Peninsula School of Dentistry

Programme Specification

MSc Restorative Dentistry (Part Time) (4630)

January 2018
**Brief description of Programme**

Restorative dentistry is the "umbrella discipline" consisting of the mono-specialist disciplines of Endodontics, Periodontics and Prosthodontics and also incorporates Implant Dentistry and sits at the centre of all general dental practice. This programme aims to provide high quality postgraduate education in Restorative Dentistry designed to allow busy primary care dental practitioners to study in a flexible manner and enhance the quality and level of dentistry they provide.

The philosophy underlying the programme is to specifically design it for the general dental practitioner /primary care dentist who is keen to follow a structured postgraduate course but is unable to undertake full-time postgraduate study. It is ideal for the full-time practitioner wishing to work at a higher, more clinically and intellectually advanced level.

The programme is structured to allow students to continue their current working commitments while studying for this postgraduate degree at an appropriate pace. In addition, using blended teaching and learning methodology allows the programme to involve pre-eminent experts in each part of the programme, thereby inspiring confidence in the students and ensuring that the programme is world-class.

The modules within the programme will be delivered on a part time basis and will be led by an established team of four Consultants in Restorative Dentistry holding full-time contracts at Peninsula Dental School, all of whom are experienced in developing and delivering postgraduate dental programmes prior to taking up academic positions within the Peninsula Dental School.

**Distinctive features**

- The programme will be led by a team of Consultants in Restorative Dentistry and complemented by respected visiting clinicians and educators.
- The programme is structured to allow participants to continue their current working commitments while studying at an appropriate pace.
- Each module at certificate and diploma stages includes 2 days of hands on consultant-led time to aid in the assimilation of taught restorative techniques.
- The course allows advanced restorative techniques to be learnt, underpinned by a rigorous appraisal of the evidence base, so that participants gain the skills to practice critically and effectively in their own dental practices.
- As well as seminars, tutorials and self-directed learning in context, the programme also includes practical hands on teaching in our state of the art clinical facilities and simulated dental learning environment. The programme with centred around the Plymouth Education facilities.
- The programme will allow enhanced skills, knowledge, and critical thinking to be developed in Endodontics, Periodontics, Prosthodontics and Implant dentistry.
- Three possible levels of exit qualification are available for the programme – namely Certificate, Diploma and Masters.
Entry requirements

Graduates should be in practice (Dentistry) in the UK whilst undertaking the programme and hold full GDC registration as a dental practitioner, they should also have full professional indemnity and normally at least 2 years of clinical experience. Places will be allocated on a first come first served basis subject to graduates fulfilling the above requirements.

Applicants whose first language is not English will be required to provide evidence of competence in English language. The minimum acceptable English language requirement for postgraduate courses is IELTS 6.5 overall, in both cases with minimum 5.5 across all four components (listening, reading, speaking, writing).

The University of Plymouth strives to be an open and accessible organisation; one that upholds the values of equality and diversity and actively stands against all forms of discrimination. For more information on the University’s Equality Scheme please see: https://www.plymouth.ac.uk/your-university/about-us/university-structure/service-areas/equality-diversity-and-inclusion/equality-objectives.

The Peninsula Schools of Medicine and Dentistry welcomes applications from people with disabilities who will be considered on the same academic grounds as other potential students. Considerations about individual needs arising from disability will be made separately, and we will strive to meet an individual disabled student's needs wherever possible and in consultation with Disability Services. For more information please see: https://www.plymouth.ac.uk/student-life/services/learning-gateway/disability-and-dyslexia.

Programme aims

The aims of the MSc in Restorative Dentistry are:

1. Develop a deep and systematic understanding of the key concepts and evidence-base relating to the diagnosis, treatment planning and treatment of patients undergoing restorative dentistry procedures.

2. Critically analyse and evaluate the available evidence that supports a range of restorative techniques and related clinical fields, applying it where appropriate and recognising where alternative approaches are required.

3. Using critical reflection and synthesis of knowledge gained through the course learning outcomes and previous clinical experience to safely and proficiently demonstrate effective treatment techniques relating to Restorative Dentistry within the learners own practice setting.

4. Demonstrate the ability to design, conduct, evaluate and write up a project that is of relevance to professional practice as a Restorative Dentist and will result in direct benefit through improved care for patient(s). Demonstrate self-direction,
originality and an ability to respond to constructive feedback and to act autonomously in the planning and implementation of project skills at an advanced professional level.

