

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Postgraduate Diploma
4	Programme Title	Postgraduate Diploma in Clinical Implant Dentistry
5	Programme Code	3465P/3474P
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	7
9	Last updated	Dec 2014

10 Programme Aims

To enable dental practitioners and their teams, who have little or no experience of implant dentistry, to apply knowledge, understanding and skills developed during the course to plan, treat and maintain a range of straightforward* partially and fully edentate patients using dental implants. It is expected that graduates will be confident to embark on treating straightforward* cases with dental implants in the dental practice setting.

* as defined by *Training Standards in Implant Dentistry* published by the Faculty of General Dental Practice (UK) and endorsed by the General Dental Council (UK)

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Knowledge and Understanding

On completing the programme students should be able to:

- A1 recognise the historical context of contemporary implant dentistry and how the field has developed into current treatment modalities
- A2 demonstrate a detailed knowledge underpinning the safe and effective assessment, treatment and maintenance of patients presenting for dental implants
- A3 recognise the medico-legal aspects of implant dentistry
- A4 summarise and justify the requirements for introducing implant dentistry into a dental practice setting, including team development, regulation, and fee setting
- A5 understand how to access and synthesise information that can be used to justify implant treatment methods

Teaching and Learning Methods

The primary means of imparting knowledge and understanding is through a combination of timetabled small group teaching (accessible on the University lecture capture system) and workshops which enable students to question, discuss and check learning (A1-A5). For A2,- A4, case studies supplement learning during small group teaching and workshops. A workshop using anatomical specimens is used in the case of A2. Throughout the programme, students are required to undertake directed reading and independent study. Each timetabled teaching event is associated with a structured reading list containing links to specific scientific papers, references to textbook chapters and links to web-based information sources (A1-A5).

Assessment Strategy

Assessment of knowledge and understanding is carried out by means of a Single Best Answer and a Multiple Short Answer examination (A1-A5). Written assignments (Essays) are used to provide summative assessment of deeper understanding and the ability to apply knowledge and understanding to new situations (A2-A5). A Written Clinical Case Study and an Oral Examination contribute to assessment of application of knowledge and understanding (A2-A5). An OSCE (Observed Structured Clinical Examination) is used to test the application of knowledge and understanding in the management of aspects of implant dentistry (A2, A3).

Intellectual Skills

On completing the programme students should be able to:

- B1 synthesise the information gathered in patient assessment to arrive at the correct diagnoses including the ability to differentiate situations where complex* surgical or restorative procedures would be required and where interface is required with other dental/medical disciplines
- B2 formulate overall treatment options and devise detailed plans of treatment for dental implant(s) in straightforward* cases
- B3 assess a patient's ability to tolerate all the procedures required for the provision of dental implant restorations and their maintenance, including the ability to modify the treatment plan if necessary
- B4 plan strategies to manage the more common implant complications
- B5 devise and justify a plan for long-term maintenance of implants and specific types of implant restoration in the light of patient-specific biological or mechanical risk factors

* as defined by *Training Standards in Implant Dentistry* published by the Faculty of General Dental Practice (UK) and endorsed by the General Dental Council (UK)

Teaching and Learning Methods

The Intellectual Skills are developed in small group teaching, in workshops and in practical clinical sessions using case studies, problem solving exercises, during clinical contact with patients and clinical teachers, and in one-to-one discussions with teachers following patient contacts (B1-B5). Group activities in the cases of B2-B5 help to stimulate shared problem solving, open discussion, and self-evaluation.

Assessment Strategy

A Written Clinical Case Study and an Oral Examination are used to provide assessment of intellectual skills used to deliver a comprehensive treatment and follow-up regime (B1-B5). In addition, an OSCE (Observed Structured Clinical Examination) is used to test clinical competence by assessing communication skills, dealing with information, decision making and problem solving.(B1-B5). Written assignments (Essays) are used to provide summative assessment of deeper understanding and the ability to apply knowledge and understanding to new situations (B1-B3). Coursework, in the form of a Written Exercise (communication of treatment plan to patient) is used to assess treatment planning and written communication (B1-B5).

