant journals.
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<tr>
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<td>Tooth Preparation techniques</td>
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<td>Impression techniques</td>
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<td>Cementation techniques</td>
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<td>Rubber Dam use</td>
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<td>pm – Phantom Head Work</td>
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<td>PFM / Ceramic Crowns</td>
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<td>Veneers</td>
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<td>Inlays / Onlays</td>
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<td>Gold Restorations</td>
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<td>Bridge Design</td>
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<td>Fixed Fixed vs Fixed Moveables</td>
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<td>Failures</td>
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<td>Tooth Preparation</td>
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<td>pm – Phantom Head Work</td>
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<td>Adhesive Bridge Preps – anterior, posterior</td>
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<td>Perio Aspects of treatment</td>
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<td>Crown lengthening</td>
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<td>Functional movement</td>
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<td>Pathology of Pulp</td>
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<td>pm – Practical</td>
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<td>Radiology / Radiographic techniques</td>
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<td>Digital imaging / Photography</td>
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<td>CT Scans and interpretation</td>
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<td>3D Software</td>
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Review materials on: [http://www.cl-dental-school.co.uk](http://www.cl-dental-school.co.uk)
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<th>5 am- Lecture &amp; discussions.</th>
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<tr>
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<td>- Implant Prosthodontics</td>
<td>- Treatment Planning</td>
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<td>- Single Tooth</td>
<td>- Conformative vs Reorganised Approach</td>
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<td>- Overdentures</td>
<td>- Occlusal Concepts</td>
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<td>- Fixed Bridgework</td>
<td>- Treatment of Wear</td>
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<td>- Removable Prosthodontics</td>
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<td>- Medico-legal responsibilities</td>
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<td>- Cochrane Collaboration</td>
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<td>- Patient / lab communication</td>
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<td>- Peer review</td>
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Review materials on: [http://www.cl-dental-school.co.uk](http://www.cl-dental-school.co.uk)
Year 2 Modules
FUNDAMENTALS OF COSMETIC DENTISTRY

General Information

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<td>K. Gangotra</td>
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Related Modules

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External Accrediting Body

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Educational Aims

To introduce students to the:

- ethical and medico-legal aspects of providing cosmetic dentistry.
- fundamental principles of dento-facial cosmetics.
- diagnosis and treatment protocols specific to cosmetic dentistry.
- various materials and equipment available.
- importance of good patient communication.

Learning Outcomes

| LO1 | critically evaluate the fundamental physiology and complex motivations for cosmetic dentistry | K1 | C1 |
| LO2 | comprehensively understand the biological consequences and evaluate the limitations of cosmetically driven dental treatment | K2 |
| LO3 | devise a clinical diagnosis and systematically plan cosmetically driven treatment plans | C2 | P1 |
| LO4 | manage proficiently the complex restorative treatment of patients with cosmetic tissue problems | C3 | P2 |
Assessments

Summative

Written assignment 2,000 words (80%) \((LO1 – LO4)\)
Presentation on aspects of clinical practice (20%) \((LO1 – LO4)\)

Formative

Three written assignments
Continual clinical assessment

INDICATIVE SYLLABUS

This module teaches a variety of procedures developed to cosmetically enhance the smile and face. There are many techniques and options to treat teeth that are discoloured, chipped, misshapen or missing. Teeth may be reshaped, spaces closed, worn or short teeth restored and common procedures include bleaching, bonding, crowns, veneers and reshaping and contouring. Increasing numbers of dentists are also providing neurotoxins and facial fillers to improve appearance and the smile as an adjunct to cosmetic dentistry.

1. **Knowledge of the methods available for enhancing the appearance and cosmetics of the dentition**

   **Bleaching**
   - Indications and limitations of tooth bleaching, medico-legal requirements in relation to percentage concentrations. Different application systems and chemistry.

   **Tooth Veneers**
   - The various types of tooth veneering materials on the market, advantages and disadvantages.
   - Tooth preparations and their indications.

   **Bonding techniques and adhesive dentistry**
   - Materials science, physical characteristics.
   - Chemistry, tooth preparation and surface conditioning.
   - Limitations and indications in the restoration of the disfigured dentition.

2. **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, localization, 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.

