UNIVERSITY OF KENT
COVER SHEET FOR PROPOSAL FOR NEW PROGRAMME OF STUDY - TAUGHT


To use this template, save the document to your word processor and insert text in the sections provided. A completed cover sheet should accompany the proposal through all stages of the approval process.

Please delete all the sections in italics before submission to the Faculties Support Officer.

Instructions:

1. If the programme is devised and proposed by a University School, please complete sections 1, 2 and 4.

2. If the programme is devised and proposed by a collaborative partner, please complete sections 1, 3 and 4. In Section 3, the University Head of School should sign if the proposed programme is a cognate programme of study and the Dean of the Faculty should sign if the proposed programme is a non-cognate programme of study.

SECTION 1: PROGRAMME OF STUDY

Award and Title:
Postgraduate Diploma and MSc Primary Dental Care

Length of Programme:
Two academic years

Mode/s of Study [Specify]:
Part-time

Proposed Minimum/Maximum Annual Student Intake:
30-45 Students

School Responsible for Programme Management:
Centre of Professional Practice

Tuition Fees: (Enter 'standard' or proposed fees if non-standard)
Non Standard (Details of the Validation Fee can be found in Appendix 1)

Proposed Start Date:
January 2013 (Amendment only)

Disability Statement: The entitlements of disabled students have been taken into account in the design/revision of this programme of study. Where a competence standard or fitness to practice requirement has been specified for the programme it will be subject to reasonable adjustments where possible in order to allow the student to demonstrate that they meet the required standard. Consideration has been given to the accessibility of the physical learning and teaching environment for disabled students.
If the programme is devised and proposed by an Associate/Partner College or Validated Institution, please complete the following:

Associate/Partner College or Validated Institution: Health Education England Kent Surrey and Sussex

University School (for cognate programmes) or Faculty (for non-cognate programmes) responsible for the programme:

SECTION 2: PROGRAMME DEVISED AND PROPOSED BY A UNIVERSITY SCHOOL

I recommend that approval be given to a new programme of study as set out in this proposal. I confirm that the proposal is made with the agreement of all contributing Schools and that such Schools, the Timetable Office, Information Services and other central services have confirmed that they can and will provide resources as indicated in the proposal.

.............................................................. ..............................................
Signed (Head of University School) Date

D P Reed.................................................................
(Print Name)

SECTION 3: PROGRAMME DEVISED AND PROPOSED BY AN ASSOCIATE/PARTNER COLLEGE OR VALIDATED INSTITUTION

I recommend that approval be given to a new programme of study as set out in this proposal.

.............................................................. ..............................................................
Signed (Head of University School or Dean of Faculty)

(Print Name).................................................................
Post: Head of School - Centre of Professional Practice
I recommend that approval be given to a new programme of study as set out in this proposal. I confirm that the proposal is made with the agreement of all contributing University Schools, and that the College/Validated Partner can and will provide resources as indicated in the proposal.

Signed (Nominated Responsible Officer of the Associate College/Validated Partner)

S. Lambert-Humble ............

(Print Name)

HEKSS Postgraduate Dental Dean

Post
SECTION 4: STAGES OF APPROVAL

A. Outline proposal approved by Executive Group on:

B. Full Proposal (as applicable):
   - Approved internally by College/Validated Institution on:
   - Approved by School Learning & Teaching Committee on:
   - Approved by Faculty Learning & Teaching Committee on:
   - Approved by Graduate School Committee on:
   - Approved by Graduate School Board on:

C. Full Proposal (all programmes):
   - Approved by the Programme Approval Sub-Committee on:
   - Reported to the Learning & Teaching Board on:

Annex C Programme Specification Cover Sheet
Last updated February 2011
**Annex C: Programme Specifications Template**

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found [either by following the links provided or in the programme handbook]. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

