

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 Periodontology
Duration/mode of study	FT – 3 years
Name of final award	DClinDent
FHEQ level of final award	8
Name of interim awards	PG Diploma Certificate in Clinical Dentistry (60 Credits) Diploma of Clinical Dentistry (120 Credits) MSc in Clinical Dentistry (180 Credits)
FHEQ level of interim/exit award	8
Proposed start date for first cohort	September 2023
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	Dr Domniki Chatzopoulou d.chatzopoulou@qmul.ac.uk 020 7882 8639

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.

Programme outline

This programme is jointly accommodated by the Institute of Dentistry, Barts and The London School of Medicine & Dentistry, and Barts and The London Dental Hospital, Barts Health NHS Trust.

The aims of the programme are to:

- develop qualified dentist's clinical practice and academic knowledge to a FHEQ level 8 according to the framework for higher education qualifications in England, Wales and Northern Ireland (2008).

- meet the national and international need for more Specialists in Periodontics;
- offer comprehensive, contemporary and novel knowledge in Periodontics to a specialist level;
- provide advanced training to dentists wishing to attain clinical expertise and proficiency in Periodontics to specialist level;
- prepare dentists to be eligible for formal recognition as a Specialist in Periodontics by the UK regulatory bodies;
- eligibility to sit exit examination at both colleges, the Royal College of Surgeons of Edinburgh and Royal College of Surgeons of England;
- enhance dentist's everyday clinical practice satisfaction through higher expertise for service delivery to specialist level, the course also maintains currently a conjoint agreement with the Royal College of Surgeons of Edinburgh ;
- promote a critical approach to evaluating relevant literature so as to enable evidence-based practice and novel practices in Periodontics to specialist level;
- instil the need for continuing professional development and lifelong learning;
- embed the foundations of research and its development to doctorate level.

Learning Outcomes

The learning outcomes reflect the Curriculum for Specialist Training in Periodontics (2009) 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. The current Curriculum for Specialist Training in Periodontics (2009) is under review so future recommendations may be introduced in the next academic year that may affect the course specification.

Aims of the Programme

By the end of the programme students are expected to achieve:

Academic Content:

- demonstrate the possession of in-depth and extensive current knowledge in Periodontics to specialist level;

Disciplinary Skills:

- undertake independent, proficient and advanced clinical practice of Periodontics to specialist level in either primary or secondary care settings;
- relate Periodontics to other dental and medical specialties;
- utilise problem-solving and decision-making skills to assess, diagnose and treatment plan advanced, multi-disciplinary and complex cases;
- accept secondary referrals for advice and treatment in Periodontics;

Attributes:

- understand and analyse the literature and research bases for evidence-based clinical care;
- plan and perform research including clinical audits;
- communicate effectively and interact with patients and colleagues in other dental and medical specialties;
- undertake multidisciplinary and interdisciplinary training;
- develop basic teaching skills and participate in undergraduate assessments;

Other Professional Qualifications:

- be eligible for entry to sit the in membership examination of the Dental Faculties of the Surgical Royal Colleges in Periodontics. The course currently maintains a conjoint agreement with the Royal College of Surgeons of Edinburgh ;

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.

Module Number	Title	Credit value	FHEQ Level	Year of study
1 – DIN7823	Core Knowledge and Clinical Skill in Periodontics	60	7	1
2 – DIN8101	Research I – Research Project progression report I + Clinical Portfolio initial report	30	8	1
	TOTAL	90		
3 – DIN8302	Advanced Knowledge and Clinical Skill in Periodontics	90	8	1-2
4 – DIN8103	Research Project Progression Report II, Clinical Portfolio and Service Evaluation Preliminary Reports	30	8	1-2
	TOTAL	120		
5 – DIN8304	Consolidated Knowledge and Clinical Skill in Periodontics	120	8	2-3
6 – DIN8105	Research III – Dissertation – Research Project Final Report + Service Evaluation Final Report + Clinical Portfolio Final Report	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 teaching, 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 skills in periodontology and implant dentistry 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 specific targeted reading and reviews, discussion and problem solving for each student research projects, for innovative practical exercises, clinical audit and for feedback and evaluation of the course itself. Some time is

spent working alongside other hospital trainees (Speciality Registrars, postgraduate trainees in Periodontics and Foundation trainees). Students will receive a course booklist 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 clinical academics, specialty registered experienced professional clinicians and NHS staff. Two staff members at least will supervise each student's research project. A year senior Tutor who monitors trainee's progress and portfolio will be assigned to every year group.

Summative Assessment Methods and Procedure

The assessment structures are outlined in the table below:

Module Number	Module	Credit	Assessment
1 - DIN7823	Core Knowledge and Clinical Skill in Periodontics	60	Written examination – 100%
2 –DIN8101	Research I – Research Project progression report I + Clinical Portfolio initial report	30	Research project protocol (30%) Research protocol viva (30%) Clinical portfolio - log book incl 2 case reports (20%) Clinical portfolio - viva (20%)
3 – DIN8302	Advanced Knowledge and Clinical Skill in Periodontics	90	Written examination – 75% Oral examination (Diagnostic) – 25%
4 – DIN8103	Research Project Progression Report II, Clinical Portfolio and Service Evaluation Preliminary Reports	30	Service evaluation interim report (15%) Service evaluation viva (15%) Interim clinical portfolio (15%) Clinical portfolio viva (15%) Research project interim report (20%) Research project viva (20%)
5 – DIN8304	Consolidated Knowledge and Clinical Skill in Periodontics	120	Written examination – 50% Oral examination (Diagnostic)– 50%
6 - DIN8105	Research III – Dissertation – Research Project Final Report + Service Evaluation Final Report + Clinical Portfolio Final Report	210	Service evaluation final report (10%) Service evaluation viva (10%) Final clinical portfolio (20%) Clinical portfolio viva (20%) Final research dissertation (20%) Research dissertation viva (20%)

Assessments are managed through the QMUL examination board and an external examiner (appointed according to QMUL regulations).