<table>
<thead>
<tr>
<th>Programme Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The programme provides opportunities for participants to develop and demonstrate the general outcomes listed below. The learning outcomes are referenced to Level 7 descriptors (SEEC 2010). These will be contextualised within each participant’s coursework.</td>
</tr>
</tbody>
</table>

**Setting:**

**Operational Context**
- Operates in complex and unpredictable and/or specialised contexts, requiring selection and application from a wide range of advanced techniques and information sources.

**Autonomy and responsibility for actions**
- Acts with initiative in decision-making and accessing support, within professional or given guidelines, accepting full accountability for outcomes.

**Knowledge and Understanding:**

**Knowledge & Understanding**
- Has a deep and systematic understanding of the nature of Restorative Dentistry and its relationship with other relevant disciplines
- Demonstrates an understanding of current theoretical and methodological approaches

**Cognitive Skills:**

**Conceptualisation and Critical Thinking**
- Uses ideas at a high level of abstraction.
- Develops critical responses to existing theoretical discourses, methodologies or practices and suggests new concepts or approaches.

**Problem Solving, Research & Enquiry**
- Designs and undertakes substantial investigations to address significant areas of theory and/or practice.
- Selects appropriate advanced methodological approaches and critically evaluates their effectiveness.

**Synthesis and Creativity**
- Flexibly and creatively applies knowledge in unfamiliar contexts, synthesises ideas or information in innovative ways, and generates transformative solutions.

**Analysis and evaluation**
- Undertakes analysis of complex, incomplete or contradictory evidence/data and judges the appropriateness of the enquiry methodologies used.
- Recognises and argues for alternative approaches.

**Performance and Practice:**

**Adaptation to Context**
- Autonomously adapts performance to multiple contexts.

**Performance**
- Autonomously implements and evaluates improvements to performance drawing on innovative or sectoral best practice.

**Team and organisational working**
- Works effectively with multiple teams as leader or member.
- Clarifies tasks and make appropriate use of the capacities of team members resolving likely conflict situations before they arise.

**Ethical awareness & application**
- Incorporates a critical ethical dimension to their practice, managing the implications of ethical dilemmas and works proactively with others to formulate solutions.

**Personal and Enabling Skills:**

**Personal evaluation and development**
- Uses personal reflection to analyse self and own actions.
- Makes connections between known and unknown areas, to allow for adaptation and change.

**Interpersonal and communication skills**
- Identifies, evaluates and maintains capabilities and qualities to support effective communication in a range of complex and specialised contexts.

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**Teaching, learning and assessment strategies**

The overall learning, teaching and assessment approaches employed within this programme have been developed in accordance with the educational strategy of the Peninsula Schools of Medicine and Dentistry. The overall aim is to improve health outcomes in terms of Restorative Dentistry and to facilitate real change in the quality of Restorative Clinical Care and Dental Health for individuals and the wider community.

Peninsula Schools of Medicine and Dentistry will support students with a range of formative and summative assessment approaches that will allow them to demonstrate their achievements in relation to the learning outcomes of the programme. Formative assessment will involve opportunities for discussion and feedback from peers and tutors. The summative assessment element for each module will provide students with the opportunity to demonstrate achievement of the intended learning outcomes.
Detailed and specific marking criteria for each assignment will be detailed in the Module Record, in the Programme Handbook, through the Digital Learning Environment and will also be clearly articulated to students throughout the module.

Modes of learning
The restorative programme makes use of the following methods of learning:

Electronic Learning
A range of electronic-learning resources are available to support the Peninsula School's blended approach to postgraduate teaching and learning. These include online access to clinical demonstration videos to support the use of taught clinical techniques. These will allow the participants in their own time to revisit, revise and implement these new techniques.

Learning in small groups
Seminars & Workshops
Learning in small groups will be employed to encourage the exchange of information and ideas and to enable students to learn from and with colleagues from a variety of clinical backgrounds. Under the facilitation of a subject expert and/or seminar leader, and following appropriate preparation, students will be expected to question, critically analyse, evaluate, present and discuss a range of topics.

Tutorials
Students will have the opportunity to meet with academic and clinical staff in small groups and individually to discuss particular issues in more depth either in person, if possible, or using video conferencing facilities.

Lead Lectures
Lectures will be delivered by experts in a subject to introduce students to new information and key areas of knowledge. These will all be research informed.

Learning Portfolios / Self Directed Applications
Learning portfolios will be used by students to gather evidence of their own learning and skills development. A learning portfolio is not just a diary or record of what has been done but also a record of what has been learned, tried and critically reflected upon. Advantages of portfolios are that they:

- Allow for assessment of experience in non-traditional learning environments.
- Allow for self-expression and a greater control of assessment media.
- Allow students to demonstrate individuality, originality and creativity with their work.
- Allow students to relate the personal relevance of the learning experience to their own professional situation.
- Provide a basis for informal discussions with the academic tutor in support of the student's learning and professional development.
Learning in the Clinical Environment

This is a Clinical programme and as such many activities will take place in the Clinical Environment. The following will take place in the School’s dental education facilities and simulated dental learning environment. The Dental School’s facilities are based throughout the South West and the programme will be centred in Plymouth.