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<table>
<thead>
<tr>
<th>Degree and Programme Title</th>
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</thead>
<tbody>
<tr>
<td>Postgraduate Diploma and MSc in Primary Dental Care</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. Awarding Institution/Body</th>
<th>University of Kent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution</td>
<td>Health Education Kent, Surrey and Sussex (HEKSS) Dental</td>
</tr>
<tr>
<td>3. Teaching Site</td>
<td>HEKSS Postgraduate Centres in the Kent, Sussex and Surrey Counties</td>
</tr>
<tr>
<td>4. Programme accredited by</td>
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<td>5. Final Award</td>
<td>Postgraduate PG Dip/MSc</td>
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<td>6. Programme</td>
<td>Primary Dental Care</td>
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<td>7. UCAS Code (or other code)</td>
<td>N/A</td>
</tr>
<tr>
<td>8. Relevant QAA subject benchmarking group(s)</td>
<td>Dentistry UG benchmark have been taken into consideration in the writing of this PG programme to inform learning outcomes in the understanding that they only strictly apply to Undergraduate Programmes.</td>
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<tr>
<td>9. Date of production/revision</td>
<td>July 2012</td>
</tr>
<tr>
<td>10. Applicable cohort(s)</td>
<td>2012/13</td>
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**11. Educational Aims of the Programme**

The programme aims to:

1. Provide a structured postgraduate academic training for students in Year 2 of Foundation Dentist training and within primary and secondary care practice that is designed to enable the student to combine academic study with clinical commitment through practice (work) related learning.
2. Develop critical analysis and evaluation skills, appraisal of best practice, through a variety of learning and assessment formats including enhancing and improving professional practice and ultimately the quality of patient care.
3. Create a supportive and challenging environment in which the student can enhance their skills of reflective practice.
4. Develop a critical understanding of professional ethics that apply to and exist within primary and secondary dental care.
5. Facilitate an ethos of academic understanding combined with a career pathway demonstrating the need for lifelong learning and continuing professional development, thereby improving the quality of patient care through practice based learning.
6. Enable the student to work independently and within a team to tackle complex issues and problems and act autonomously in resolving professional problems.
7. Develop a comprehensive and current knowledge of common clinical dental issues and appropriate sources of referral within primary and secondary dental care.
8. Facilitate the enhancement of a variety of skills in clinical and non-clinical disciplines at M level.
9. Develop research skills in order to advance evidenced-informed practice within a practice based dental care setting.
### 12. Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statement for Dentistry UG benchmark, which have been taken into consideration in the writing of this PG programme to inform learning outcomes in the understanding that they only strictly apply to Undergraduate Programmes.

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Knowledge and Understanding of:</strong></td>
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<tr>
<td><strong>A1.</strong> An advanced, systematic and contemporary understanding of the knowledge bases which underpin professional practice roles within dentistry, such as patient management, examination, diagnosis and treatment interventions, collaborative working, mentorship, and education.</td>
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<tr>
<td><strong>A2.</strong> An ability to generate differential diagnosis and treatment/management plan based on enhanced understanding of evidence, clinical findings, treatment interventions, with appropriate referral for cases beyond own competency framework.</td>
<td>Each module will be supported by a selection of the methods outlined below:</td>
</tr>
</tbody>
</table>
| **A3.** Research skills and dissertation project management. | - Lectures  
- Seminars  
- Personal Tutorials  
- Tutorial Groups  
- Problem-based scenario and case studies  
- Electronic based blended learning  
- Practice based learning |
| **A4.** Current best practice in legislation, regulation, ethics, leadership and healthcare management. | |
| **A5.** Dental diseases in populations, health promotion, associated risk factors, preventative programmes and other emerging issues related to public health. | |
| **A6.** The competencies and ethical responsibilities of working as a regulated professional within a dental team. | |
| **A7.** Experiential learning, personal reflection, mentorship, continuous professional education and development; the theories and concepts, and how they apply to clinical and non-clinical situations. | |
| **B. Intellectual Skills:** | Assessment: |
| **B1.** Demonstrate the ability to work independently, efficiently and professionally within frameworks and professional codes of practice and conduct, with recognition of moral and ethical issues and consideration whilst managing any conflicting priorities. | - Presentation of Clinical Case  
- Written Reports and Assignment  
- Presentations  
- Ethics Approval  
- Dissertation  
- Practical demonstrations  
- Multiple Short Answers |
| **B2.** Develop the responsibility for own life-long learning and continuing professional development, including selected new skills in principles and practice involved in collaborative working, leadership styles and self | |
management and support the same of other colleagues and members of the dental team.

