

Programme Title: Master of Science in Endodontic Practice



## Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of award and field of study:	Master of Science in Endodontic Practice
Name of interim award(s):	PG Dip Endodontic Practice
Duration of study / period of registration:	Part time; 36 Months (MSc)
QMUL programme code / UCAS code(s):	PMSF-QMDENT1 PSENP A4D4
QAA Benchmark Group:	Dentistry
FHEQ Level of Award :	Level 7
Programme accredited by:	N/A
Date Programme Specification approved:	
Responsible School / Institute:	Institute of Dentistry

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

Barts and The London School of Medicine and Dentistry

Collaborative institution(s) / organisation(s) involved in delivering the programme:

N/A

### Programme outline

As people live longer they also expect to be able to retain their teeth for longer. Current practice is to save teeth by endodontic (advanced restorative) treatment wherever possible. There is limited experience in endodontic practice provided in most dental undergraduate courses which is often insufficient to deal with the many advanced restorative problems encountered in general dental practice. As a result, a large number of cases that could be treated in the General Dental Services are referred to the Barts and The London Dental Institute, leading to unnecessarily long waiting times and a delayed delivery of service. In addition, the high referral rate for such treatment has given rise to a need for dentists with a special interest in endodontics to provide the relevant treatment. The course will not only fit within the existing taught postgraduate portfolio of the Institute of Dentistry, emphasising its role as a leading educational provider of postgraduate training in the region, but also help to expand and diversify the recruitment base of the school. The number of applications from current dentists for the Diploma level course indicates the demand for advanced education and training whilst feedback from current students supports the need to offer the opportunity for the Diploma to be upgraded to Masters level.

This part-time programme is uniquely structured to allow practising dental practitioners to enhance their knowledge and clinical ability in this field, thus offering an appropriate response to national trends. The programme will provide an in-depth approach for exploring current concepts in clinical endodontics, offering deeper knowledge and understanding of the subject, improving clinical skills and leading to increased job satisfaction. It will also facilitate the exposure of each dental practitioner to

their peers, encouraging a synergistic exchange of ideas and experience and contribute to and enhance participants' career options by allowing them access to current endodontic concepts and research. It can be part of a dentist's Personal Development Plan.

### Aims of the programme

This programme aims to:

- meet the local, regional and national need for more dentists with a special interest in endodontics
- enhance students' knowledge of advanced aspects of endodontics and enable them to apply it to their clinical work
- foster appropriate advanced clinical skills in endodontic practice
- promote a critical approach to evaluating relevant literature so as to be able to establish evidence-based practice in clinical endodontics
- enhance understanding and the impact of clinical governance and clinical effectiveness
- encourage the pursuit of independent study and audit.

### What will you be expected to achieve?

By the end of the programme you will achieve the outcomes listed in the section below :

### Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

#### Academic Content:

A 1	The critical review and analysis of aspects of endodontic disease and its management.
A 2	The methods of measuring clinical outcomes.
A 3	The process of undertaking, with critical awareness, analysis of complex, incomplete, 'cutting edge' or contradictory areas of clinical and scientific knowledge.

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A 4	Manage the endodontic aspect of multi-disciplinary dental cases.
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Disciplinary Skills - able to:	
B 1	Self-reflect on endodontic outcome and analysis of research
B 2	Evaluate advanced scholarship critically in evidence based endodontic disease, make a case for alternative approaches and explore scientific clinical research in order to be able to audit current practice
B 3	Critique and evaluate the different approaches to collecting and analysing data, and communicate it coherently
B 4	Perform non-surgical endodontic treatment on all teeth

Attributes:	
C 1	Appraise and investigate cases and literature so that an evidence-based approach is undertaken
C 2	Recognise cases when referral to tertiary care is required
C 3	Promote endodontic treatment as part of comprehensive oral care
C 4	Manage endodontic emergencies and dental trauma

### How will you learn?

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

- Formal 3-hour seminars given by experts in their field on topics relevant to the study of Endodontics
- Pre-clinical laboratory practice sessions: demonstrations, "hands-on" practical exercises, discussion of outcomes
- Clinical practice sessions: treating patients under supervision, discussion of outcomes
- Self-directed learning: critical review of at least two scientific papers nominated by the programme organisers and at least two more papers selected by the students themselves
- Case presentations: discussion on what was carried out, how, and why it was carried out, reflecting on shortcomings and how it could be improved the next time
- reading lists of books and journal papers

