

Professional Doctorates

Programme specification

Programme definition (approved by Senate June 2014)

A professional doctorate is defined as a programme that requires the creation and interpretation of new knowledge, through original research, advanced scholarship and innovations in professional practice. A professional doctorate programme differs from a 'traditional-route' research degree programme (a PhD) in that candidates are required to make both a theoretical and applied (within the context of the relevant profession or specialism) contribution to knowledge.

Programme Title	Doctorate in Clinical Dentistry in Endodontics
Duration/mode of study	FT – 3 years
Name of final award	DClinDent
FHEQ level of final award	8
Name of interim awards	PG Certificate in Clinical Dentistry (60 Credits) Level 7 PG Diploma in Clinical Dentistry (120 Credits) Level 7 MSc in Clinical Dentistry (180 Credits) Level 7
FHEQ level of interim/exit award	8
Proposed start date for first cohort	September 2025
Responsible school(s)/institute(s) (please identify lead dept)	SMD – Institute of Dentistry
Subject Examination Board (that will confirm taught module results)	Dentistry (Clinical)
Name & contact details person responsible for the management of the programme	Professor Samira Al-Salehi

Programme Outline and Aims

Please provide a brief description of the programme, summarising the programme content, and the distinctive features it offers students. This should be consistent with the programme descriptions in handbooks, website(s) and prospectus.

Outline

The three-year full-time programme is designed to provide education and training for dentists who aspire to be specialists or clinical academics. The DCLinDent Degree integrates academic activities with clinical practice and research up to FHEQ Level 8. Generally, the teaching will be delivered as lectures, seminars and tutorials (theoretical), chair-side training (clinical) and hypothesis-driven experimental training in research. In line with other DCLinDent programmes at the IoD, the curriculum will be organised into modules with clear learning objectives, outcomes, formative and summative methods

of assessment. The contents of the modules will reflect the Curriculum for Specialist Training in Endodontics of the General Dental Council (UK).

The modern clinical facilities at the IoD will provide an excellent clinical training environment for the postgraduate students. The state of the art research facilities and staff at the IoD and in associated institutes will provide support for the students to carry out high quality research.

Learning Outcomes:

The learning outcomes reflect the Curriculum for Specialist Training in Endodontics (2010) produced by the Specialist Advisory Committee in Restorative Dentistry, (monospecialty training) 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.

Aims of the programme:

The aims of the programme are to:

- develop students' clinical practice and academic knowledge to FHEQ Level 8 according to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2014);
- meet the national and international need for more Specialist in Endodontics working in both academia and in practice;
- offer comprehensive and contemporary knowledge in endodontics up to specialist level;
- provide advanced training to those wishing to attain clinical expertise and skills in endodontics up to specialist level;
- enhance everyday clinical practice satisfaction through higher expertise for service delivery up to specialist level;
- promote a critical approach to evaluating relevant literature so as to enable evidence-informed knowledge and practice in endodontics up to specialist level;
- instil the need for continuing professional development and lifelong learning;
- embed the foundations of research.

How is the Programme Structured

The structure of the programme should be described in detail. Precise details of the modules can be given in a table. All programme proposals must demonstrate how they will meet the requirements of the Queen Mary Professional Doctorates Framework, and that the elements of independent research provide sufficient opportunity for the candidate to be able to demonstrate the depth of research expected of doctoral level studies.

The programme is full-time over three calendar years. It consists of six modules, which are all core modules and must be successfully completed and passed for progression from one year to the next and for the final award of the DClinDent.

The structure is based on three components:

1. Didactic teaching: a programme of seminars, practical classes and other didactic learning activities, commencing with an introductory course, and reviewing the clinical and scientific scope of the subject to determine its evidence base.
2. Supervised clinical practice: supervised clinical, and as appropriate laboratory practice, in which treatment planning and advanced clinical procedures are performed including a number of complex, cases contributing to the Clinical Portfolio with student reflections and Service Evaluation.
3. Research project: a research investigation leading to a dissertation in which students are required to demonstrate the application of scientific method to a problem of relevance in the subject area.

