**Programme Specification**  
**Postgraduate**  

Applicable to postgraduate programmes

Please click [here](#) for guidance on completing this specification template.

### Part A: Programme Summary Information

1. **Title of programme:**  
   Doctor of Dental Science  
   Pathways:  
   - Doctor of Dental Science (Orthodontics)  
   - Doctor of Dental Science (Endodontics)  
   - Doctor of Dental Science (Special Care Dentistry)  
   - Doctor of Dental Science (Paediatric Dentistry)

2. **Programme Code:**  
   - DSDC  
   - DSDR (Orthodontics)  
   - DSDE (Endodontics)  
   - DSDS (Special Care Dentistry)  
   - DSDP (Paediatric Dentistry)

3. **Entry Award(s):**  
   - MA  
   - MSc  
   - PGDip  
   - PGCert  
   - PG Award  
   - DPS  
   - CPS  
   ✗ Other (please specify below): 540 credits at Level 8  
   - 420 credits at Level 7  
   - DDSc

4. **Exit Awards:**  
   - PGDip  
   - PGCert  
   - PG Award
Exit awards will automatically bear the name of the entry award. If an exit award is to be unnamed (i.e. it will show only the qualification achieved) or if it is to have a different name from the entry qualification you must indicate this below:

MSc in Dental Science

5. **Date of first intake:**
   - September 2008 for Orthodontics
   - September 2014 for Endodontics
   - September 2016 for Special Care Dentistry
   - September 2017 for Paediatric Dentistry

6. **Frequency of intake:**
   - Annually in September

7. **Duration and mode of study:**
   - Full time 3 year programme

8. **Applicable framework:**
   - N/A

   **Framework exemption required:**
   - ☐ No (please go to section 9)
   - ☐ Yes (please provide a brief summary below)

   **Date exemption approved by AQSC:**

9. **Applicable Ordinance:**
   - Degree of Doctorate in Dental Science

   **New/revised Ordinance required:**
   - X No (please go to section 10)
   - ☐ Yes (please provide a brief summary below)

   **Date new/revised Ordinance approved by Council:**

10. **Faculty:**
    - Faculty of Health and Life Sciences

11. **Level 2 School/Institute:**
    - Institute of Clinical Sciences

12. **Level 1 unit:**
    - School of Dentistry

13. **Campus:**
    - Liverpool campus

14. **Other contributors from UoL:**
    - None
<table>
<thead>
<tr>
<th></th>
<th><strong>Teaching other than at UoL:</strong></th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>16:</td>
<td><strong>Director of Studies:</strong></td>
<td>Dr Fadi Jarad <a href="mailto:fjarad@liverpool.ac.uk">fjarad@liverpool.ac.uk</a></td>
</tr>
<tr>
<td>17:</td>
<td><strong>Board of Studies:</strong></td>
<td>School of Dentistry Board of Studies</td>
</tr>
<tr>
<td>18:</td>
<td><strong>Board of Examiners:</strong></td>
<td>DDSc Board of Examiners</td>
</tr>
</tbody>
</table>
| 19. | **External Examiner(s):** | **Orthodontics:**  
Professor D Millett, Professor of Orthodontics, University of Cork  
Dr Dirk Bister, Consultant in Orthodontics, Guys Hospital  
**Endodontics:**  
Dr Alison Qualtrough, Senior Lecturer in Endodontics, University of Manchester  
**Special Care Dentistry:**  
Dr Blanaid Daly, Senior Lecturer in Special Care Dentistry, Kings College London Dental Institute  
Dr David Craig, Consultant in Special Care Dentistry, Kings College London Dental Institute  
**Paediatric Dentistry:**  
Dr. Susan Parekh, Senior lecturer in Paediatric Dentistry, University College London, Eastman Dental Institute |
| 20. | **Professional, Statutory or Regulatory body:** | Royal College of Surgeons of Edinburgh MEndo |
| 21: | **QAA Subject benchmark Statements(s):** | N/A |
| 22. | **Other reference points:** | - Specialist Advisory Committee Specialist Training in Endodontic curriculum and Learning outcomes, June 2010  
- Specialist Advisory Committee Specialist Training in Orthodontic curriculum, September 2010  
- Royal College of Surgeons of Edinburgh MEndo Blueprint  
- Royal College of Surgeons of Edinburgh MOOrth Curriculum and Learning Outcomes  
- QAA UK Quality Code for Higher Education 2014  
- Specialist Advisory Committee Specialist Training in Special Care Dentistry curriculum, September 2012  
- Tri-Collegiate Membership in Special Care Dentistry Surgeons, M SPEC CARE DENT blueprint, 2012 |
Part B: Programme Aims & Objectives

26. Aims of the Programme

Context

The Doctorate in Dental Science programme provides a 3-year Doctoral level programme in following pathways:

a. Orthodontics
b. Endodontics.
c. Special Care Dentistry
d. Paediatric Dentistry

The Orthodontics pathway prepares students for the Royal Colleges of Surgeons (RCS) examinations (MOrth) and has a research component required to become a specialist. The MOrth curriculum is embedded into the programme. The RCS set out the learning outcomes expected of an MOrth graduate. These, combined with the learning outcomes expected of a Doctoral student form the Learning Outcomes of the DDSc programme.

Whilst a Memorandum of Understanding exists between the two institutions, students who successfully complete the Endodontics pathway will be awarded a MEndo from the Royal College of Surgeons (RCS) of Edinburgh. Both Endodontics Specialist Curriculum and the RCS Edinburgh blueprints in Endodontics are embedded into the programme. The Royal Colleges of Surgeons of Edinburgh adopted the learning outcomes set by SAC expected of a MEndo graduate. These, combined with the learning outcomes expected of a Doctoral student form the Learning Outcomes of the DDSc programme.

The Special Care Dentistry pathway prepares UK domiciled students for the Tri-Collegiate Diploma of Membership in Special Care Dentistry (M SPEC CARE DENT)
examinations to become a specialist. International students would be eligible to apply for the International Membership in Special Care Dentistry (INT MSCD RCSEd).

The M SPEC CARE DENT and INT MSCD RCSEd curricula are embedded into the DDSc programme. The Tri–Collegiate and the International Membership in Special Care Dentistry regulations set out the learning outcomes expected of an M SPEC CARE DENT and INT SPEC CARE DENT graduates respectively. The Special Care Dentistry pathway fulfills the Standards for Conscious Sedation in the Provision of Dental Care, as set out in the Report of the Intercollegiate Advisory Committee for Sedation in Dentistry, by the dental faculties of the Royal Colleges of Surgeons and the Royal College of Anaesthetists 2015.