B3. Collect and critically analyse data from evidence bases and reflective personal practice to inform evidence-based enquiry.

B4. Collect and analyse qualitative or quantitative data to inform evidence-based enquiry.

**B5. Design, implement, analyse and present a research project dissertation.**

C. Subject-specific Skills:

*C1. Demonstrate a critical ability to perform patient examination and diagnosis to a level of best practice.*

C2. Demonstrate a critically informed confidence to practice autonomously and have competency in selected areas of clinical and non-clinical dentistry, including treatment planning, patient management, medical and dental emergencies, health promotion and disease prevention, collaborative working, mentorship and education; all of these incorporating clinical governance and evidence based guidelines.

C3. A comprehensive understanding and critical evaluation of the practical application of theoretical learning and evidence base to clinical practice based learning and advancing practice in required aspects of primary and secondary care dental practice.

C4. Develop a comprehensive understanding of the importance of research and evidenced based techniques to support selected roles and function within a dental healthcare delivery unit such as; mentor, educator, leader and manager of the collaborative team, and the delivery of treatment outcomes and associated measurement.

**C5. Develop a comprehensive understanding of the methodology and methods related to practice based research and evidenced based techniques common in primary and secondary dental care settings.**

D. Transferable Skills:

D1. Develop a practical understanding of the need to communicate appropriately and ethically with a range of individuals including patients and relatives, and the community health context; the clinical team, peers and other professionals.

D2. Demonstrate a capacity for reflective autonomous learning and ability to make sound judgements and decisions in relationship to complex issues and unpredictable situations using a variety of resources including: literature, evidence bases and feedback.

D3. An ability to develop problem solving

Each module will be supported by a selection of the methods outlined below:

- Lectures
- Seminars
- Personal Tutorials
- Tutorial Groups
- Problem-based scenario and case studies
- Electronic based blended learning
- Practice based learning
- Laboratory sited practice skills

**Assessment:**

- Presentation of Clinical Case
- Written assignments and reports
- Dissertations
- Practical demonstrations
- Multiple Short Answers

Teaching/learning

Transferable skills are generally incorporated within modules and related to relevant assessments as appropriate.

**Assessment:**

- Presentation of Clinical Case
- Dissertation
- Written Assignments and
Amended March 2014

For more information on which modules provide which skills, see the module mapping at the end of this document.

* Relevant for students taking the clinical modules only
** Relevant for students intending to proceed to MSc level only.

13. Programme Structures and Requirements, Levels, Modules, Credits and Awards

PG Diploma and MSc in Primary Dental Care

The PG Diploma and MSc in Primary Dental Care programme is designed to be studied on a part-time basis (one year per stage – a total of two years for PG Dip and MSc). Typically a student registration would be to complete the PG Dip in one year and then the MSc in the second year. The programme is delivered through blended learning, with a minimum of 9 days of teaching (7.5 hours per day) for PG Diploma and 3 taught days plus up to 10 supervision tutorial hours for the MSc.

PG Diploma in Primary Dental Care

For the Diploma students must have achieved 60 credits at M level or above via successful completion of the PG Cert of PDC in Foundation Dentists.

The PG Diploma programme takes into account the students’ professional interests and contexts, by offering students the opportunity to choose their optional modules from a selection of clinical and non-clinical subject areas. The Programme Director and HEKSS Associate Postgraduate Dean for Secondary Care will ensure that students are following an academically robust learning pathway, which, where appropriate is commensurate to the NHS requirements.

The Diploma programme requires the students to undertake 3 x 20 credit taught core National Qualification Framework level 7 modules (60 credits in total). Each 20 credits represents approximately 200 hours of student learning endeavour and assessment. Students must gain a mark of 50% or above in each module for the PG Diploma to be awarded. A board of examiners will recommend the award of PG Diploma with award of Merit to a student who has achieved modules to the value of 60 credits with an overall average of 60%-69% and recommend an award of Distinction to a student/practitioner who achieves modules to the value of 60 credits with an overall average of 70% or above.

PG Diploma students must select three out of the available 20 credit modules. For those intending to progress to the MSc in Primary Dental Care, the student choice must include the 20 credit Research Skills module, plus two others from those available, totalling 60 M level credits.

