

Programme Title: Postgraduate Diploma in Advanced Clinical Paediatric Dentistry



Programme Specification

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| Awarding Body/Institution | Queen Mary, University of London |
| Teaching Institution | Queen Mary, University of London |
| Name of Final Award and Programme Title | Postgraduate Diploma in Advanced Clinical Paediatric Dentistry |
| Name of Interim Award(s) | Postgraduate Diploma in Advanced Clinical Paediatric Dentistry |
| Duration of Study / Period of Registration | 1 yr FT |
| QM Programme Code / UCAS Code(s) | A4A3 |
| QAA Benchmark Group | |
| FHEQ Level of Award | Level 7 |
| Programme Accredited by | European Academy of Paediatric Dentistry, Queen Mary, University of London and endorsed by the Royal Colleges for entry to MPaedDent examination |
| Date Programme Specification Approved | |
| Responsible School / Institute | Institute of Dentistry |

Schools which will also be involved in teaching part of the programme

Institution(s) other than Queen Mary that will provide some teaching for the programme

n/a

Programme Outline

This programme is for those who have passed the two-year MClintDent in Paediatric Dentistry course at QMUL and would like to seek further specialist level training. This additional clinical year of training would consolidate the candidate with valuable experience to the specialist level accredited by European Association of Paediatric Dentistry and endorsed by the Royal Colleges as practice equivalent to the training for the MPaedDent examination. This programme has a major specialist led clinical component which the students will gain specialist training on multi-disciplinary management of oral disease in children. Other components include clinical audit and governance and research.

Aims of the Programme

The aims are to:

- offer comprehensive, contemporary and advanced knowledge in Paediatric Dentistry to specialist level;
- provide advanced training to dentists wishing to attain clinical expertise and proficiency in Paediatric Dentistry to specialist

level;

- enhance dentists' everyday clinical practice satisfaction through higher expertise for service delivery to specialist level;
- prepare dentists to be eligible for formal recognition as a Specialist in Paediatric Dentistry by the UK regulatory bodies and European Academy;
- meet the national and international need for more Specialists in Paediatric Dentistry;
- instill the need for continuing professional development and lifelong learning;
- promote a critical approach to evaluating relevant literature so as to enable evidence-based practice in Paediatric Dentistry to specialist level;
- embed the foundations of literature review and research.

What Will You Be Expected to Achieve?

The learning outcomes reflect the Curriculum for Specialist Training in Paediatric Dentistry (2009) produced by the Specialist Advisory Committee in Restorative Dentistry and approved by the General Dental Council (UK), the relevant QAA benchmark statements and The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008) and are guided by the Queen Mary Statement of Graduate Attributes.

At the end of the programme the student will be able to:

- demonstrate the possession of in-depth and extensive current knowledge in Paediatric Dentistry to specialist level;
- undertake independent, proficient and advanced clinical practice of Paediatric Dentistry to specialist level in either primary or secondary care settings;
- relate Paediatric Dental care to other dental and medical specialties;
- utilise problem-solving and decision-making skills to assess, diagnose and treatment plan advanced, multi-disciplinary and complex cases;
- accept secondary referrals for advice and treatment in Paediatric Dentistry;
- understand and analyse the literature and research bases for evidence-based clinical care;
- plan and perform research including clinical audits;
- communicate effectively and interact with patients and colleagues in other dental and medical specialties;
- be eligible for entry to sit the membership examination of the Dental Faculties of the Surgical Royal Colleges in Paediatric Dentistry.

Academic Content:

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| A 1 | The principles of prevention, diagnosis and systematic treatment planning of dental diseases and dento-alveolar injuries in children |
| A 2 | The implications of different diseases and medical conditions on the dental care of the child |
| A 3 | The current approaches to the scientific method of research |
| A 4 | The skill in multi-disciplinary management of oral condition in children |

Disciplinary Skills - able to:

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| B 1 | critically appraise scientific papers |
| B 2 | reflect on case-studies, the integration of current clinical skills with new knowledge of the discipline |
| B 3 | synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline/practice and from a wide range of sources |

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| B4 | carry out dental treatment in children to a specialist standard |
| B5 | formulate and implement prevention strategies for child oral health |
| B6 | discuss ethical and governance issues associated with research and patient treatment |
| B7 | apply principles of patient safety and a patient-centred approach to oral health care for children and recognise own limitations and when to seek advice |

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| Attributes: | |
| C1 | Demonstrate specialist competency in Paediatric Dentistry in patient care, skill and knowledge |
| C2 | Show professional judgement to implement clinical solutions in response to problems by developing an evidence based treatment plan and taking an holistic approach to solving problems and designing treatment plans. |
| C3 | Demonstrate the ability to critically assess scientific papers and available evidence such as guidelines using a variety of information sources. |
| C4 | Evaluate critically the scope and limitations of the various techniques used in Paediatric Dentistry |
| C5 | Develop an integrated insight into how the development and impact of their knowledge and skills is of value and relevance to the workplace. |
| C6 | Appraise systematically current evidence in Paediatric Dentistry and appreciate research inform practice. |
| C7 | Demonstrate the ability to sustain a critical argument in writing and through oral presentations. |
| C8 | Demonstrate ability to write a scientific paper |

How Will You Learn?