### How will you be assessed?

Assessment strategies:

- Formative assessment: regular informal verbal feedback to individual students regarding their performance and achievement of the learning objectives.
- Assessment of competency: There will be a competency-based Practical Test at the end of the Pre-clinical Laboratory-based Practice Module. The student must pass this "Gateway Test" before being allowed to progress to the Clinical Practice sessions treating patients. Those who fail will be required to undertake additional practical sessions before taking the "Gateway Test" again.
- Summative assessment: assessment of each module by written papers, practical skills tests, essay questions, viva voce, clinical case reports, literature review report and audit presentation.

### How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The course will be offered on a part-time basis only over three years.

- Module 1 Applied Science of Endodontology: 27 seminars, each of 3 hours' duration (30 credits)
- Module 2 Laboratory Endodontic Skills: 20 pre-clinical laboratory practice sessions of up to 4 hours each on simulators (30 credits)
- Module 3 Advanced Applied Science of Endodontology: 25 seminars, each of 3 hours' duration (30 credits)
- Module 4 Clinical Skills in Endodontics: 18 clinical practice sessions of up to 5 hours each for patient treatment (30 credits)
- Module 5: Literature review in relation to Endodontic Practice (45 credits)
- Module 6: Audit Project in Endodontic Practice (15 credits)

Requirements:

- Attendance at all sessions is compulsory.
- Students will need to read and critically review at least 5 essential research papers and 5 additional papers of relevance, as suggested by the course organisers.
- Students will need to demonstrate a satisfactory level of ability by passing a practical test of competence (Gateway Test) before being allowed to do clinical practice.
- During clinical sessions the student is expected to treat 5 - 7 patients in total, to a satisfactory standard.

All modules are core, therefore must be taken and passed to progress to the following year of study.

#### Academic Year of Study PT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Applied Science of Endodontology	DIN7170	30	7	Compulsory	1	Semesters 1-3
Laboratory Endodontic Skills	DIN7172	30	7	Compulsory	1	Semesters 1-3

#### Academic Year of Study PT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Advanced Applied Science of Endodontology	DIN7171	30	7	Compulsory	2	Semesters 1-3
Clinical Skills in Endodontics	DIN7173	30	7	Compulsory	2	Semesters 1-3

#### Academic Year of Study PT - Year 3

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Literature Review in Relation to Endodontic Practice	DIN7174	40	7	Compulsory	3	Semesters 1-3
Audit Project in Endodontic Practice	DIN7175	15	7	Core	3	Semesters 1-3

### What are the entry requirements?

- BDS degree or equivalent (such as ORE).
- Full registration with the General Dental Council, UK
  - Minimum of 2 years relevant post-qualification experience.

#### International applicants

Please note that this particular programme is, currently, only opened to UK/EEA applicants. However, overseas applicants holding full registration with the General Dental Council and possessing UK residential status may apply.

Proficiency in written and spoken English is essential and non-native English speakers are required to have a minimum IELTS score of 7.0 including a minimum score of 6.0 in writing and a minimum score of 6.0 in either reading, listening or speaking.

Please note that in order for your application to be considered you must have obtained a minimum IELTS score of 7.0 at the point of submission of your application.

Other international qualifications may be acceptable, please contact the Admissions Office for clarification.

### How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The Student Voice Committee provides a formal means of communication and discussion between schools/institutes 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. The Student Voice Committee meet regularly throughout the year. All lectures will have feedback documentation.

Each school/institute 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 the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review (APR) of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery who work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the Postgraduate Taught Experience Survey (PTES) and module evaluations.

Student feedback mechanisms: Clinical programmes facilitate the provision of two way informal feedback. This process will be adopted and developed 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 PTES content.

### What academic support is available?

- Taught postgraduate programmes in the Institute are co-ordinated through the Dental Quality Assurance Committee and the Dental Postgraduate Committee which takes an overview of all taught postgraduate programmes and any issues impacting upon their quality. Progression will be managed through the Subject Examination Board.