PG Diploma in Primary Dental Care

Optional Modules – Participants must choose any three from the modules available. Availability of optional modules will depend on student numbers and strategic need.
*Research Skills should be one choice for student intending to progress to MSc.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Title</th>
<th>Level</th>
<th>Credits</th>
<th>Terms</th>
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<tr>
<td>WL861</td>
<td>Endodontics in Dentistry (Clinical Elements)</td>
<td>7</td>
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<tr>
<td>WL862</td>
<td>Minor Oral Surgery (Clinical Elements)</td>
<td>7</td>
<td>20</td>
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<tr>
<td>WL863</td>
<td>Oral Medicine in Dentistry (Clinical Elements)</td>
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<td>20</td>
<td></td>
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<tr>
<td>WL858</td>
<td>Periodontology in Dentistry (Clinical Elements)</td>
<td>7</td>
<td>20</td>
<td></td>
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<tr>
<td>WL864</td>
<td>Removable Prosthodontics in Dentistry (Clinical Elements)</td>
<td>7</td>
<td>20</td>
<td></td>
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<tr>
<td>WL860</td>
<td>Mentoring Skills in Dentistry</td>
<td>7</td>
<td>20</td>
<td></td>
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<tr>
<td>WL866</td>
<td>Education in Dentistry</td>
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<td>20</td>
<td></td>
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<tr>
<td>WL865</td>
<td>Dental Public Health</td>
<td>7</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>WL859</td>
<td>Research Skills for Dentists*</td>
<td>7</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

Award of Postgraduate Diploma 120 Credits

**MSc in Primary Dental Care**: In Stage 3 students undertake a core module of 60 M level credits. Students who successfully complete this stage of the programme, by meeting the required credit framework, will be eligible for the award of a Master’s degree: MSc in Primary Dental Care

**Core Module**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Title</th>
<th>Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WL898</td>
<td>Work-based Project and Dissertation Module</td>
<td>7</td>
<td>60</td>
</tr>
</tbody>
</table>

**Award of MSc in Primary Dental Care** 180 Credits

14. **Work-Based Learning**

Where relevant to the programme of study, provide details of any work-based learning element, inclusive of employer details, delivery, assessment and support for students.
The work based element within this programme of study is termed ‘practice based learning’ although remains underpinned by the Code Of Practice For The Assurance Of Academic Quality And Standards In Higher Education Section 9: Work-Based And Placement Learning - September 2007.

Practice based learning is integral to the programme and emphasises wider learning opportunities as well as integrating the COPDEND (UK) Foundation Dentist Programme. Practice based learning provides the context for the development of professional practice and provides the context for critical appraisal. There are two elements; the first is learning in the supportive structure of the clinic, the second is learning from others (the whole clinical team).

Within the clinical based setting students will be expected to have seen a range of patients with a variety of treatment needs. All clinical work will be mentored. Formative feedback will be provided throughout via the EPdP.

For the Dissertation, every student will be allocated a dissertation supervisor. Students should work with their allocated supervisor for the duration of the dissertation to ensure that their work is completed to meet the submission deadline. Students should direct the work and initiate contact with their supervisor.

15. Support for Students and their Learning

Prior to commencing the programme students will receive the following from HEKSS Dental:

PG Diploma
- A fixed 2 day Induction programme.
- 9 taught sessions (PG Dip) delivered at the Postgraduate Centres within KSS.
- Information for Primary Dental Care Practitioners (Programme Handbook).
- Access to learning resources such as Electronic Personal Development Portfolio and NHS E Learning for Health
- Access to the HEKSS Postgraduate MSc Programme Director for advice on programme structure, progression routes and individual progress.
- Access to the HEKSS Associate Postgraduate Dental Dean for Secondary Care for advice on programme structure, progression routes and individual progress.
- Access to Lead for Non DF2/DCTs post students.
- Access to ethics guidance and, where appropriate, access to Ethics Approval Committee either through the NHS or CPP.
- Formative feedback throughout via the EPdP.