A variety of teaching and learning methods will be employed including:

- Lectures/seminars: given by experts in their field on topics relevant to the advanced science and clinical practice of Paediatric and related subjects.
- Clinical practice sessions: treating patients under supervision, discussion and review of outcomes.
- Assessment, diagnosis and treatment planning clinics: attendance at Consultant/Specialist-led referral and diagnostic clinics, multidisciplinary clinics for Paediatric Dentistry.
- Self-directed learning: course work, essays and other written assignments, library projects, literature searches and critical appraisal exercises.
- Tutorials: One-to-one for those needing additional support, guidance and help.
- Case reports and presentations: problem-solving exercises, critical analysis of treated cases, discussion on what, how, and why treatment was carried out, reflecting on shortcomings and how it could be improved.
- Literature review and research project: supervised and leading to production of a manuscript for publishing in a peer review journal, and presentations at local/national/international meetings and conferences.
- Reading lists of books and journal papers, e-resources and online materials.

How Will You Be Assessed?

A combination of assessment methods including:

- Formative assessment: formal and informal multi-source feedback regarding performance and achievement of the learning objectives by continual monitoring of activities (seminar performance, written assignments, direct observation of procedural skills, case-based discussions, performance and progress appraisals).
- Summative assessment: written papers, viva voce, case reports and audit projects, literature review and research manuscript for publication

How is the Programme Structured?

This is a one year modular course with 5 modules which aims to provide the students with updated theoretical background and high quality clinical training in the field of Paediatric Dentistry. It also consolidates student training in the area of research and preparation of manuscripts for scientific publications. Four modules cover semester 2 and 3 will have summative assessments. The 5th module in Semester 3 will be for student to complete their cases in preparation for the RCS membership examination. The programme will focus on clinical training.

Academic Year of Study

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|--|-------------|---------|-------|-------------------------|------------------------|-----------------|
| Comprehensive clinical management of oral health for children | | 45 | 7 | Core | 1 | Semesters 1 & 2 |
| Advance specialist knowledge in Paediatric Dentistry | | 45 | 7 | Core | 1 | Semesters 1 & 2 |
| Clinical governance and audit | | 15 | 7 | Core | 1 | Semesters 1 & 2 |
| Follow up research and manuscript preparation from MClinDent project | | 15 | 7 | Core | 1 | Semesters 1 & 2 |
| Completion of Clinical Treatment and cases | | 0 | 7 | Core | 1 | Semester 3 |

What Are the Entry Requirements?

The programme is only available for student who has successfully completed MClinDent course in Paediatric Dentistry at QMUL. The programme has a limited number of spaces and preferences are given who have obtained a merit grade or above in the clinical component of the MClinDent course.

How Do We Listen and Act on Your Feedback?

Taught postgraduate programmes in the Institute of Dentistry are coordinated through the Masters Course Organisers Group which takes an overview of all taught postgraduate programmes and any issues impacting upon their quality. The quality assurance process will also be supported by the Dental Education Committee. Progression will be managed through the Institute of Dentistry's Clinical Subjects Examination Board.

The quality assurance mechanisms will include:

- Staff-Student Liaison Committee: periodic meetings of this committee to give the students ample opportunity to raise issues concerning the programme.
- Student feedback mechanisms: informal and two-way feedback will be encouraged throughout the course. Formal feedback will be sought twice-yearly via a standard questionnaire adopted for use by the Institute's postgraduate programmes, based on the National Student Survey (NSS) contents.
- Personal tutor arrangements: members of the teaching staff will be nominated to act as personal tutors to the students.
- Programme induction: there will be a formal induction at the start, with the programme organiser and teaching staff present to welcome the students and to introduce the various components of the programme. There will also be a tour of the skills laboratory, library and other facilities.
- Programme review: the Programme Organiser/Lead will participate in the annual review and monitoring process. The programme will be reviewed in the Annual Report on Teaching in Dentistry.

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school's Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students' views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

Academic Support

- Induction course at the beginning of the programme.
- Personal tutors for each student.
- Supervised clinical practice sessions.
- Supervised literature review and research project.
- Continuous monitoring of academic progress and learning activities.
- Augmented by extensive availability of other learning resources including libraries and online/intranet materials.

Programme-specific Rules and Facts

Programme Requirements and Progression

- Compulsory attendance of all sessions normally expected.
- During clinical practice sessions, treat patients to the highest ethical and technical standards and monitor outcome.
- Attend and participate at Consultant/Specialist-led specialty clinics and related medical and multidisciplinary clinics.
- Attend and participate in theatre sessions.
- Maintain a satisfactory log book record of cases seen and patients treated, which will be subjected to internal appraisal.

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- Read, synthesise and critically appraise classical, contemporary and relevant scientific literature.
- Produce a manuscript for publication.
- Carry out an audit project and report.
- Present cases and the results of academic exercises at journal/study club meetings and conferences.
- Successful completion of each module requires that no individual module mark being less than 50%.
- Students must pass all modules to gain an overall pass.

Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

The programme is jointly hosted by the Institute of Dentistry, Barts and The London School of Medicine & Dentistry, and the Dental Teaching Hospital, Barts Health NHS Trust. A number of the overseas students are sponsored by their government and in completion of the training, they will be able to obtain a senior clinical post. For those who are self-funded, they return to their own country and work as a specialist. This programme is also available to NHS trainees who would like to have more academic input in their training so that they can be develop as clinical academics.

Transferable skills include:

- Become an effective and efficient leader of a multi-professional team practicing Paediatric Dentistry
- Undertake audit, peer review and continuing professional development guiding the learning of others.
- Learn independently in familiar and unfamiliar situations with open-mindedness and in a spirit of critical enquiry and knowledge advancement.

Programme Specification Approval

Person completing Programme Specification

Prof Ferranti Wong

Person responsible for management of programme

Prof Ferranti Wong

Date Programme Specification produced/amended by School Learning and Teaching Committee

Date Programme Specification approved by Taught Programmes Board

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