The three years of full-time study will provide 540 credits of which 270 credits are directed study elements and 270 credits are research elements. The indicative modules are listed below and the curriculum map is attached.

Module Title, Credit Level, Year of Study:

1. Core Knowledge and Clinical Skill in Endodontics: 60 credits, Level 7, Year 1
2. Research I Research project progression report I + clinical portfolio initial report 30 credits, Level 8, Year 1
3. Advanced Clinical Skill and Science in Endodontics: 90 credits, Level 8, Years 1 and 2
4. Research II - Research Project progression report II + Clinical Portfolio and Service Evaluation preliminary reports 30 credits Level 8, Years 1 and 2
5. Consolidated Clinical Skill and Science in Endodontics: 120 credits, Level 8, Years 2 and 3
6. Research III –Dissertation and Research Portfolio + Service Evaluation Report + Clinical Portfolio 210 credits, Level 8, Years 2 and 3.

Total: 540 credits

The timetable will average out throughout the programme into the following proportions:

- 60% clinical time
- 25% guided learning
- 15% self-directed learning

The three years of full-time study will provide 540 credits of which 270 credits are directed study element and 270 credits are research element. The indicative components are in the following table. Please note that in research degrees, credits are not given for research. Hence, “notional credits” are allocated to give an indication of time and effort spent by students.

The course aims to offer a high teacher/student ratio so that access to advice and ease of communication can be assured. Clinical sessions will be supervised by experienced clinical academics and NHS staff. Two staff members will supervise each student research project.

Module Number	Title	Credit value	FHEQ Level	Year of study
1 – DIN7827	Core knowledge and skills in endodontics	60	7	1
2 – DIN8101	Research I –Research Project progression report I + Clinical Portfolio initial report.	30	8	1
	TOTAL	90		
3 – DIN8702	Advanced Clinical Skills and Science in Endodontics	90	8	1-2
4 – DIN8103	Research II - Research Project progression report II + Clinical Portfolio and Service Evaluation preliminary reports	30	8	1-2
	TOTAL	120		

5 – DIN8704	Consolidated Clinical Skills and Science in Endodontics	120	8	2-3
6 – DIN8105	Research III –Dissertation and Research Portfolio + Service Evaluation Report + Clinical Portfolio	210	8	2-3
	TOTAL	330		

Modules and Assessment

Please ensure that you identify the core modules that will be necessary for progression on to subsequent years. If students are able to exit the programme with an interim award, please ensure that the core modules needed to be eligible for this award are clearly indicated. Please include any compulsory placements/practice-based modules that need to be undertaken.

Please include the credit value of each module, both taught modules and the research dissertation / research elements.

The programme aims to promote development of clinical skills, learning and research enriched by original scholarship to encourage students to become independent learners. Students will accept responsibility for their own learning and will be encouraged to develop powers of critical thought and reflection. Key skills in information technology and oral and written presentations will be enhanced. The course will offer students the opportunity to enhance their knowledge and clinical/surgical skills in Endodontics and become familiar with the issues of study design, data analysis and critical thought. Assessments are outlined below.

In addition to the formal seminar and clinical programme, time is set aside for particular readings and reviews, discussion and problem solving for student research projects, for innovative practical exercises, clinical audit and for feedback and evaluation of the course itself. Time is spent working alongside hospital trainees (Speciality Registrars and Dental Foundation trainees).

Students will receive a course reading list at the start of teaching.

The course aims to offer a high teacher/student ratio so that access to advice and ease of communication can be assured. Clinical sessions will be supervised by experienced clinical academics and NHS staff. Two staff members will supervise each student research project.

Summative Assessment Methods and Procedure

The summative assessments used in the programme are:

- written examination
- oral examination
- the submission of a research thesis of up to 50,000 words with an oral examination on the thesis (the viva)
- the submission of a clinical audit / service evaluation report
- the submission of a reflective clinical logbook
- patient case studies
- Formative assessment is provided through written essays, practice in oral examinations (vivas) and other tests.