These, combined with the learning outcomes expected of a Doctoral student form the Learning Outcomes of the DDS programme.

The Paediatric Dentistry pathway prepares students for the Tri- Collegiate Diploma of Membership in Paediatric Dentistry (M PaedDent) examination to become a specialist. The M PaedDent curriculum blueprint is embedded into the programme. The M PaedDent curriculum set out the learning outcomes expected of an M Paed Dent graduate. The Paediatric Dentistry pathway fulfills the Standards for Conscious Sedation in the Provision of Dental Care, as set out in the report of the Intercollegiate Advisory Committee for Sedation in Dentistry, by the dental faculties of the Royal Colleges of Surgeons and the Royal College of Anaesthetists 2015. These, combined with the learning outcomes expected of a Doctoral student form the Learning Outcomes of the DDS programme.

More specifically, the curriculum has been designed to produce a specialist who can demonstrate:

1. The creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;

2. Systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of professional practice;

3. General ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of professional practice, and to adjust the project design in the light of unforeseen problems;

4. An awareness of the Health Service;

5. Independent practice;

6. Detailed understanding of applicable techniques for research and advanced academic enquiry.

27. Learning Outcomes

A Knowledge and understanding

Orthodontics pathway

1. Demonstrate an in-depth knowledge and understanding of:
### Programme Specification PG

<table>
<thead>
<tr>
<th>Programme Specification PG</th>
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2 Demonstrate a systematic acquisition of knowledge and understanding of:
- functional and extra-oral appliances for practice, research and advanced academic enquire;
- a substantial body of knowledge of dental materials that will inform clinical decisions of appliance selection;
- growth and treatment analysis, long term effects of orthodontic treatment and iatrogenic effects of orthodontic treatment;
- multidisciplinary orthodontics;
- applicable techniques for research and advanced academic engriry.

### Endodontics pathway

3 Demonstrate a systematic understanding of knowledge of:
- relevant biology, anatomy, physiology, pathology and microbiology in relation to restorative Dentistry;
- gathering relevant clinical information, patient assessment, special investigation, diagnosis, treatment plan and recording preoperative information;
- the management of manage post-treatment endodontic disease;
- irreversible pulp and periradicular diseases of endodontic origin with appropriate non-surgical techniques;
- dental materials that will inform clinical decisions and appliance selection.

4 Demonstrate a systematic acquisition and understanding of:
- a substantial body of knowledge of dental materials that will inform clinical decisions of appliance selection;
- non-surgical endodontic treatment, retreatment and surgical endodontics;
- multidisciplinary restorative dentistry;
- applicable techniques for research and advanced academic engriry.

### Special Care Dentistry pathway

5 Demonstrate a systematic knowledge and understanding of:
- epidemiology, terminology, concepts and classifications of functioning, disability and health;
- relevant biology, anatomy, physiology, pathology, pharmacology and microbiology in relation to Special Care Dentistry and the practice of conscious sedation;
- gathering relevant clinical, social, cultural, cognitive and medical information required for patient assessment, diagnosis, treatment planning and clinical record keeping;
- provision of clinical care in Special Care Dentistry and anxiety and pain management in dentistry;
- the medicolegal, ethical and professional considerations in Special Care Dentistry and anxiety and pain management in dentistry;
- management of medical emergencies and sedation related complications in clinical, non-clinical and simulated settings.

6 Demonstrate a systematic acquisition and understanding of:
- a substantial body of knowledge of research literature to inform evidence based multi-centre clinical practice and individual and community targeted oral health promotion in Special Care Dentistry;
- advanced scholarship of the social determinants of health and their impact on oral health related quality of life, function and health for the individual and vulnerable groups in society;
- a substantial body of knowledge to provide treatment planning, management of oral health care and evaluation of outcomes for Special Care Dentistry patients requiring multidisciplinary care, at the level of a specialist;
d. role of professional advocacy, promoting public policies and services to reduce health inequalities in relation to the legislative, ethical, financial and political issues for disability groups requiring access to oral healthcare;

e. development and management of care pathways in Special Care Dentistry for oral health care delivery and health promotion within multidisciplinary teams.

**Paediatric Dentistry pathway**

Demonstrate a systematic knowledge and understanding of:

7 a. relevant biology, anatomy, physiology, pathology, pharmacology and microbiology in relation to Paediatric Dentistry and the practice of conscious sedation;

b. gathering relevant clinical, social, cultural, cognitive and medical information required for patient assessment, diagnosis, treatment planning and clinical record keeping;

c. provision of clinical care in Paediatric Dentistry and anxiety and pain management in dentistry;

d. the medico legal, ethical and professional considerations in Paediatric Dentistry including safeguarding;

e. management of medical emergencies and sedation related complications in clinical, non-clinical and simulated settings;

Demonstrate a systematic acquisition and understanding of:

8 a. a substantial body of knowledge of research literature to inform evidence based multi-centre clinical practice and individual and community targeted oral health promotion in Paediatric Dentistry;

b. advanced scholarship of the social determinants of health and their impact on oral health related quality of life, function and health for children;

c. a substantial body of knowledge to provide treatment planning, management of oral health care and evaluation of outcomes for children patients requiring multidisciplinary care, at the level of a specialist;

d. role of professional advocacy, promoting public policies and services to reduce health inequalities in relation to the legislative, ethical, financial and political issues for children;

e. development and management of care pathways in Paediatric Dentistry for oral health care delivery and health promotion within multidisciplinary teams.

**All pathways**

Demonstrate an understanding of and critically evaluate the role and contribution of Health Service structures and the principles of Audit.

9

Demonstrate an understanding and ability to implement all aspects of clinical governance.

10

**Intellectual skills (All pathways)**

B Reason critically.

1 Apply decision-making skills and critically appraise their impact.

2 Identify, critically appraise and solve problems effectively.

3 Demonstrate and exercise independence of thought and action.

4 Critically appraise, synthesise and evaluate information for safe and effective practice.

5 Conceive and design a substantial process of research with academic integrity.
6 Communicate with their peers, the larger scholarly community and demonstrating a practical understanding of how established techniques of research and enquiry were used to create and design a research protocol.

7 Conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of professional practice, adjusting the project design in the light of unforeseen problems;

8 Undertake a research, evidenced-based critical appraisal of treatment techniques in named patients;

9 Undertake pure and/or applied research at an advanced level, contributing substantially to the development of new techniques, ideas, or approaches and produce a concise written report to communicate with their peers and the larger scholarly community about their areas of expertise

Subject/practical skills

C Orthodontics pathway

Prepare, disseminate and critically evaluate a patient's case history.