The assessments take place over three years for full time students. Assessment procedures will be managed internally by the teaching faculty and externally through external examiners. The assessment structures are in the above table.

All the components of all the modules are core and students must pass all the components of the modules to gain an overall pass. At the discretion of the examiners and providing the examination regulations allow, a student may be given credit for one part of the examination and asked to redo the others. In extreme circumstances, where medical circumstances may have adversely affected examination performance, a medical certificate should be presented to the Course Organiser. Any

other extenuating circumstance must be submitted to the Subject Examination Board for consideration according to the QMUL regulations.

Formative assessment exercises are carried out during the course. Students will have to carry out clinical work base assessments. They may be required to submit several short essays (up to 2000 words) on a variety of topics to be determined by teaching staff. The students will have opportunity to give oral presentations based on progress in the research projects, clinical audits and clinical works.

Students will be required to make clear declarations as to the originality of the work submitted for the in-course assessment and the project dissertation.

Students with disability will be offered assistance by QMUL Disability And Dyslexia Service.

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 no final classification mark, the final award will either be a pass or fail. The need to award module marks is for the purposes of progression and for exit awards only.

Appointment of external examiners:

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

Marking and Moderating:

- Students will be required to make clear declarations as to the originality of the work submitted for the in-course assessment and the project dissertation.
- The written examination paper will be doubled marked by two internal examiners and moderated by an external examiner. The final oral examinations for the PGT and PGR components will be marked by two examiners and at least validated by one external examiner. At the discretion of the examiners and providing the examination regulations allow, a student may be given credit for one part of the examination and asked to redo the others.

Feedback to Students:

- Formative assessment exercises with feedbacks are carried out during the course. Students will have to carry out clinical work base assessments. They may be required to submit several short essays (up to 2000 words) on a variety of topics to be determined by teaching staff. The students will have opportunity to give oral presentations based on progress in the research projects, clinical audits and clinical works. 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 in line, where required, with Royal College and NHS Guidelines.

Extensions and Deferrals, and Extenuating Circumstances:

- Academic Regulations - <http://www.arcs.qmul.ac.uk/policy/> (policy document containing information on handling such circumstances).
- Students with disability will be offered assistance by QMUL Disability & Dyslexia Service.
- Extenuating circumstances will be considered by the relevant examinations board. This applies to both the modules and the final submission of the thesis where only RDPEB can authorise the extension.
- In extreme circumstances, where medical circumstances may have adversely affected examination performance, a medical certificate should be presented to the Course Organiser.

Any other extenuating circumstance for extensions and deferrals must be submitted to the Subject Examination Board for consideration according to the QMUL regulations.

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 and or academic clinical fellows 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'.

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'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. It is composed of three parts:

1. Research Dissertation – the candidates are to produce a traditional research thesis to demonstrate they can critical review scientific literature and carry out a hypothesis base research. They must produce dissertations that are of publishable standard. Two supervisors will be assigned for each student. The dissertation must not exceed 50,000 words.
2. Clinical portfolio report – the candidates are to produce a portfolio of 4 clinical cases covering the full breadth and depth of Periodontology of patients whom they have treated during their training. The portfolio must include detail documentation of the treatments that they have provide, a critical appraisal, including evidence base analysis, of the treatments, the novelty of the treatments, evaluation of its success and proposal of future follow-up . This report must not exceed 15,000 words.
3. Clinical audit report – the candidates are to produce a service evaluation report (e.g. clinical audit) that they have designed and carried out. This report must include aims, methods, results and discussion with proposal for future audit and research in the field. This report 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) and two years full time equivalent of post-qualification experience working as a dental surgeon, with evidence of commitment to specialty – Periodontology .
- Where English is a foreign language the entry requirement will be IELTS: 7.0 including 6.5 in Writing , and 5.5 in Reading, Listening and 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

We have successfully secured after application the ‘Memorandum of Agreement’ with the Royal College of Surgeons of Edinburgh or Royal College of Surgeons of England for the third-year examination for module ‘consolidated clinical skills and Science in Periodontology and Restorative Dentistry’ to be recognised by them as a ‘Conjoint Examination’ and as such the students will also be awarded the Membership in Periodontology of that College without further examination.

As the above is in place and our course is into a very competitive position within London, Nationally and Internationally.”

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](#)

https://arcs.qmul.ac.uk/media/arcs/docs/research-degrees/Final_Research_Degrees_Code_of_Practice_2022-23.pdf

[Support for students with disabilities, SpLD and mental health issues](#)

[Student Appeals and Complaints Policy](#)

Person completing programme specification	Mrs Lorraine Low, Quality & Assessment Officer
Person responsible for management of research degree programme	Dr Domniki Chatzopoulou
Date programme specification produced/amended by School/Institute/Lead Department	14 November 2022
Date programme specification approved by Research Degree Programmes and Examinations Board	