3. **Dental Photography**

   - Equipment requirements, types of view, lens and camera settings.
   - Computerised manipulation and presentation of digital photograph, storage of digital data and patient confidentiality.
   - Indications and applications of intra and extra oral clinical photography.
4. Treatment Planning the Cosmetic Case

Diagnosis of the cosmetically driven patient, communication and medic-legal aspects of cosmetic treatment.
Managing patient expectations, assessment and patient selection.

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:

## Yr 2 Module  FUNDAMENTALS OF COSMETIC DENTISTRY (M.CLIN DENT)

<table>
<thead>
<tr>
<th>Day</th>
<th>Session</th>
<th>Post-session</th>
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</table>
| 1 am | Lecture & discussions.  
- Treatment Planning in Cosmetic Dentistry  
- Smile Design  
- Smile Design 2  
- Bonding / Adhesion  

pm – Phantom Heads  
- Posterior Composites  
- Componeers  
- Composite layering techniques  

| 1 pm | Practical  
- Bleaching practical / seminar  
- Corrective tissue grafting practical  

| 2 am | Lecture & discussions.  
- Anterior Aesthetics  
- Short term orthodontics  
- Porcelain Veneer (advanced preps)  
- Cosmetic Perio  

pm – Practical  
- Bleaching practical / seminar  
- Corrective tissue grafting practical  

| 2 pm | Review materials on:  

| 3 am | Lecture & discussions.  
- Facial Aesthetics and Vertical Dimension  
- Use of Botox  
- Facial Fillers  

pm – Practical  
- Use of Botox  
- Use of Facial Fillers  
- Photography  

Review materials on:  

http://www.cl-dental-school.co.uk
OCCLUSION

General Information

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Educational Aims

To introduce students to:

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

Learning Outcomes

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

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

Formative
Three written assignments.

INDICATIVE SYLLABUS

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

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

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

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

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

3. Knowledge of the management and identification of occlusal dysfunction

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

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

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

   Principles of surgical treatment of the TMJ and joint replacement

6. Clinical Restorative of Occlusion

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

7. Radiology and Digital Imaging

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

INDICATIVE READING

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


# Yr2 Module Occlusion (MClinDent): Scheme of work

<table>
<thead>
<tr>
<th>Day</th>
<th>Pre-session</th>
<th>Session</th>
<th>Post-session</th>
</tr>
</thead>
</table>
| 1   | Students will be asked to bring a set of study models of their own mouth and the face and articulator that they normally use. This is mainly a practical session so that the end of the session students will be able to mount models on a semi adjustable articulator. There will also be an introduction of the equipment available. | **am - Lecture & discussions.**  
- Fundamentals of occlusion  
  This session will review the fundamental principles of occlusion. The session will also outline the use of occlusal splints for:  
  the treatment of facial pain  
  the use of splints in large restorative cases  
  the use of splints to treat tooth wear  
- Differential diagnosis of headaches  
  This session will give students knowledge of the differential diagnosis of headaches  

**pm - Lecture & discussions.**  
- Literature review  
  Students will be given pre course reading surrounding the issues of occlusion. They will also be asked to bring 4 references that they have found themselves. The session will enable them to critically appraise and understand the current literature. The students will be divided into groups and then feedback will be taken from the groups. | Consolidate notes and reading.  
**Basic research design:**  
Review materials on: http://www.cl-dental-school.co.uk |
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 2   | am - Lecture & discussions. | - Use of face bows  
- Making anterior jigs, CR recording, ICP recording  
- Mounting models on a semi-adjustable articulator  
- Making anterior jigs  
- Making emergency splints  
- Equipment available |
|     | pm - Lecture & discussions. | - Use of stents  
- Adjusting models on a semi adjustable  
- Outline of assignment for occlusion module |
| 3   | am - Lecture & discussions. | - Feedback on any problems so far  
- Adjusting and fitting splints  
- Feedback on the assignment |
|     | pm - Lecture & discussions. | - Problem cases  
- How to create space for wear cases  
- Materials  
- Lab communication |

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

Review materials on: [http://www.cl-dental-school.co.uk](http://www.cl-dental-school.co.uk)
ADVANCED CLINICAL PRACTICE