1 Demonstrate a systematic, comprehensive and critically reflective approach to intra and extra-oral examinations of the head and neck and transfer the knowledge and skills gained through experiential learning to the solution of new clinical problems and recognise the need to modify skills in different clinical settings.

2 Undertake skilled, competent, safe, critically evaluative and reflective examinations of the occlusion;

3 Undertake skilled, competent, safe, critically evaluative and reflective clinical, radiological and laboratory investigations, whilst operating within an appropriate legal and ethical framework;

4 Manipulate and evaluate clinical, radiological and laboratory investigations in a critical manner;

5 Critically appraise a clinical examination to exercise professional judgement in the justification of treatment planning for a malocclusion taking medical problems into account and to identify treatment procedures that will guide the developing malocclusion;

6 Undertake skilled, competent and safe procedures with fixed, removable and retention appliances;

7 Adjust fixed and removable and retention appliances through critical evaluation and reflection of procedures.

8 Make informed judgements about:
   a. treatment planning for a malocclusion and treatment procedures that will guide the developing malocclusion, using fixed and removable and retention appliances;
   b. an integrated restorative care treatment plan and justification of the treatment;
   c. growth and treatment analysis, long term effects and iatrogenic effects of orthodontic treatment;
   d. treatment anchorage appliance systems and the clinical governance and safety of these systems;
   e. planning the treatment of multidisciplinary orthodontic cases and the clinical use of relevant treatment approaches.

9 Undertake skilled, competent, safe, critically evaluative and reflective procedures with functional and extra-oral appliances;
Endodontics pathway

Gather patients’ case history, critically appraise clinical information and develop a treatment strategy in conjunction with the patient producing a plan or plans according to their needs and preferences, including future need for further corrective or supportive therapy;

Advise on and be able to use and deploy all appropriate preventive methods;

Communicate effectively both orally and in writing with peers, practitioners, staff, patients and the public;

Demonstrate a competent and safe basic restorative skills;

Critically appraise clinical examination to exercise professional judgement in the justification of treatment planning for teeth with peri and post-treatment endodontic disease;

Critically appraise a clinical examination to exercise professional judgement to assess prognosis and confounding factors and appropriately select cases for non-surgical endodontic treatment and retreatment;

Undertake skilled, competent and safe procedures to manage non-surgical endodontic treatment and non-surgical endodontic retreatment;
| 31 | Make informed judgments and demonstrate endodontic specialist skills in the management for non-surgical endodontic treatment, retreatment and surgical endodontics; |
| 32 | Make informed judgements about an integrated restorative care treatment plan and justification of the treatment; |
| 33 | Undertake skilled, competent, safe, critically evaluative and reflective procedures in the management of multidisciplinary patients and the clinical use of relevant treatment approaches. |
| 34 | Special Care Dentistry pathway |
| 35 | Perform differential diagnosis of oral conditions |
| 36 | Apply knowledge of genetics and systemic factors relevant to oral health in care provision |
| 37 | Use appropriate strategies to communicate with SCD patients and their care team and in communication of bad news |
| 38 | Apply psychological strategies in the non-pharmacological management of anxiety |
| 39 | Recognise clinical situations where referral is required to other specialties |
| 40 | Apply clinical skills to assess, diagnose, and provide clinical care in SCD |
| 41 | Manage medical emergencies in clinical and simulated settings |
| 42 | Apply principles of pharmacology and therapeutics to prescribing in SCD |
| 43 | Undertake skilled, competent and safe procedures in the practice of conscious sedation |
| 44 | Communicate with the dental team to provide effective and appropriate pain and anxiety management |
| 45 | Assess patients who require conscious sedation for dentistry |
| 46 | Practice effective and safe conscious sedation |
| 47 | Assess recovery of patients from conscious sedation |
| 48 | Remain calm, decisive and purposeful while handling difficulties or complications |
| 49 | Apply the professional, statutory and regulatory bodies’ principles in the management of SCD patients at the level of a specialist |
| 50 | Communicate with diverse populations within SCD effectively and within multidisciplinary teams in health and social care |
| 51 | Oral health care planning on an individual and population level through interagency working to reduce barriers to oral health in vulnerable populations |
| 52 | Or a l health promotion for individuals with disabilities and community targeted oral health promotion for vulnerable groups |

**Paediatric Dentistry pathway**
Gather patients history, critically appraise clinical information and develop a treatment strategy in conjunction with the patient/parents producing a plan or plans according to their needs and preferences, including future need for further corrective or supportive therapy;

Apply knowledge of genetics and systemic factors relevant to oral health in care provision

Apply psychological strategies in the non-pharmacological management of children

Advise on and be able to use and deploy all appropriate preventive methods;

Communicate effectively both orally and in writing with peers, practitioners, staff, patients and the public;

Apply legal and ethical frameworks to safeguarding and consent process;

Undertake skilled, competent and safe procedures in the practice of conscious sedation in children;

Undertake skilled, competent, safe, critically evaluative and reflective procedures in the management of multidisciplinary patients and the clinical use of relevant treatment approaches;

Critically appraise a clinical examination to exercise professional judgement in the justification of treatment planning for children with complex medical and dental needs taking into consideration their behaviour and social history;

Demonstrate a competent and safe basic restorative and surgical skills in the management of paediatric patients;

Demonstrate an appreciation of the impact of chronic disease on treatment planning and provision in children with complex medical history;

Deliver comprehensive care for children under general anaesthesia;

Recognise clinical situations where referral is required to other specialties;

Make informed judgments and demonstrate specialist skills in the management for dento-alveolar trauma in childhood and adolescence;

**All pathways**

Apply a professional, caring and understanding approach, modified to a patient’s individual needs and demonstrate an ability to communicate effectively with persons of all ages, recognising the cultural differences and barriers to effective communication, whilst operating within ethical and legal guidelines, maintaining oral health standards.

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Master’s degree</th>
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<tbody>
<tr>
<td>1</td>
<td>Systematic understanding and critical awareness of a complex body of knowledge informed by the latest research in dental science.</td>
</tr>
<tr>
<td>2</td>
<td>Comprehensive understanding of a range of techniques applicable to their own research or scholarship</td>
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<td>3</td>
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</tbody>
</table>

TQSD/14.15
2016-17 v.1

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Originality in the application of knowledge and how the boundaries of knowledge are advanced through research or scholarship

Evaluate critically research and advanced scholarship in dental science

 Undertake an independent research or scholarly activity for the generation of new knowledge in dental science

 Initiative and personal responsibility

 Decision-making in complex and unpredictable situations

 Originality in tackling and solving problems

 Independent learning ability required for CPD to advance knowledge and understanding, and to develop new skills to a high level

27a. **Mapping of subject-based learning outcomes:**

A mapping of the programme aims and outcomes and the MOOrth outcomes can be found in the Appendix I.