- Clinical teaching including practical demonstrations.
- Usage of phantom heads to practice and deliver new taught clinical techniques.
- Practising of clinical surgical techniques on pigs heads.
- Live surgery demonstrations.
- 2 days of hands on access to a Consultant in Restorative Dentistry to support the application of taught techniques.

Participants will also be expected to put into practise within their clinical environment the skills that have been taught on the course and maintain a log of this activity. This will form part of the assessment process.

Level of Award

A student will be awarded a Masters degree with Distinction provided that s/he has achieved a credit-weighted average mark of 70% or above across all the modules (including the dissertation) and the mark for the dissertation module is not less than 70%.

A student will be awarded a Masters degree with Merit provided that s/he has achieved a credit-weighted mark of 60% or above across all modules (including the dissertation) and the mark for the dissertation is not less than 60%.

Management of Assessment

Assessments are managed through the Subject Assessment Panels and Award Assessment Board. External examiners have responsibility for reviewing and reporting on module assessments with reference to national standards. The Award Assessment Board (including external examiners) will be responsible for referral deadline setting and review of outcomes. External examiners will have the opportunity to review a selection of (or all, in the case of referred assessment) student work submitted for summative assessment. External examiners are invited to attend the Subject Assessment Panels and Award Assessment Board and to provide verbal and written reports to which a formal response will be made by the Programme Lead.

Assessment procedures, detailed marking guidance and assessment criteria are provided for each module on the Digital Learning Environment.

Support for students and their learning

Learning facilities
The Restorative Dentistry programme utilises a blended approach of 10 taught clinical days combined with a distance learning approach and has been designed specifically to allow busy practitioners to maintain their clinical dental practice outside of Plymouth University. The 10 taught clinical days will take place in Plymouth University Peninsula School of Dentistry’s Dental Education Facilities’. These are state of the art and among the best in the world.

Open access computing facilities
Students will have access to the open access IT suites at Plymouth University and the John Bull Building, Plymouth Science Park.

Library Resources
In addition to the electronic library resources available to students via the Digital Learning Environment the students will be able to access library facilities at Plymouth University. Books or articles not held by the University can normally be obtained via an inter-library loan. A wide selection of electronic resources ranging from specialist websites to key databases and electronic journals are available, via the Digital Learning Environment and the University library web pages.

Students on the programme will be supported by the Programme and Module Leads and will be allocated a personal tutor in line with the Plymouth University policy on personal tutoring. The personal tutor will act as a sustained and first point of reference for students on personal, domestic or academic matters including signposting to student support services available via the University. Learning resources and facilities for both individual and group electronic communications between students and between students and tutors are available through the Digital Learning Environment. Students are given a hands-on training session on the use of the Digital Learning Environment during a programme induction event. On-line tutorials are also available to students.

Plymouth University provides a wide range of student support services including:

- Learning Development
- English Language Centre
- Careers and Employability
- Accommodation Services
- Student Counselling Services
- Health and Wellbeing
- Disability Services
- Student Union
- International Student Advisory Service
- Faith and Spiritual

Methods for evaluating and improving the quality and standard of teaching and learning
The programme will be monitored and reviewed through the School Programmes Committee and School and Faculty Teaching, Learning and Quality Committees. The Teaching, Learning and Quality Committees will consider the educational provision, including the annual review of the programme which draws on feedback from such sources as external examiners’ reports, student evaluation, student achievement and progression data. In addition, subject areas are reviewed through a Periodic Subject
Review.


Plymouth University Peninsula Schools of Medicine and Dentistry policies relating to Raising Concerns, Fitness to Practise, Standards of Dress and Religious Observance and Consent are available at https://www.plymouth.ac.uk/your-university/about-us/university-structure/faculties/medicine-dentistry/policies.

The Programme Working Group for the Restorative Dentistry programme will meet twice a year and report to the Programmes Committee, which in turn reports on quality monitoring and assurance to the Dental School Teaching, Learning and Quality Committee.