MSc in Primary Dental Care

During the programme students will receive the following from HEKSS Dental:
- 3 taught sessions (MSc) delivered at the HEKSS Postgraduate Centres.
- Support by a trained Dissertation Supervisor for the duration of the Dissertation module.
- Formative feedback throughout via the EPdP.
• Access to the HEKSS Postgraduate Dental Dean.
• Access to the HEKSS Postgraduate MSc Programme Director and Module Leads.
• Access to HEKSS Associate Postgraduate Dental Dean for Secondary Care who will monitor individual student progress, provide advice and support on a range of academic and pastoral issues.
• Continuous online support by staff and other students via email, EPdP and online support material, which will be overseen by the HEKSS Postgraduate MSc Programme Director and HEKSS Associate Postgraduate Dental Dean for Secondary Care
• Administrative and educational support through the HEKSS Dental
• Access to the NHS E-Den electronic learning package.
• IT facilities will be practice/personal based.
• HEKSS extensive dedicated websites including: copy of programme handbook, module descriptions and supporting materials, module assessment details and coursework deadlines, timetables, staff/student liaison information.
• HEKSS central support including regional library facilities, Medline, Athens Gateway.
• NHS and HEKSS Postgraduate Deanery facilities for hands-on skills, teaching and training.

16. Entry Profile

Entry Route
For fuller information, please refer to the University prospectus

Health Education Kent, Sussex and Surrey (HEKSS Dental) I will administer the initial application process in terms of the potential applicants’ suitability for the programme in terms of the following criteria:

• Successful completion of the PG Cert in Primary Dental Care for Foundation Dentists.
• Successful completion of Year 1 Foundation Dentist Training plus FGDP Key Skills to M level.
• Be in Foundation Dentist Training Year 2 or employed in a Primary Dental Care practice post DF1/DCT(DF2).
• Demonstration of successful completion of FGDP Key Skill to M level.
• Be currently registered with the General Dental Council.
• IELTS Level 6.5

Advanced Standing
In additional to the above, entry onto the programme will require participants to have successfully completed one of the following:

• Successful achievement of the PG Cert in Primary Dental Care for Foundation Dentists.

Or
• Successfully completed Foundation Dentist Training elsewhere.

Or
• Having previously acquired 60 M level credits in an appropriate subject elsewhere. Any such claim would be required to meet the requirements of the University of Kent APECL process.
What does this programme have to offer?

- An innovative work based, structured, postgraduate programme, specifically for early career dental care practitioners who are employed in secondary or primary dental care.
- An academic award for the successful completion of Dental Core Training/Foundation Year 2 training.
- A programme which has a flexible, modular format with blended learning approaches; designed to combine academic study, professional practice and blended learning techniques.
- A high standard of teaching delivered by experienced specialist staff.
- A programme content that promotes subject specific knowledge and competencies in preparation for entry into the recognised dental care career pathway.
- A programme that will provide transferable credits towards a Fellowship of the Faculty of General Dental Practice UK (FFGDP).
- The opportunity for participants to develop both personal and professional skills enabling them to engage more effectively in meeting the changing needs of the dental sector.

Personal Profile

Students/practitioners entering the course will be expected to demonstrate the following:

- Qualified dentists currently registered with the General Dental Council.
- The participants may be working in a NHS, private practice or secondary care sector. Some will be enrolled on the HEKSS Foundation Dentist Year 2 Programme (Vocational Training).
- An enquiring approach to professional practice and a commitment to continued professional development.
- An ability to study at Postgraduate level.

17. Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Continuous monitoring of progress by HEKSS Postgraduate Diploma Programme Director and the HEKSS Associate Postgraduate Dean for Secondary Care through the HEKSS Postgraduate structure.
- Student evaluation and feedback evaluation questionnaires and reflections for each of the HEKSS Study Days.
- HEKSS Board of Studies (one per term)
- HEKSS Staff Student (Practitioner) Liaison Committees (one per term led by the HEKSS Postgraduate MSc Programme Director).
- Continuous monitoring of student/practitioner progress and attendance.
- Moderation practices will conform to the requirements of the University of Credit Framework, where appropriate double marking will be carried out.
- An External Examiner will be appointed and will conduct regular scrutiny and will provide an annual report.
- Annual Monitoring Reports for modules and the programmes – initiated by the HEKSS Postgraduate Diploma and MSc Programme Director.
- Centre for Professional Practice (CPP) Joint Learning &Teaching and Graduate Studies Committee.
- A representative from CPP who will act as Chair to the Board of Examiners.
- Periodic Review.
- QAA Institutional and Collaborative Provision Audits.