Practical Skills

On completing the programme students should be able to:

- C1 conduct and document comprehensive clinical assessment for patents presenting for dental implants at the straightforward level*
- C2 design and deliver implant restorations through appropriate stages of surgery and prosthodontics, including Guided Bone Regeneration and soft tissue manipulation (NOT including the administration of conscious sedation, block bone grafts or sinus floor augmentations)

C3 effectively communicate to the patient, and primary care dental practitioner, a plan for long-term maintenance of implant restorations in the light of patient-specific biological or mechanical risk factors

* as defined by *Training Standards in Implant Dentistry* published by the Faculty of General Dental Practice (UK) and endorsed by the General Dental Council (UK)

Teaching and Learning Methods

Practical Skills C1-C3 are taught by demonstration of clinical skills, structured observation and one-to-one coaching with patients. C2 is introduced in the clinical skills laboratory with simulation exercises using artificial jaws and animal and human cadaver material. Structured assessment proformas for skills exercises encourage reflection following constructive feedback. Acquisition of skills (C1-C3) is consolidated by experiential learning from patients in the clinical setting, and a question and answer approach is used that promotes thinking, helps the teacher check understanding, and assists the learner to seek clarification. A structured assessment proforma and video analysis is used in the clinical setting to help teach C2 and encourage learning by reflection following constructive feedback. Peer review facilitated by a tutor is used to evaluate treatments at the planning, surgical, and restorative stages of treatment (C1-C3). C1 is introduced with a seminar and case studies. The student learns from unexpected events by incident analysis. Students are required to complete a logbook of treated cases which assists in reflective learning whilst enrolled in the programme, and is a General Dental Council recommendation for dentists engaged in implant dentistry.

Assessment Strategy

Skills simulation exercises are assessed using structured Observation of Professional Practice Practical examinations (C2). A satisfactory performance in clinical simulation is required before progressing to clinical activity. Clinical skills used in preparation for, and in the execution of surgery are assessed using a structured Observation of Professional Practice clinical competence in implant surgery assessment proforma (C2). Two Written Clinical Case Studies and an Oral Examination are used to provide assessment of practical skills used to deliver a comprehensive treatment and follow-up regime (C1-C3). An OSCE (Observed Structured Clinical Examination) is used to test clinical competence by assessing practical and communication skills related to implant dentistry (C1-C3). Coursework, in the form of a Written Exercise (communication of treatment plan to patient) is used to assess treatment planning and written communication (C3).

Transferable/Key Skills

On completing the programme students should be able to:

- D1 demonstrate effective oral and written communication
- D2 use information technology (e.g. word processing and internet search engines).
- D3 work both as a member of a team and autonomously
- D4 source and critically evaluate scientific publications and adequately review the statistical aspects of research papers

Teaching and Learning Methods

Good practice in oral and written communication (D1) is developed by small group teaching and by demonstration alongside coaching in the clinical setting. Use of information technology (D2) is developed during small group teaching and independent reading. Team work (D3) is developed during workshops and during side-by-side clinical work. Sourcing and critically evaluating scientific publications (D4) is developed by a workshop and directed reading.

Assessment Strategy

D1 is assessed as a criterion of the Observation of Professional Practice clinical competence in implant surgery assessment proforma. D1, D2 and D4 are assessed as part of Written Clinical Case Studies, Oral Examination, a Written Exercise (communication of treatment plan to patient), and Written assignments (Essays) . D3 is not assessed.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme will run over 18 months commencing every 18 months in either January or July. Students will attend in person for approximately 40 full days over the whole programme. Total 120 credits.

The programme is designed to be delivered as one continuous programme. All three modules are compulsory and core. Students must successfully complete Module 1 (DCI8005/8) in order to progress to the subsequent clinically-based Modules 2 (DCI8006/9) and 3 (DCI8007/10).

Module 1	Theory of implant dentistry and simulated skills training	18 weeks	40 credits
Module 2	Clinical assessment and surgery for dental Implantation	35 weeks	40 credits
Module 3	Restoration and maintenance of dental implants	21 weeks	40 credits

Key features of the programme (including what makes the programme distinctive)

In conjunction with guided independent study, the programme will be delivered in one-day blocks to enable “day release” of dental practitioners in full-time employment.

Patients treated by students are recruited by, and remain the responsibility of, supervising Consultants at Newcastle Dental Hospital. Students must have been granted Clinical Access to Newcastle Dental Hospital by the Newcastle Hospitals NHS Foundation Trust in order to proceed with the programme.

Under close supervision during Modules 2 and 3 of the programme, a minimum of six individual patients are treatment planned, implanted and restored by a named student. This will provide a continuous learning experience and consistency of care for patients.

The programme will appeal to dentist and their teams looking to establish implant dentistry into the portfolio of services they offer to patients, at the straightforward* level.