Mechanisms for review and evaluation of teaching and learning and curriculum outcomes include:

- Student feedback (collected by Module Leads following individual sessions and following the submission of the module assessment/s)
- Annual programme review and action plan considered by the Postgraduate Programmes Committee and the School and Faculty Teaching, Learning and Quality Committee
- Teaching observation
- Standard testing and benchmarking of assessment activities
- External Examiners’ reports
- Student representation at Programme Working Groups
- Staff Student Liaison Committees
- Complaints procedure
- Postgraduate Taught Experience Survey (PTES)

Management

- PSMD Faculty Teaching and Learning Committee
- Dental School Teaching and Learning Committee
- Subject Assessment Panels and Award Assessment Board
- Programmes Committee
- Programme Working Group
<table>
<thead>
<tr>
<th>Programme structure</th>
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</thead>
<tbody>
<tr>
<td>Students will study on a part-time basis with each stage of the programme normally completed within one year:</td>
</tr>
</tbody>
</table>

**Postgraduate Certificate stage modules (Year 1):**

<table>
<thead>
<tr>
<th>January – June</th>
<th>July – December</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSD711 Foundations of Restorative Dentistry (30 Credits)</td>
<td>RSD712 Restoring Teeth and Tissues (30 Credits)</td>
</tr>
</tbody>
</table>

**Postgraduate Diploma stage modules (Year 2):**

<table>
<thead>
<tr>
<th>January - June</th>
<th>July - December</th>
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</thead>
<tbody>
<tr>
<td>RSD721 Advanced Restorative Dentistry 1 (30 Credits)</td>
<td>RSD722 Advanced Restorative Dentistry 2 (30 Credits)</td>
</tr>
</tbody>
</table>

**Masters stage module (Year 3):**

<table>
<thead>
<tr>
<th>January - December</th>
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</thead>
<tbody>
<tr>
<td>DIS732 Dental Programmes Dissertation (60 Credits)</td>
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</tbody>
</table>

In accordance with Plymouth University Academic Regulations, the award of MSc requires the successful accumulation by the candidate of a minimum of 180 credits. In order to complete the MSc Restorative Dentistry students will need to satisfy the academic standards for the required modules as outlined below:

| Module 1 - RSD711 – Foundations of Restorative Dentistry (30 Credits) |
| This module encompasses key concepts underpinning the delivery of restorative dentistry, enabling learners to develop their understanding and knowledge of the |
subject. Teaching is delivered as seminars, demonstrations, and practical training in the simulated dental learning environment, enhancing clinical skills and improving patient care.

Module 2 - RSD712 – Restoring Teeth and Tissues (30 Credits)

This module enables students to develop their skills and knowledge in fixed and removable prosthodontics, as well as providing an introduction to crown lengthening surgery and surgical management of periodontal disease. Teaching consists of lectures, demonstrations, and practical training in the simulated dental learning environment.

Module 3 - RSD721 – Advanced Restorative Dentistry 1 (30 Credits)

This module builds on the skills acquired in modules 1 and 2 and focuses on aesthetic dental procedures, as well as introducing the use of dental implants. Teaching consists of lectures, demonstrations and practical training in the simulated dental learning environment.

Module 4 - RSD722 – Advanced Restorative Dentistry 2 (30 Credits)

This module enhances the skills acquired in modules 1, 2 and 3 by introducing more specialised procedures including periodontal and endodontic surgery, as well as methods for managing failing restorations. Learners are encouraged to flexibly and creatively apply their knowledge in innovative ways. Teaching consists of lectures, demonstrations, and practical training. Learners will demonstrate their competence by examination of 3 case reports submitted in advance.

Module 5 - DIS732 – Dental Programmes Dissertation (60 credits)

This module is designed to enable students to produce a project dissertation under supervision, and to demonstrate: clinical question formulation; evidence acquisition; evidence evaluation; evidence synthesis within a clinical context; clinical decision-making and critical reflection skills.

Exceptions/ special academic regulations

None

<table>
<thead>
<tr>
<th>Final award title</th>
<th>MSc Restorative Dentistry</th>
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<tbody>
<tr>
<td></td>
<td>MSc Restorative Dentistry (with Merit)</td>
</tr>
<tr>
<td></td>
<td>MSc Restorative Dentistry (with Distinction)</td>
</tr>
<tr>
<td>Level</td>
<td>7</td>
</tr>
<tr>
<td>Intermediate award title(s)</td>
<td>Postgraduate Certificate in Restorative Dentistry: completion of 60 credits, Postgraduate Diploma in Restorative Dentistry:</td>
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<tr>
<td></td>
<td>completion of 120 credits</td>
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<tr>
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<tr>
<td>Level</td>
<td>7</td>
</tr>
<tr>
<td>Awarding institution</td>
<td>Plymouth University</td>
</tr>
<tr>
<td>Teaching institution</td>
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</tr>
<tr>
<td>Accrediting body</td>
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<tr>
<td>Appropriate benchmark(s)</td>
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<tr>
<td>UCAS code</td>
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<tr>
<td>JACS code</td>
<td>A400</td>
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<tr>
<td>Programme Intended Learning Outcomes Map</td>
<td>Masters (M) Level</td>
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<tr>
<td>------------------------------------------</td>
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</tr>
<tr>
<td>Masters in Restorative Dentistry</td>
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<tr>
<td>SEEC 2010 Level 7</td>
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<tr>
<td>Core Programme Intended Learning Outcomes</td>
<td>Aim</td>
</tr>
<tr>
<td>(using SEEC 2010 descriptors)</td>
<td>Related Core Modules</td>
</tr>
</tbody>
</table>