The assessments take place over three years for full-time students.

For the taught component, the students will be examined according to the Academic Regulations for postgraduate taught students. For the research elements, the students will be examined according to

the Academic Regulations for research degrees, including annual progression review in the first 2 years, and a final research dissertation at the end of the third year.

All the modules are core modules. Students must pass all modules to be awarded the DCLinDent in Endodontics. The intended award of DCLinDent is not classified. If students do not meet the criteria for the DCLinDent award they will be considered for the interim / exit awards of PG Certificate, PG Diploma or MSc in Clinical Dentistry. An award will be made where the criteria are met.

Module results are reviewed and confirmed by the Queen Mary PG Dentistry (Clinical) Subject Examination Board.

The award of DCLinDent is considered and confirmed by the Queen Mary Research Degrees Programmes and Examination Board.

Interim / exit awards are considered and confirmed by the Queen Mary PG Dentistry (Clinical) Subject Examination Board.

The assessment structures are outlined in the table below:

Module Number	Module	Credit	Assessment
1 –DIN7827	Core knowledge and skills in endodontics	60	<ul style="list-style-type: none"> • 3 hour written Examination – 100%
2 – DIN8101	Research I –Research Project progression report I + Clinical Portfolio initial report.	30	<ul style="list-style-type: none"> • Research Project Protocol, 2,000 words 30% • Research Protocol 25 minute viva 30% • Clinical portfolio - log book (incl 2 case reports), lab log book, 20% • Clinical Portfolio 20 minute viva 20%
3 – DIN8702	Advanced Clinical Skills and Science in Endodontics	90	<ul style="list-style-type: none"> • 3 hour written examination – 75% • Oral examination – 25%
4 – DIN8103	Research II - Research Project progression report II + Clinical Portfolio and Service Evaluation preliminary reports	30	<ul style="list-style-type: none"> • Service evaluation interim report, 2,000 words 15% • Service evaluation 20 minute viva 15% • Interim clinical portfolio of 4 cases , 15% • Clinical portfolio 20 minute viva 15% • Research project interim report, 3,000 words 20% • Research project 20 minute viva 20%
5 – DIN8704	Consolidated Clinical Skills and Science in Endodontics	120	<ul style="list-style-type: none"> • 3 hour written examination – 50% • Oral Examination – 50%
6 – DIN8105	Research III – Dissertation and Research Portfolio + Service Evaluation Report + Clinical Portfolio	210	<ul style="list-style-type: none"> • Service evaluation final report, 5,000 words 10% • Service evaluation 30 minute viva 10% • Final clinical portfolio 15,000 words, 20% • Clinical portfolio 60 minute viva 20%

			<ul style="list-style-type: none"> Final Research dissertation 50,000 words, 20% Research dissertation 60 minute viva 20%
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Grading Criteria for Summative Assessments:

- The grading criteria for the taught components will follow the QMUL regulations. However, as this is a research degree, there is not final classification mark, the final award will either be a pass or fail.

Appointment of external examiners:

- The appointment of external examiner(s) will follow QMUL procedures.

Marking and Moderating:

- Students will submit written work through the anti-plagiarism software Turnitin, with the exception of the final thesis and draft sections of the thesis, and the audit report. Students will also be given access to their Turnitin reports.
- All assessments, with the exception of the final thesis, are double marked by two internal examiners and reviewed by an external examiner. The oral examinations for the PGT and PGR components will be marked by one internal and one external examiner.
- Assessments are managed by the QMUL examination board and an external examiner (appointed according to QMUL regulations) will moderate achievement within and between different courses.

Feedback to Students:

- Formative assessment exercises with feedback are carried out during the course. Students will carry out clinical work-place based assessments (WBAs) in a similar fashion to our existing specialist trainees. These assessments are used to develop a clinical log book portfolio. They may be required to submit several short essays (up to 2000 words) on a variety of topics to be determined by teaching staff linked to the teaching within the modules. The students will have opportunity to give oral presentations based on progress in the research projects, clinical audits and clinical progression. Candidates will have regular 1:1 contact with clinical tutors and supervisors. Their reflective logs will regularly be reviewed and discussed. Clinical supervisors will also monitor that candidates have an appropriate case load and patient mix.