A mapping of the programme aims and outcomes to the SAC Endodontic Specialty curriculum/learning outcomes and the MEndo blueprints can be found at the end in the Appendix II. The SAC Endodontics Specialist Curriculum can be found in Appendix III. MEndo RCS Edinburgh blueprint can be found in Appendix IV.

A mapping of the programme aims and outcomes to the GDC Special Care Dentistry curriculum and the M SPEC CARE DENT outcomes can be found in the Appendix V

A mapping of the programme aims and outcomes to the GDC Paediatric Dentistry curriculum and the M PAED DENT outcomes can be found in the Appendix VI.

28. **Skills and Other Attributes**

**Skills and attributes:**

In addition to the subject specific skills the students will have opportunity to develop the key transferable skills:

1. Information and communication technology
2. Working with others
3. Time management
4. Improving own learning and performance
5. Professionalism

**Professional and Research Skills Training Programme**

Professional and Research skills are embedded throughout the programme using activities such as workshops, a weekly Journal Club and conferences. The Journal Club runs weekly and students are expected to present to the class in rotation.
### 28a. Mapping of skills and other attributes:

<table>
<thead>
<tr>
<th>Skills and other attributes No.</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, research skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
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</thead>
<tbody>
<tr>
<td>1 Information and communication technology</td>
<td>Year 1 CDEN201 CDEN211 CDEN233 ILT704 CDEN 251 CDEN 252</td>
<td>Learning skills Employability skills</td>
<td>Written exam Case presentation Clinical Examination Essay Oral presentation (see section 36a for details)</td>
</tr>
<tr>
<td>2 Working with others</td>
<td>Year 1 CDEN201 CDEN202 CDEN203 CDEN204 CDEN211 CDEN222 CDEN233 CDEN299 CDEN 251 CDEN 252 CDEN 261 CDEN 262 Years 2 and 3 CDEN311 CDEN333 CDEN 351 CDEN 352 CDEN 361 CDEN 362</td>
<td>Employability skills</td>
<td>Written exam Case presentation Clinical Examination Essay Oral presentation Mini CEX DOPS CBD Clinical logbook (see section 36a for details)</td>
</tr>
<tr>
<td>3 Time management</td>
<td>All modules in all years of the programme</td>
<td>Learning skills Research skills Employability skills</td>
<td>All assessment methods</td>
</tr>
<tr>
<td>4 Improving own learning and performance</td>
<td>Year 1 CDEN201 CDEN202 CDEN203 CDEN204 CDEN211 CDEN222 ILT704 CDEN 251 CDEN 252 CDEN 261 CDEN 262 Years 2 and 3 CDEN311 CDEN333 CDEN 304 CDEN 351</td>
<td>Learning skills Research skills</td>
<td>Written exam Case presentation Mini CEX DOPS CBD Clinical Logbook Clinical research investigation &amp; viva (see section 36a for details)</td>
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</table>
29. **Career opportunities:**

Career Opportunities for DDSc graduates mainly consist of:
- Specialist Endodontic/Orthodontic / Paediatric Dentistry Practice
- Specialist in Community Dental Service
- Hospital Consultant
- Hospital Specialist
- Clinical Academic

30. **Academic Requirements:**

The programme is intended for graduates of BDS / BChD programmes or equivalent, with some vocational experience.

Candidates for whom English is not their first language need to provide documentary evidence of their competency in English. The English Language Requirement for this programme is 7.0 in IELTS (minimum of 6.5 in each of the subtests) or equivalent. Please see the English Language Unit website for further information (http://www.liv.ac.uk/elu/index.htm).

31. **Work experience:**

N/A
32. **Other requirements:**

Membership of the Faculty of Dental Surgery (MFDS) or an equivalent and 2 year post qualification relevant clinical experience.

All entrants to the programme will have completed Foundation Training or equivalent and so will have carried out skills training including:

**Developing skills and knowledge**
- the management of the dental team (dental nurse, receptionist, hygienist; laboratory);
- health and safety issues (broad concepts at this stage);
- office routines (including the use of IT), appointment book, time keeping, day-book;
- equipment care and maintenance;
- personal finance;
- maintenance of the 'Professional development portfolio';
- CPR and management of medical emergencies in practice;
- legal and ethical responsibilities;
- professional behaviour.

**Practice and business management skills**
- bookkeeping, accounting and tax returns; stock control;
- staff selection, training and contracts;
- use of IT in business management and patient records; work study, surgery planning and design, health and safety and other legislation applicable to dental practice and small businesses;
- management of presentations and organisation of meetings; dealing with banks lawyers and insurance;
- pension, personal finance, time management and professional indemnity issues.

**Career planning and continuing education**
- developing an awareness of career options in all areas of dentistry and health care and an understanding of where to go for advice;
- understanding the need for a lifetime of continuing education, and ways of meeting this need locally, nationally and through home study and distance learning.

Taken from the BDA website: (https://www.bda.org/dentists/education/vocational-training).

### Part D: Programme Structure

**Programme Structure:**

This is a 3-year full time Doctorate programme comprising 540 credits. The programme has 120 credits @ Level 7 and 60 credits @Level 8 in year one and 360 credits @ level 8 in years two and three.

All modules are **mandatory** i.e. must be passed and make up the taught, clinical and research components of the programme

The programme consists of **5 core modules** common for all pathways and **19 specialty modules**, specific to one of three pathways.
Both core and specialty modules have been designed to fulfil the programme aims and learning outcome and the external frameworks for the specialty.