**Setting**

**Operational Context**

Operates in complex and specialised contexts requiring selection and application from a wide range of advanced techniques and information sources

Aim: 1,2,3

- Foundations of Restorative Dentistry
- Restoring Teeth and Tissues
- Advanced Restorative Dentistry 1
- Advanced Restorative Dentistry 2

Acts with initiative in decision making and accessing support

Aim: 1,2,3,4

- Foundations of Restorative Dentistry
- Restoring Teeth and Tissues
- Advanced Restorative Dentistry 1
- Advanced Restorative Dentistry 2
- Dental Programmes Dissertation Module

**Knowledge and Understanding**

Has a deep and systematic understanding of the nature of Restorative Dentistry and its relationship

- Foundations of Restorative Dentistry
with other relevant disciplines
Demonstrates an understanding of current theoretical and methodological approaches

| Cognitive Skills |  
|------------------|---|
| Conceptualisation and Critical Thinking |
| Uses ideas at a high level of abstraction |
| Develops critical responses to existing theoretical discourses, methodologies and practices and suggests new concepts or approaches |
| 1,2,3,4 |

| Problem Solving, Research and Enquiry |
| Designs and undertakes substantial investigations to address significant areas of theory and/or practice |
| Selects appropriate advanced methodological approaches and critically evaluates their effectiveness |
| 4 |

| Synthesis & Creativity |
| Flexibly and creatively applies knowledge in unfamiliar contexts |
| 1,2,3,4 |

|  
|------------------|---|
| • Restoring Teeth and Tissues |
| • Advanced Restorative Dentistry 1 |
| • Advanced Restorative Dentistry 2 |
| • Dental Programmes Dissertation Module |

|  
|------------------|---|
| • Foundations of Restorative Dentistry |
| • Restoring Teeth and Tissues |
| • Advanced Restorative Dentistry 1 |
| • Advanced Restorative Dentistry 2 |
| • Dental Programmes Dissertation Module |

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|------------------|---|
| • Dental Programmes Dissertation Module |

<p>|<br />
|------------------|---|
| • Foundations of Restorative Dentistry |
| • Restoring Teeth and Tissues |</p>
<table>
<thead>
<tr>
<th>Analysis &amp; Evaluation</th>
<th>Performance and Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undertakes analysis of complex evidence and judges the appropriateness of the methodologies used</td>
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<tr>
<td>Recognises and argues for alternative approaches</td>
<td></td>
</tr>
<tr>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
</tr>
</tbody>
</table>

- Advanced Restorative Dentistry 1
- Advanced Restorative Dentistry 2
- Dental Programmes Dissertation Module

- Foundations of Restorative Dentistry
- Restoring Teeth and Tissues
- Advanced Restorative Dentistry 1
- Advanced Restorative Dentistry 2
- Dental Programmes Dissertation Module
### Team & Organisational working
Works effectively as leader or member  
Clarifies tasks

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Dissertation</th>
<th>Module</th>
</tr>
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</table>
| • Foundations of Restorative Dentistry  
• Restoring Teeth and Tissues  
• Advanced Restorative Dentistry 1  
• Advanced Restorative Dentistry 2 | 1,2,3 |

### Ethical awareness and application
Incorporates an ethical dimension to their practice

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</tr>
</thead>
</table>
| • Foundations of Restorative Dentistry  
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• Advanced Restorative Dentistry 1  
• Advanced Restorative Dentistry 2 | 1,2,3 |

### Personal and enabling skills

#### Personal evaluation and development
Uses personal reflection to analyse self and own actions  
Makes connections to allow for adaptation and change

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• Restoring Teeth and Tissues  
• Advanced Restorative Dentistry 1  
• Advanced Restorative Dentistry 2 | 1,2,3 |

#### Interpersonal & communication skills
Qualities to support effective communication in a range of contexts