Extensions and Deferrals, and Extenuating Circumstances:

- <https://www.qmul.ac.uk/governance-and-legal-services/media/dgls-media/policy-zone/2024-25/Academic-Regulations-2024-25.pdf> (policy document containing information on handling such circumstances).
- Students with disability will be offered assistance by QMUL Disability & Dyslexia Service.

Supervision: Academic and Clinical:

- The research components will be supervised by QMUL research active academic staff. The taught and clinical components will be supervised by both QMUL and Barts Health NHS Trust clinical specialists and staff including specialty registrars in the department.

Research

Please cover:

- Description of research components and how this meets the Qualification Descriptors for a research degree
- Explain how the elements of independent research provide sufficient opportunity for the candidate to be able to demonstrate the depth of research expected of doctoral level studies.

- *Supervision of research dissertation / projects*
- *Expectations of the dissertation / research project portfolio (e.g. maximum word limit)*

This professional doctorate programme follows the FHEQ level 8 descriptor which is to: 'make a significant and original contribution to a specialised field of inquiry, demonstrating a command of methodological issues and engaging in critical dialogue with peers and accepting full accountability for outcomes'.

The research component in this programme differs from that of the traditional hypothesis driven PhD format as it has an application of knowledge to clinical practice. The final dissertation will be composed of the following three parts:

1. Research project report – the candidates are to produce a traditional research thesis to demonstrate they can critical review scientific literature and carry out hypothesis based research. They must produce dissertations that are of publishable standard. The dissertation must not exceed 50,000 words. Two supervisors will be assigned for each student. The project may include development of a novel biomaterial in Endodontics; better understanding of new techniques in Endodontics ; developments to improve patient experience; meta- analysis and systematic reviews, and other related projects that fulfil the QAA level 8 criteria.
2. Clinical portfolio report – the candidates are to produce a portfolio report of at least 4 Endodontic clinical cases . The portfolio must include detailed documentation of the treatments that they have provided, a critical appraisal, including evidence-based analysis, of the treatments, the novelty of the treatments, evaluation of their success and proposals for possible future follow-up. This report must not exceed 15,000 words.
3. Service evaluation - the candidates are to produce a service evaluation report (or a clinical audit) that they have designed and carried out. This report must include aims, methods, results and discussion with proposals for future audit and research in the field. Two cycles of audits should be completed, whenever possible. These reports must not exceed 5,000 words.

Entry Requirements

Provide the entry requirement for the proposed programme as agreed at Part one stage and published on the course finder. This should include the level of English Language and any selection criteria for admission?

- A recognised dental degree (BDS or equivalent).
- Two years full-time (or equivalent) post qualification clinical practice of dentistry, including evidence of specific relevant experience in oral/oral and maxillofacial surgery.
- An IELTS score of 7.0 is required including a minimum score of 6.0 in writing and a minimum score of 6.0 in either reading, listening or speaking. (A minimum IELTS score of 6.5 is required at the point of submission in order for an application to be considered, but an IELTS score of 7.0 must be achieved before the course starts. Pre-sessional English course is available to improve the score by 0.5 if a conditional offer is given)

Links with External Partners

N/A

Links to Queen Mary Policies

The programme should be designed and administered with reference to the following documents:

[Academic Regulations](#)

[Code of Practice for Research Degree Students](#)

[Research Development Framework](#) –
[Support for students with disabilities, SpLD and mental health issues](#)
[Student Appeals and Complaints Policy](#)

Person completing programme specification	Mrs Lorraine Low, Quality & Assessments Officer
Person responsible for management of research degree programme	Professor Samira Al-Salehi
Date programme specification produced/amended by School/Institute/Lead Department	31/10/2024
Date programme specification approved by Research Degree Programmes and Examinations Board	