### CORE MODULES

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<th>Credit/Level</th>
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<tr>
<td>ILT704</td>
<td>Research Methods Online</td>
<td>15 credits</td>
<td>Year 1 Semester 1 &amp; 2</td>
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<td></td>
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<td>Level 7</td>
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<tr>
<td>CDEN233</td>
<td>Communication Health Promotion and Clinical Governance</td>
<td>15 credits</td>
<td>Year 1 Semester 1 &amp; 2</td>
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<td></td>
<td>Level 7</td>
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<tr>
<td>CDEN299</td>
<td>Dissertation Protocol</td>
<td>60 credits</td>
<td>Year 1 Semester 3</td>
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<td>Level 8</td>
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<tr>
<td>CDEN304</td>
<td>Clinical Research Investigations</td>
<td>60 credits</td>
<td>Year 2 &amp; 3</td>
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<tr>
<td>CDEN399</td>
<td>Doctoral Thesis</td>
<td>180 credits</td>
<td>Year 2 &amp; 3</td>
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### ORTHODONTIC PATHWAY

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<tr>
<td>CDEN201</td>
<td>Orthodontic Patient Clinical Assessment</td>
<td>30 credits</td>
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<td>Level 7</td>
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<tr>
<td>CDEN202</td>
<td>Orthodontic Treatment Planning</td>
<td>15 credits</td>
<td>Year 1 Semester 1 &amp; 2</td>
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<td>Level 7</td>
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<tr>
<td>CDEN203</td>
<td>Orthodontic Appliances A</td>
<td>30 credits</td>
<td>Year 1 Semester 2</td>
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<td>Level 7</td>
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<tr>
<td>CDEN204</td>
<td>Orthodontic Appliances B</td>
<td>15 credits</td>
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<td>CDEN301</td>
<td>Growth Modification and Anchorage</td>
<td>30 credits</td>
<td>Year 2 Semester 1</td>
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<tr>
<td>CDEN302</td>
<td>Multidisciplinary Orthodontics</td>
<td>30 credits</td>
<td>Year 3 Semester 1 &amp; 2</td>
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<td>Level 8</td>
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<tr>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
<td>Level</td>
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</tr>
<tr>
<td>CDEN303</td>
<td>Clinical Practice</td>
<td>60</td>
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</table>

**ENDODONTIC PATHWAY**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Level</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDEN211</td>
<td>Restorative Dentistry</td>
<td>30</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 &amp; 2</td>
</tr>
<tr>
<td>CDEN222</td>
<td>Endodontics</td>
<td>60</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 &amp; 2</td>
</tr>
<tr>
<td>CDEN311</td>
<td>Multidisciplinary Restorative Dentistry</td>
<td>60</td>
<td>8</td>
<td>2 &amp; 3</td>
</tr>
<tr>
<td>CDEN333</td>
<td>Specialist Endodontics</td>
<td>60</td>
<td>8</td>
<td>2 &amp; 3</td>
</tr>
</tbody>
</table>

**SPECIAL CARE DENTISTRY PATHWAY**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Level</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDEN251</td>
<td>Clinical Special Care Dentistry</td>
<td>30</td>
<td>7</td>
<td>1</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 &amp; 2</td>
</tr>
<tr>
<td>CDEN252</td>
<td>Anxiety and Pain Management</td>
<td>60</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 &amp; 2</td>
</tr>
<tr>
<td>CDEN351</td>
<td>Multidisciplinary Clinical Special Care Dentistry</td>
<td>60</td>
<td>8</td>
<td>2 &amp; 3</td>
</tr>
<tr>
<td>CDEN352</td>
<td>Functioning, Disability and Health</td>
<td>60</td>
<td>8</td>
<td>2 &amp; 3</td>
</tr>
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</table>

**Paediatric Dentistry Pathway**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Level</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDEN 261</td>
<td>Assessment, Diagnosis and treatment planning in Paediatric Dentistry</td>
<td>30</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 &amp; 2</td>
</tr>
<tr>
<td>CDEN 262</td>
<td>Paediatric Dentistry 1</td>
<td>60</td>
<td>7</td>
<td>1</td>
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<td>Semester 1 &amp; 2</td>
</tr>
<tr>
<td>CDEN 361</td>
<td>Paediatric Dentistry 2</td>
<td>60</td>
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<tr>
<td>CDEN 362</td>
<td>Multidisciplinary Paediatric Dentistry</td>
<td>60</td>
<td>8</td>
<td>2 &amp; 3</td>
</tr>
</tbody>
</table>

**Taught component & clinical component**

**First Year of Programme**

In this year, students are trained as specialists in Orthodontics/Endodontics/Special Care Dentistry/Paediatric Dentistry in theory-based and clinical taught modules and begin to assess and treat patients. There will be a large amount of clinical contact with patients and consultants which, due to the small ratio of students to consultants, will be approximately 1 hour clinical time: 1 hour contact.

**Second and Third Year of Programme**
The taught elements of the Orthodontic pathway are based in two clinical modules (CDEN301 and CDEN302) and will include:

- Adult Orthodontics
- Multi-disciplinary care
- Craniofacial Anomalies
- Cranio-mandibular dysfunctions
- Interfaces with Oral and Maxillofacial Surgery, Restorative Dentistry including Implantology and Paediatric Dentistry
- Guiding the development of occlusion

The taught elements of the Endodontic pathway are based in two clinical modules (CDEN311 and CDEN333) and will include:

- Multi-disciplinary care
- Interfaces with Oral and Maxillofacial Surgery, Special Care, Orthodontics and Paediatric Dentistry
- Dental Implantology
- Specialist Endodontics
- Surgical Endodontics

The taught elements of the Special Care Dentistry pathway are based in two clinical modules (CDEN351 and CDEN352) and will include:

- Multi-disciplinary care
- Interfaces with Oral and Maxillofacial Surgery, Restorative Dentistry, Medical specialties, Oral Medicine, Orthodontics, Paediatric Dentistry, Social Care and Public Health
- Specialist Special care Dentistry

The taught elements of the Paediatric Dentistry pathway are based in two clinical modules (CDEN361 and CDEN362) and will include:

- Management of children with complex medical histories
- Multi-disciplinary care
- Craniofacial Anomalies
- Dental trauma
- Interface with orthodontics, oral surgery, restorative dentistry, oral medicine and special care dentistry

In parallel, the students will be involved in clinical work with patients, putting into practice their research knowledge and advanced techniques in Orthodontics/Endodontics/Special Care Dentistry/Paediatric Dentistry. Students will present a portfolio of their continuous clinical assessment (Orthodontic students CDEN303; Endodontic students CDEN311 & CDEN333, Special Care Dentistry students CDEN351 & CDEN352, Paediatric Dentistry CDEN 361 & CDEN 362).

All students in years 2 and 3 the students will begin to treat patients more independently and so clinical contact time will be approximately 3 hours clinical: 1 contact hour.

Research component

In year one, students design a research protocol which will form the basis of their research in years 2 and 3. During year 2 and year 3, the students will write and present four large clinical research investigations (CDEN304) based on patients treated over the three year programme. These investigations will be subject to a viva from an internal and an external examiner.
The dissertation (CDEN399) will use the outcomes of the research protocol (CDEN299) but will develop the student's ideas and provide evidence of original thought and a contribution to knowledge in one or more of the principal areas in the management of Orthodontics/Endodontics/Special Care Dentistry/Paediatric Dentistry. The dissertation will be subject to a viva from an internal and an external examiner in accordance with the Postgraduate Research Handbook and Code of Practice.