- Personal tutor arrangements: The programme organisers will act as personal tutors to the students.
- Programme induction: There will be a formal induction to the programme at the start with the programme organisers and the tutors present, to welcome the students and to introduce the various components of the programme. There will also be a tour of the facilities.

## How inclusive is the programme for all students, including those with disabilities?

The Institute of Dentistry will provide the following:

### Student Support

The Student Support Office (SSO) offers confidential, independent, and non-judgmental advice on personal, academic, and financial matters, including university procedures and student funding. The SSO is committed to ensuring students receive the support they need to succeed.

### Disability and Dyslexia Service (DDS)

Queen Mary's Disability and Dyslexia Service (DDS) supports all students with disabilities, learning difficulties, or mental health conditions whether full-time, part-time, undergraduate, postgraduate, UK, or international students across all campuses. The DDS provides guidance and assistance in the following areas:

- Assessment for specific learning difficulties (e.g., dyslexia)
- Applying for Disabled Students' Allowance (DSA). Arranging DSA assessments of need
- Organizing special examination arrangements
- Access to loaned equipment (e.g., digital recorders)
- Specialist one-to-one study skills tuition
- Providing course materials in alternative formats
- Educational support workers (e.g., note-takers, readers)
- Specialist mentoring for students with mental health issues or Autism Spectrum Disorders

### Support for Specific Learning Disabilities:

- Regular one-to-one study skills sessions with a dyslexia specialist
- Lecture notes provided in advance through QMPlus or email
- Q-Review lecture access, or permission to record non-Q-Review sessions (e.g., Clinical Skills Laboratory sessions on Phantom Heads/the use of Haptics)
- Specialist software with text-to-speech functionality to aid concentration and reduce fatigue

### Support for Physical Disabilities:

- Speech recognition software for dictation
- Accessible lab and clinic environments, including ground-floor clinics, lifts to higher floors, and ramps

### Inclusive Education

We are committed to providing all students with equal access to learning opportunities. Inclusivity ensures that all students are valued and supported, regardless of their background or circumstances, in line with the QMUL 2030 Strategy, which emphasizes "progressive, inclusive" teaching and curriculum design centred on the student experience.

To achieve these goals, inclusive pedagogical practices recognize the importance of diverse knowledge, identities, and ways of learning. This approach shifts the focus from student deficits to individual abilities and needs, ensuring that institutional practices do not alienate certain groups of students.

## Programme-specific rules and facts

To progress from year one to year two a student must take and pass 60 credits.

To progress from year two to the dissertation a student must take and pass 60 credits.

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Due to the clinical nature of the programme no exit awards will be given purely in recognition of credits. A Student who has passed all modules in their first and second year may be able to exit with a PG Diploma.

### 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 & The London NHS Trust. The students will be General Dental Practitioners (GDPs) working within the NHS on a full- or part-time basis. Many of these GDPs are providers of clinical service (including Endodontics) to local Primary Care Trusts on a contracted basis. This programme will enable GDPs (i.e. the students) to gain the advanced skills necessary to treat complex endodontic cases without having to refer them to the nearest dental hospital. There are also corporate bodies providing a range of dental services to the public for a fee. They are constantly seeking to recruit dentists with advanced endodontic skills as the demand for endodontic services is increasing. Thus this programme will cater to this sector as well. There is an increasing emphasis on primary care and on weaning away those cases that are currently referred to the secondary and tertiary care centres inappropriately, to be treated in the primary care sector. With this in mind, the employability of GDPs with Special Interests to improve access to 'specialist' care will be enhanced. Endodontics is one area where much headway can be made, provided the GDPs can gain the necessary knowledge and skills to practise the specialty in a primary care setting.

## Programme Specification Approval

**Person completing Programme Specification:**

Mrs Lorraine Low, Quality & Assessments Officer

**Person responsible for management of programme:**

Prof. Bun San Chong

**Date Programme Specification produced / amended by School / Institute Education Committee:**

18 Oct 2024

**Date Programme Specification approved by Taught Programmes Board:**