**Committees with responsibility for monitoring and evaluating quality and standards**

**Health Education Kent, Surrey and Sussex Dental**
- Staff / Student/practitioner Liaison Committee (one per term led by the HEKSS Postgraduate Certificate Programme Director)
- Training Programme Director meetings (Board of Studies) (one per term)

**University of Kent**
- CPP Joint Learning, Teaching and Graduate Studies Committee.
- The Board of Examiners (Chair to be UoK CPP Liaison).
- Faculty of Social Sciences Graduate Studies Committee.
- University Graduate School Board.

**Mechanisms for gaining student feedback on the quality of teaching and their learning experience**

**Health Education Kent, Surrey and Sussex Dental**
- Evaluation forms and personal reflections completed by the student at the end of Study Day.
- Student/practitioner module evaluation reports.
- Student/trainer discussions channelled through the HEKSS Postgraduate MSc Programme Director.
- Student/trainer discussions channelled through the HEKSS Associate Postgraduate Dean for Secondary Care.
- Director Annual Monitoring Reports – to be initiated by the HEKSS Postgraduate Certificate/Diploma/MSc Programme Director and submitted to the CPP GSC.
- Final Completion Report compiled from each student.

**University of Kent.**
- As required only, through the attendance of the HEKSS Postgraduate Certificate/Diploma/MSc Programme Director at the CPP Joint Learning, Teaching and Graduate Studies Committee where HEKSS Business is on the Agenda.
- Annual Monitoring Reports.
- External Examiner Reports and Feedback.

**Staff Development priorities include:**
- Attendance at the annual University of Kent Validation Forum (for the Postgraduate Dental Dean, Associate Postgraduate Dental Dean for Secondary Care, Lead for non DF2/DCT post students and the HEKSS Postgraduate Diploma/MSc Programme Director, as available.
- Dissertation supervisors training.
- Dissemination of good practice on learning and teaching methods.
- Membership of relevant professional / academic bodies.
- Equal Opportunities and Diversity Training (mandatory every 3 years).
- Annual staff appraisal.

**18. Indicators of Quality and Standards**

**For the School and the University:**
- CPP Periodic Review.
- A positive outcome in the 2010 Collaborative Provision Audit.

**For Validated Partner and Programme**
- Annual Foundation Dentist Review by Qualification Assessment Review Group
The following reference points were used in creating these specifications:

- Committee of Postgraduate Dental Deans and Directors (COPDEND (UK) A Curriculum for UK Dental Foundation Programme Training
- The Faculty of General Dental Practice ‘A Career Pathway in Primary Dental Care’.  
- QAA Master’s degree characteristics Sept 2009.
- The University of Kent Learning and Teaching Strategy.
- The University of Kent Credit Framework.
- The University of Kent Code of Practice.
- The University of Kent Collaborative Provision Policies and Procedures.
- The curriculum and syllabus of the new Membership of the Joint Dental Faculties at the Royal College of Surgeons (England).
- General Dental Council ‘Preparing for Practice: Dental team learning outcomes for registration’ 
  
- Standards in Dentistry, FGDP Publication.
- QAA Benchmark Statements (Dentistry UG) - Subject Benchmark Statements have been taken into consideration in the writing of this PG Certificate programme to inform learning outcomes on the understanding that they strictly apply to UG programmes only.
- FGDP (UK) Key Skills
- NHS E-Learning for Health (EDen)

Programme Specification Template
Last update approved by LTB 1 February 2006
<table>
<thead>
<tr>
<th>PLO</th>
<th>Endodontics in Dentistry</th>
<th>Minor Oral Surgery</th>
<th>Oral Medicine in Dentistry</th>
<th>Periodontology in Dentistry</th>
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<th>Work-based Project and Dissertation **</th>
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* Relevant for those taking the clinically related modules only

** Relevant for those intending to proceed to MSc level only.