**N.B. Supervision of Theses**

The School Director of Graduate Studies is formally responsible for approving the dissertation supervisor(s). The School Director of Graduate Studies is formally responsible for approving the supervisory team. Where he/she has concerns, the nominations should be referred back to the Head of School for alternative supervisory team.

34. **Industrial placement/work placement/year abroad:**

Students will carry out all their clinical placements at the Royal Liverpool University Dental Hospital.

In addition to the Liverpool University Dental Hospital clinical placement, students on the Special Care Dentistry pathway will have a limited number of supervised clinical placements in participating primary care Community Dental Service NHS Trusts.

Students on the Paediatric Dentistry pathway will carry out their clinical placements at the Liverpool University Dental Hospital and Alder Hey Children Hospital.

35. **Liaison between the Level 2 Schools/Institutes involved:**

N/A

### Part E: Learning, Teaching and Assessment Strategies

36. **Learning, Teaching and Assessment Strategies:**

To reflect the predominantly clinical nature of the programme modules, a variety of teaching and assessment strategies are employed (see section 36a). Furthermore, because of the specialist nature of the modules, the maximum number of students is relatively low, to ensure one-to-one clinical training.

Teaching is very much interactive and focused on problem based sessions. The small number of students is coupled with the students’ entry level qualifications/ experience, facilitates this approach to the delivery.

The second and third years involves more advanced multidisciplinary fields and students are expected to be proactive learners, making evidenced-based informed judgements on complex issues in specialist fields and communicating their ideas and conclusions clearly and effectively to specialist and non-specialist audiences.

Training in research is integrated throughout the programme. Module ILT704 provides students with insight to the overarching strategy and process involved in the application of research to their professional field. It is delivered wholly online with interactive resources to support the development of research skills.

The assessment strategy for the programme adopts a varied approach with individual modules tailoring the assessment to the specific skills and learning outcomes to be tested (see section 36a).

For clinical work, students are assessed through specifically designed continuous assessments to evaluate the competency of the student in the clinical setting and so are graded pass/fail. Consultants assess the clinical competency of students and the internal and external Examiners review the clinical logbook portfolios at the end of the respective modules. This continuous clinical assessment enables students to monitor their own progress and performance and take the necessary measures to ensure it. The format of the continuous assessment and expected competencies are different in years two and three to reflect the level 7 and level 8 learning outcomes.
36a. **Learning, Teaching and Assessment methods:**

Teaching takes the forms of:
- timetabled seminars
- small group work
- individual preceptorship
- research workshops
- eLectures
- case based interactive discussion boards

Assessment takes the forms of:
- Multiple short answer questions
- Single best answer questions
- Written assignments
- Structured oral examination
- Clinical case presentations
- Clinical Research Investigations
- Research protocol
- Dissertation thesis
- Viva voce examination
- Mini Clinical Evaluation Exercises (Mini CEX)
- Direct Observation of Procedural Skills (DOPS)
- Case Based Discussion (CBD)
- Clinical Logbook

37. **Assessment information for students:**

**Code of Practice on Assessment**

The University has a Code of Practice on Assessment which brings together the main institutional policies governing assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University's expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations that govern assessment activity; these include:

- Information about students’ progress, including guidance for students;
- The procedure for assessment appeals;
- Regulations for the conduct of exams;
- The University's policy on making adjustments to exam arrangements for disabled students.
- The code of practice relating to external examining (see also below);
- The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students;
- The policy relating to mitigating circumstances which explains what you should do if you have mitigating circumstances that have affected assessment; and
- The policy on providing students with feedback on assessment.

Please click here to access the Code of Practice on Assessment and its appendices; this link will give you access to assessment information that is specific to your cohort:

A summary of key assessment information is also available in the ‘Your University’ handbook.

All modules are **MANDATORY** i.e. must be passed separately and individually. There is no cross-compensation. Clinical exams (Mini CEX; CBD and DOPS) are marked on a competency basis i.e. pass/fail; all other programme requirements are subject to a 50% pass mark.
Full details of the assessment procedures can be found in the programme handbook. The tables below provide an overview of the methods and components of the assessment for each module and their appropriate weighting within the overall module assessment:

<table>
<thead>
<tr>
<th>Programme</th>
<th>Year</th>
<th>Module</th>
<th>Credits</th>
<th>Semester 1 &amp; 2 (whole year)</th>
<th>Semester 2</th>
<th>Semester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE</strong></td>
<td></td>
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<tr>
<td></td>
<td>Year 1</td>
<td>ILT704 (Core)</td>
<td>15 Credits</td>
<td>Written assignment - critical appraisal of literature presentations – 2000 words - 40%</td>
<td></td>
<td>CDEN233 (Core)</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>Written assignment – research plan – 3000 words – 60%</td>
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<td>15 Credits</td>
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<td></td>
<td></td>
<td>30 min structured clinical examination – 50%</td>
<td>Oral Presentation –</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>1000 word essay – 50%</td>
<td>20%</td>
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<td></td>
<td></td>
<td>30 min oral presentation of an audit project -</td>
<td>7500 – 10,000 word research protocol – 80%</td>
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<tr>
<td></td>
<td>Year 2 &amp; 3</td>
<td>CDEN304 (Core)</td>
<td>60 Credits</td>
<td></td>
<td></td>
<td>CDEN299 (Core)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4 x 2500 word clinical research investigations and Viva – 100%</td>
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<td>60 Credits</td>
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<td></td>
<td></td>
<td></td>
<td>Oral Presentation –</td>
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<td></td>
<td></td>
<td>20%</td>
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<td></td>
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<td>7500 – 10,000 word research protocol – 80%</td>
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<tr>
<td></td>
<td></td>
<td>CDEN399 (Core)</td>
<td>180 Credits</td>
<td></td>
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<tr>
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<td></td>
<td>25,000 -30,000 word Doctoral Thesis and Viva – 100%</td>
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<td><strong>ORTHO</strong></td>
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<tr>
<td></td>
<td>Year 1</td>
<td>CDEN201 (Ortho)</td>
<td>30 Credits</td>
<td></td>
<td></td>
<td>CDEN203 (Ortho)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hour written exam – 50%</td>
<td></td>
<td>30 Credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Presentation of case – 50%</td>
<td></td>
<td>1 hour written exam – 50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Mini CEX</td>
<td></td>
<td>Presentation of case – 50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• DOPS</td>
<td></td>
<td>• Mini CEX</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Pass/Fail</td>
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<td></td>
<td></td>
<td>Pass/Fail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CDEN202 (Ortho)</td>
<td>15 Credits</td>
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<td></td>
<td>CDEN204 (Ortho)</td>
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<td>1 hour written exam -50%</td>
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<td>15 Credits</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td>1000 word essay -50%</td>
<td></td>
<td>• Mini CEX</td>
</tr>
<tr>
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<td>• Mini CEX Pass/Fail</td>
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<td>Pass/Fail</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• DOPS Pass/Fail</td>
<td></td>
<td>DOPS Pass/Fail</td>
</tr>
<tr>
<td></td>
<td>Years 2 and 3</td>
<td>CDEN301 (Ortho)</td>
<td>30 Credits</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2 hour written essay exam – 50%</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>1 hour Presentation of Cases – 50%</td>
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</tr>
</tbody>
</table>
### Programme Specification PG