General Information

<table>
<thead>
<tr>
<th>School</th>
<th>School of Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>Level 7</td>
</tr>
<tr>
<td>Credit Value</td>
<td>30 Credits</td>
</tr>
<tr>
<td>Part-Time Contact Hours</td>
<td>50 Hours</td>
</tr>
<tr>
<td>Full-Time Contact Hours</td>
<td>12 Hours per week, split 50:50 between theory and practical</td>
</tr>
<tr>
<td>Programme(s)</td>
<td>Masters in Clinical Dentistry (Restorative and Cosmetic Dentistry)</td>
</tr>
<tr>
<td>Module leader</td>
<td>Stewart Harding</td>
</tr>
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<td>Related Modules</td>
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<td>Pre-requisites</td>
<td>Completion of all Year 1 Modules</td>
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<tr>
<td>Co-requisites</td>
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<tr>
<td>Post-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Excluded Combinations</td>
<td>None</td>
</tr>
<tr>
<td>External Accrediting Body</td>
<td>None</td>
</tr>
</tbody>
</table>

Educational Aims

To introduce students to:

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

Learning Outcomes

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

Assessments

**Summative**
A portfolio of four case diaries (1,500 words each), three standard cases and one advanced case. (100%) (LO1 – LO3)
Clinical Examination (P/F) (LO3)

**Formative**
Three written assignments
Continual clinical assessment
Full-time students in clinical placement will, in addition, evidence completion of 100 clinical cases.

INDICATIVE SYLLABUS

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

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

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

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


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

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

8. Competently plan and instigate an implant maintenance programme.

INDICATIVE READING

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

Essential Text:

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. | Consolidate treatment plans and conduct literature search to find best available supporting evidence for care |

| **pm - Seminar & discussions.**  
- Start literature searching for similar cases  
- Treatment paradigms & protocols. | |
| 2   | Review treatment outcomes and present completed cases with supporting documentation. | **am - Seminar & discussions.**  
- Outcomes/Measures of success and failure – lecture & discussion using case studies. | 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. |

| **pm - Class exercise.**  
- Brainstorming proposal various alternative treatment plans and outcome.  
- Evaluate treatment outcome | |
| 3   | Review treatment outcomes and present completed cases with supporting documentation. | **am - Seminar & discussions.**  
- Outcomes/Measures of success and failure – lecture & discussion using case studies. | 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. |

| **pm - Class exercise.**  
- Brainstorming proposal various alternative treatment plans and outcome.  
- Evaluate treatment outcome | |
| 4   | Review treatment outcomes and present completed cases with supporting documentation. | **am - Seminar & discussions.**  
- Outcomes/Measures of success and failure – lecture & discussion using case studies. | 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. |

| **pm - Class exercise.**  
- Brainstorming proposal various alternative treatment plans and outcome.  
- Evaluate treatment outcome | |
| 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/measures of success and failure – lecture & discussion.  
**pm - Class exercise.**  
- Brainstorming proposal various alternative treatment plans and outcome.  
- Evaluate treatment outcome | Using the process and outcome template provided, evaluate outcomes at various stages of treatment to determine what went well and what could have been changed. |
Year 3 Modules
EVIDENCE BASED DENTISTRY: UNDERSTANDING RESEARCH

General Information

<table>
<thead>
<tr>
<th>School</th>
<th>School of Health</th>
</tr>
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<tr>
<td>Level</td>
<td>Level 7</td>
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<tr>
<td>Credit Value</td>
<td>20 Credits</td>
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<td>Part-Time Contact Hours</td>
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<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 (Restorative and Cosmetic Dentistry)</td>
</tr>
<tr>
<td>Module leader</td>
<td>Adrian Hunnisett</td>
</tr>
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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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<td>Excluded</td>
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<tr>
<td>Combinations</td>
<td></td>
</tr>
<tr>
<td>External Accrediting Body</td>
<td>None</td>
</tr>
</tbody>
</table>

Educational Aims

To introduce students to:

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

Learning Outcomes:

<table>
<thead>
<tr>
<th>LO</th>
<th>Description</th>
<th>K</th>
<th>C</th>
<th>P</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>discriminate between the varied approaches used in different research designs and consider their appropriateness for different types of research questions</td>
<td>K1</td>
<td>C1</td>
<td>P1</td>
<td>T1</td>
</tr>
<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 weaknesses relevant to dental research</td>
<td>K2</td>
<td>C2</td>
<td>P2</td>
<td>T2</td>
</tr>
<tr>
<td>LO3</td>
<td>exercise appropriate judgement in planning, selecting or presenting information methods or resources</td>
<td>C3</td>
<td>T3</td>
<td></td>
<td></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</td>
<td>P3</td>
<td>T4</td>
<td></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>
</tr>
</thead>
</table>
| 1 | **am - Lecture & discussions.**  
  - Introduction to Clinical Research.  
  - The Research Process.  
  **pm - Lecture & discussions.**  
  **Basic research design:**  
  [http://www.youtube.com/watch?v=wxGEUjldWZo](http://www.youtube.com/watch?v=wxGEUjldWZo)  
  [http://www.youtube.com/watch?v=n6cSX8jmhiU](http://www.youtube.com/watch?v=n6cSX8jmhiU)  
  **Clinical trial design:**  
  [http://www.youtube.com/watch?v=186kvAT-WNo](http://www.youtube.com/watch?v=186kvAT-WNo) |
| 2 | **am - Lecture & discussions.**  
  - The Research proposal – lecture & discussion.  
  **pm - Class exercise.**  
  - Brainstorming proposal ideas and planning. | Using the template provided, start to prepare ideas for research proposal. |
| 3 | **am - Lecture & discussions.**  
  - Literature searching and reviews, covering:  
    a. Basic process and tips.  
    b. Proposal development.  
  **pm - Class exercise.**  
  - Start literature searching for research ideas. | Review:  
  [http://www.youtube.com/watch?v=jKL2pdRmwc4](http://www.youtube.com/watch?v=jKL2pdRmwc4)  
  Continue literature searching for research ideas. |
| 4 | **am - Lecture & discussions.**  
  - Reviewing scientific literature.  
  - Writing scientific literature.  
  **pm - Class exercise.**  
  - "What is the literature telling me?" | Consolidate notes on literature & critical appraisal.  
  Review:  
  [http://www.youtube.com/watch?v=XvnUojPCftk](http://www.youtube.com/watch?v=XvnUojPCftk) |
| 5 | **am - Lecture & discussions.**  
  Q&A from residential week. | |
EVIDENCE BASED DENTISTRY: PROFESSIONAL PROJECT

General Information

<table>
<thead>
<tr>
<th>School</th>
<th>School of Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>Level 7</td>
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<tr>
<td>Credit Value</td>
<td>40 Credits</td>
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<tr>
<td>Part-Time Contact Hours</td>
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<td>Programme(s)</td>
<td>Masters in Clinical Dentistry (Restorative and Cosmetic Dentistry)</td>
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<tr>
<td>Module leader</td>
<td>Adrian Hunnisett</td>
</tr>
<tr>
<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>External Accrediting Body</td>
<td>None</td>
</tr>
</tbody>
</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>LO</th>
<th>Objective</th>
<th>Level</th>
<th>Programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>critically evaluate relevant dental and/or scientific literature pertaining to their research question</td>
<td>C1</td>
<td>P1 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>
<td>P2 T2</td>
</tr>
<tr>
<td>LO3</td>
<td>demonstrate proficiency in advanced techniques necessary for the acquisition of primary research data</td>
<td>C3</td>
<td>P3 T3</td>
</tr>
<tr>
<td>LO4</td>
<td>complete a research dissertation that is justified by a critical awareness of current problems in the field, and shows insight and originality in the application of methods, in the presentation of results and in the critical discussion of results pertaining to their research question</td>
<td>C4</td>
<td>P4 T4</td>
</tr>
</tbody>
</table>
Assessment

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

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

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

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

INDICATIVE SYLLABUS

Ongoing critical evaluation of relevant literature pertaining to the research question

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

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

Issues concerned with monitoring research progress and writing and presenting research

INDICATIVE READING

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

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

Recommended Reading:

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Session</th>
<th>Post-session</th>
</tr>
</thead>
</table>
| 1   | **am - Lecture & discussions.**  
   - The Research protocol.  
   **pm - Lecture & discussions.**  
   - Research Ethics.  
   - BPP SoH Research Ethics form. | Using the template provided, start to prepare research protocol from the proposal.  
   Review the BPP School of Health Research Ethics Application. |
| 2   | **am - Lecture & discussions.**  
   - Secondary research data: Systematic reviews & meta analysis.  
   **pm - Lecture & discussions.**  
   - Literature searching and reviews, covering:  
     - Protocol.  
     - Dissertation. | Review:  
   http://www.youtube.com/watch?v=3dyp7R_su7E  
   http://www.youtube.com/watch?v=mAAfvXZPHtE  
   Review:  
   http://www.youtube.com/watch?v=jKL2pdRmwc4  
   Start literature searching for protocol development. |
| 3   | **am - Lecture & discussions.**  
   - Critical appraisal.  
   **pm - Class exercise.**  
   - Critical appraisal workshop. | Consolidate notes on literature & critical appraisal.  
   Review:  
   http://www.youtube.com/watch?v=AsD9Lp-q45Y&list=PL3F837DEAA628AFB7  
   http://www.youtube.com/watch?v=DyVIXLh2RFA |
| 4   | **am - Lecture & discussions.**  
   - Descriptive statistics.  
   - Inferential statistics.  
   **pm - Class exercise.**  
   - Statistics workshop. | Consolidate notes on statistical approaches.  
   Review:  
   http://www.youtube.com/watch?v=2qVigw9NYzo  
   http://www.youtube.com/watch?v=20NpnXa4UII  
   http://www.youtube.com/watch?v=sWCojDrCtnU  
   http://www.youtube.com/watch?v=ruIUAJ0U3w |
| 5   | **am - Lecture & discussions.**  
   Q&A from residential week. | |
SECTION 3 – LEARNING, TEACHING AND ASSESSMENT

Feedback on your work:

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

Feedback on the module will include:

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

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

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

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

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

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

Submission of coursework:

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

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

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

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

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

The application for a deferral must:

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

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

The School of Health requires all students to sign a declaration that they are fit to do so before taking an 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, on-line 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 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 (RESTORATIVE & COSMETIC DENTISTRY)

Authority

1. 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 (Restorative and Cosmetic Dentistry) Programme Regulations.

Derogation from the General Academic Regulations

2. Practical and clinical modules may not be condoned.

Conditions for Admission

3. Students must satisfy the following admission requirements:

For UK applicants:

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

For overseas applicants:

- Undergraduate qualification in Dentistry and
- Completion of at least one year in clinical practice and
- Letter of good standing or equivalent from an appropriate regulatory dental body and
- IELTS score of 6.5 overall (with a minimum of 6.0 in each component)

- Prior to commencing clinical placement:
  - Current satisfactory immunisation status and
  - Current evidence of a satisfactory CRB check and
  - Current evidence of malpractice indemnity insurance

Conditions of Acceptance

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

Conditions for Progression

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

Prerequisite

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

Changing Modules or Specialisations

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

Reassessment of Failed Assessment(s)

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

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

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

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

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

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

Condonation

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

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

Conditions for the Granting of Awards

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

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

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

   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 (Restorative and Cosmetic Dentistry) 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 (Restorative and Cosmetic Dentistry) provided they complete an approved programme of modules and the learning outcomes for such award as set out in the Programme Handbook

Classification of Award

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

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

Programmes of Study for the Granting of Awards

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

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

Word Length

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

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

Confidentiality

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

<table>
<thead>
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<th>Module</th>
<th>Requirement</th>
<th>Credits</th>
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<td>Biomechanics of Osseointegration</td>
<td>Compulsory</td>
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<tr>
<td>Restorative Materials and Scanning Technologies</td>
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<tr>
<td>Restorative Procedures and Protocols</td>
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<td><strong>Exit Award: PG Certificate in Clinical Dentistry</strong></td>
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<td>(Restorative &amp; Cosmetic Dentistry)</td>
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<td><strong>Year 2</strong></td>
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<td>Fundamentals of Cosmetic Dentistry</td>
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<td><strong>Exit Award: Masters in Clinical Dentistry</strong></td>
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SECTION 5
LEARNING OUTCOMES
CURRICULUM MAPS
ASSESSMENT MAPS