The programme provides good preparation for dentists planning to sit the Diploma in Implant Dentistry at the Royal college of Surgeons of Edinburgh; an examination that is intended to test the candidate’s competency at a level expected of a general practitioner with a particular interest in implant dentistry.

Dental Nurses (registered with the General Dental Council [UK]) are strongly encouraged to accompany respective Dentist students. This will support the delivery of the curriculum (Modules 2 and 3) and provide nurses with an opportunity to secure the verifiable CPD (non-university accredited) they require in order to remain registered with the General Dental Council [UK].

* as defined by *Training Standards in Implant Dentistry*, published by the Faculty of General Dental Practice (UK) and endorsed by the General Dental Council (UK)

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/>

13 Criteria for admission

Entry qualifications

A candidate may be entered for the Diploma at the discretion of the Degree Programme Director and provided that such a candidate:

(a) has a primary dental qualification, completed at least one year prior to commencement of the programme, which is recognised by the (UK) General Dental Council

(b) has full registration with the General Dental Council (UK)

Admissions policy/selection tools

Applicants who are short listed on the basis of an application form will be invited to attend for interview with the Degree Programme Director and another senior clinical member of the programme delivery team.

Non-standard Entry Requirements

All students on the course must attend supervised clinical practice at the institution prescribed by the Programme Director (Newcastle Hospitals NHS Foundation Trust). Students must comply with the policies and procedures of the institution and follow the instructions of the clinical supervisor for each session regarding operative patient care.

The Diploma in Clinical Implant Dentistry involves treating patients within the Newcastle Dental Hospital clinics. Therefore it is a requirement that all students must have been granted clinical access by the Newcastle Hospitals NHS Foundation Trust before commencing the clinical component of the programme. The process for applying for clinical access is led by the course administrative team and commences once a student has been accepted on to the course.

Failure of a student to obtain the necessary clinical access will result in their automatic withdrawal from the programme

Additional Requirements

Although not a requirement, preference will be given to applicants who have been awarded the Fellowship or Membership in Dental Surgery of one of the United Kingdom Royal Colleges (FDS, MFDS, MJDF) and who can demonstrate that they have acquired additional minor oral surgical experience (e.g. have held a training grade post in oral surgery or maxillofacial surgery).

Applicants will be required to confirm attendance of a General Dental Council [UK] registered accompanying dental nurse to the teaching clinics which take place during parts of Modules 2 and 3. This means that applicants will usually be currently working as a dentist. If students registered on the programme are unable to provide their own nursing support, there will be an additional cost for the supply of clinical nursing support.

Level of English Language capability

All candidates whose first language is not English will be required to have a minimum IELTS score of 7.0 with no individual sections lower than 7.0.

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

Induction

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

Academic and Pastoral support

Each undergraduate and taught postgraduate student will be assigned a personal tutor.* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities

The University's Disability Support team provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Faculty Learning, Teaching and Student Experience Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Learning, Teaching and Student Experience Committee. External Examiner reports are shared with institutional student representatives, through the Student-Staff Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback

Feedback is channelled via the Student-Staff Committee and the Board of Studies.

Faculty and University Review Mechanisms

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

Accreditation reports

Additional mechanisms

As part of the programme involves patient treatment undertaken by students, Clinical Governance arrangements mandated by Newcastle Hospitals NHS Foundation Trust are applied.

16 Regulation of assessment

Pass mark

Students are required to achieve S grade on the UBSM (Unsatisfactory, Borderline fail, Satisfactory and Merit) scale to pass assessments within individual modules and FPMD (Fail, Pass, Merit, Distinction) is used for the Final result. . Details of all assessment are given in the Programme Assessment Criteria.

Programme requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees and the exemptions granted from the requirements which relate to assessment, reassessment and the use of a common scale for the return of marks.

The Postgraduate Diploma in Clinical Implant Dentistry involves treating patients within the Newcastle Dental Hospital clinics. Therefore it is a requirement that all students must have been granted clinical access by the Newcastle Hospitals NHS Foundation Trust before commencing the clinical component of the programme (Modules 2, [DCI8006/DCI8009] and 3 [DCI8007/10]). Failure of a student to obtain the necessary clinical access will result in their automatic withdrawal from the programme.

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by the University following recommendation from the Curriculum Committee. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/>

The School Brochure: <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

The Degree Programme Handbook:

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
DCI8005/8	Compulsory and core	1 2 3 5	2 3 4		1 2 3 4
DCI8006/9	Compulsory and core	4	1 2 3 4	1 2 3	1 2 3 4
DCI8007/10	Compulsory and core	4	4 5	2 3	1 2 3 4