#### Years 2 and 3

**CDEN302 (Ortho)**
- 30 Credits/8
- 2 hour written essay exam – 50%
- 1 hour Presentation of Cases – 50%
- Mini CEX-Pass/Fail
- DOPS-Pass/Fail

#### Years 2 and 3

**CDEN303 (Ortho)**
- 60 Credits/8
- 1 hour written exam – 25%
- Logbook showing the treatment plan, longitudinal monitoring clinical sheet and a reflection on the progress of the treatment for 5 patients with an oral discussion – 25%
- 1 hour written exam – 25%
- Logbook showing the treatment plan, longitudinal monitoring clinical sheet and a reflection on the progress of the treatment for 5 patients with an oral discussion – 25%
- Mini CEX - Pass/Fail
- DOPS - Pass/Fail

#### ENDO

<table>
<thead>
<tr>
<th>Semester 1 &amp; 2 (whole year)</th>
<th>Semester 2</th>
<th>Semester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td><strong>CDEN211 (Endo)</strong></td>
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<tr>
<td></td>
<td>30 Credits/7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 hour written exam – 50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30 min structured clinical examination – 50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mini CEX-Pass/Fail</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DOPS-Pass/Fail</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBD – Pass/fail</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical Logbook-Pass/Fail</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
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<th><strong>CDEN222 (Endo)</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>60 Credits/7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 hour written exam – 50%</td>
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</table>
### Programme Specification PG

#### Years 2 and 3

<table>
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<th>Semester 2 year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 hour written exam – 50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 hour structured clinical examination – 50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mini CEX- Pass/fail</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DOPS - Pass/fail</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBD – Pass/fail</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical Logbook-Pass/fail</td>
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</tr>
</tbody>
</table>

#### Years 2 and 3

<table>
<thead>
<tr>
<th>CDEN333 (Endo)</th>
<th>60 Credits/8</th>
<th>Semester 2 year 3</th>
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<tbody>
<tr>
<td></td>
<td>3 hour written exam – 50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 hour minutes structured clinical examination – 50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mini CEX- Pass/fail</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DOPS- Pass/fail</td>
<td></td>
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<tr>
<td></td>
<td>CBD – Pass/fail</td>
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<tr>
<td></td>
<td>Clinical Logbook-Pass/fail</td>
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#### SCD

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1 &amp; 2 (whole year)</th>
<th>Semester 2</th>
<th>Semester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDEN251 (SCD)</td>
<td>30 Credits/7</td>
<td>1 hour written exam – 50%</td>
<td>30 min structured clinical examination – 50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mini CEX- Pass/Fail</td>
<td>DOPS - Pass/Fail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CBD – Pass/fail</td>
<td>Clinical Logbook-Pass/Fail</td>
</tr>
<tr>
<td>CDEN252 (SCD)</td>
<td>60 Credits/7</td>
<td>2 hour written exam – 50%</td>
<td></td>
</tr>
</tbody>
</table>
## Programme Specification PG

### Years 2 and 3

**CDEN351 (SCD)**  
60 Credits/8  
Semester 2 year 3  
- 3 hour written exam – 50%  
- 1 hour structured clinical examination – 50%  
- Mini CEX - Pass/Fail  
- DOPS - Pass/Fail  
- CBD – Pass/fail  
- Clinical Logbook - Pass/Fail

### Years 2 and 3

**CDEN352 (SCD)**  
60 Credits/8  
Semester 2 year 3  
- 3 hour written exam – 50%  
- 1 hour minutes structured clinical examination – 50%  
- Mini CEX - Pass/fail  
- DOPS - Pass/fail  
- CBD – Pass/fail  
- Clinical Logbook - Pass/fail

### PaedDent

<table>
<thead>
<tr>
<th>Semester 1 &amp; 2 (whole year)</th>
<th>Semester 2</th>
<th>Semester 3</th>
</tr>
</thead>
</table>
| **Year 1**  
CDEN261 (PaedDent)  
30 Credits/7  
1 hour written exam – 50%  
30 min structured clinical examination – 50%  
- Mini CEX - Pass/Fail  
- DOPS - Pass/Fail  
- CBD – Pass/fail  
- Clinical Logbook - Pass/Fail | | |
| **Year 1**  
CDEN262 (PaedDent)  
60 Credits/7  
2 hour written exam – 50%  
1 hour structured clinical examination – 50%  
- Mini CEX - Pass/Fail | | |
All assessments have to be completed in the semester in which they are delivered. If students fail to submit work within the agreed timescales without good reason, a zero mark is awarded for the work. All assessments have an associated re-sit opportunity except where noted in the module specifications.

Students are provided every semester with a profile of their progress to date, indicating which modules have been passed, along with the respective marks awarded.

Full time students are normally expected to submit their thesis within four calendar years of their initial registration (excluding any periods of suspension of studies).

Viva Voce examinations form part of the assessment method for the Dissertation and the Clinical Research Investigations and will be conducted by at least two examiners, one of who shall be external to the University. Viva Voce examinations are normally conducted in October/November of year 3.

Each year the Board of Examiners will ratify the marks of all modules on the programme to which the External Examiner(s) are invited. The Board of Examiners will normally meet three times in November, January and May. The Board of Examiners will meet to ratify recommendations for any awards. The Board of Examiners is chaired by Head of School and the following members are invited to attend the meeting: Programme Director, module leaders, internal examiners, external examiners and the Assessment Officer.

Marking criteria:

The marking descriptors for the programme:

B. Essay writing Examinations/Course Work: These will be assessed by two examiner using the marking guide attached. The Royal college of Surgeons Edinburgh (attached).

<table>
<thead>
<tr>
<th>Good Pass</th>
<th>Pass</th>
<th>Borderline Fail</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Knowledge and Understanding**
- Good knowledge and understanding. Central issues, explicitly identified.
- Appreciation of and explicit links to a wider field.

**Critical thinking, Analysis and Reflection**
- Presents a coherent critical argument and the ability to form a defendable judgment.
- Use of contrasting perspectives.
- Able to identify and interpret special investigations
- Able to synthesis relevant clinical information and provide correct diagnosis
- Able to identify and discuss prognosis
- Some evidence of critical awareness but much reliance on description and some assumptions. May be some difficulty in balancing and substantiating points.
- Some use of contrasting perspectives
- Variable ability to identify and interpret special investigations
- Variable ability to synthesis relevant clinical information and provide correct key diagnosis
- Variable ability to identify and discuss prognosis
- Limited evidence of critical awareness but much reliance on description and some assumptions. May be some difficulty in balancing and substantiating points.
- Limited use of contrasting perspectives
- Limited ability to identify and interpret special investigations
- Limited ability to synthesis relevant clinical information and provide correct key diagnosis
- Limited ability to identify and discuss prognosis

**Management and Leadership**
- All aspects of the set task are addressed.
- Ability to select relevant evidence to support the discussion.
- Able to prioritise treatment/arguments
- Able to address all aspect of care taking into consideration the wider aspects and governance
- All aspects of the set task are addressed but issues may not gain the attention their significance demands.
- Some ability to select and use evidence support of the discussion.
- Some ability to prioritise treatment/arguments
- Some ability to address aspect of care taking into consideration the wider aspects and governance
- Limited aspects of the set task are addressed
- Limited ability to select and use evidence support of the discussion
- Limited ability to prioritise treatment/arguments
- Limited ability to address aspect of care taking into consideration the wider aspects and governance

**Communication and presentation**
- Clear and knowledgeable, presentation.
- Answers questions fluently and intelligently.
- Presented in an acceptable, but less structured manner.
- Some deficiences in clarity. Able to answer part of the questions
- Acceptable standard of English with few errors. Generally academic in style with some errors.
- Presented in an acceptable in parts, but less structured manner.
- Deficiences in clarity in most parts. Able to answer part of the questions without addressing the key aspects
- Inadequate standard of English
- Unable to present clearly, even when prompted.
- Unable to answer questions.
- Poor standard of basic English. Poor academic style.

**Global Mark**
- Good Pass
- Pass
- Borderline Fail
- Fail
C. Short Answers Questions and Single Best Answers Question written examinations: these will be standard set using Modified Angoff by a panel of examiners. A post hoc analysis will be used for quality assurance.

**Criteria for the award of an alternative qualification**

A student who fails to meet the criteria for the award of a DDSc, or is unable to complete the degree programme, but has accumulated sufficient credits in an appropriate combination of modules, within a time scale of less than five years, including any periods of suspension of studies, may be eligible for an alternative award of:

**Master of Science in Dental Science (MSc in Dental Science)** – this will be awarded provided that the student has achieved a minimum of 180 credits, including the Research Protocol (60 credit @level 8).

Students who withdraw from the University of Liverpool will be awarded the above qualification provided that they meet the necessary criteria.

38. **Student representation and feedback:**

Student evaluation of the programme will be gained through the following routes:

- formal written end of module evaluation forms
- informal discussion with module leader/academic staff
- exit questionnaire for graduates
- representatives on Graduate Staff/Student Liaison Committee
- representatives on the Board of Studies

**Graduate Staff – Student Liaison Committee (SSLC)**

The Graduate SSLC meets every term; the membership of this committee, the terms of reference and the manner in which its business conforms to the requirements of the Code of Practice on Student Representation (http://www.liv.ac.uk/tqsd/pol_strat_cop/index.htm). Elections will be carried out within the structure determined by the University Student Representation Steering Group and Programme Representatives will be encouraged to attend the training provided by the Liverpool Guild of Students.

DDSc students are also represented on the School of Dentistry Board of Studies by one representative.

**Part F: Status of Professional, Statutory or Regulatory Body Accreditation**

39. **Status of Professional, Statutory or Regulatory Body Accreditation:**

N/A

**Part G: Diversity & Equality of Opportunity and Widening Participation**

40. **Diversity & Equality of Opportunity and Widening Participation:**

The programme is consistent and compliant with the University’s Diversity and Equality of Opportunity Policy which can be viewed at:

**ANNEX 1**

Annex Of Modifications Made To The Programme

Please complete the table below to record modifications made to the programme.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>An additional Endodontics pathway was added in 2012/13 An additional Special Care Dentistry pathway was added in 2015/16</td>
<td>Major</td>
<td>21/06/2013</td>
<td>01/07/2013</td>
</tr>
</tbody>
</table>

**Specific changes to programme specification**

Part A

1. Title of programme
   Doctor of Dental Science (Special Care Dentistry) added
   Major

2. Programme code
   DSDS (Special Care Dentistry) added
   Major

5. Date of first intake
   September 2016 for Special Care Dentistry (added)
   Major

19. External Examiners names added for Special Care Dentistry pathway
   Major

22. Other reference points
   Additional curriculum and membership requirements added.
   Major

24. Additional costs to students:
   SCD support costs added.
   Major

26. Aims of the Programme
   New pathway title c. Special Care Dentistry and new aims added
   Major

27. Learning outcomes
   New SCD pathway outcomes added (items 5 and 6).
   Major

27. Learning outcomes
   Headings of item 7 amended to read ‘all’ pathways
   Major

27. Learning outcomes
   Headings of section B amended to read ‘all’ pathways and new
   Major
| Learning outcomes numbered 20 to 39 added |  |
| 27. Learning outcomes Heading before item 40 amended to ‘all’ pathways | Major |
| 27. Learning outcomes Learning outcome number 21 amended to 40. | Major |
| 27a. Mapping of learning outcomes Additional paragraph added directing to Appendix V for mapping of aims and outcomes for new pathway | Major |
| 28a. Mapping of skills and other attributes Additional modules added to all skills categories | Major |
| 29. Career opportunities Additional SCD career title added | Major |
| 33. Programme structures Number of speciality modules changed to 15 (from 11) and pathways from 2 to 3 | Major |
| 33. Programme structures List of four Special Care Dentistry pathway speciality modules added CDEN251, CDEN252, CDEN351, CDEN352 | Major |
| 33. Programme structures Taught component & Clinical component First Year of programme Additional SCD pathway title, breakdown of taught elements and reference to modules relating to portfolio of continuous clinical assessment (CDEN351 and 352) added | Major |
| 33. Programme structures Research component Special Care Dentistry title added | Major |
| 34. Work placement Paragraph relating to clinical placements for Special Care Dentistry pathway students | Major |
| 37. Assessment information for students Year 1 CDEN 251 and CDEN252 added Year 2 CDEN351 and CDEN352 added | Major |