Royal Australasian College
of Dental Surgeons
Let knowledge conquer disease

Membership and Fellowship in General Dental Practice

HANDBOOK

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All documents and forms referred to in this Handbook are obtainable from the College web site (www.racds.org) or from the College office.

Definitions

Royal Australasian College of Dental Surgeons	RACDS / the College
Affiliate Membership	The membership that is open to all dentists from across the world and provides access to the College's resources, including communications and the online Learning Management System.
Enrolment	The process of signing up to participate in or undertake a specific College activity, including programs or examinations which may lead to the award of Fellowship or Membership.
Admission	The process by which candidates who have fulfilled the necessary requirements apply to be granted Membership.
Election	The process by which Board of Directors grants Membership to qualified candidates.
Appropriate Course (MRACDS(GDP) Program)	A continuing professional development or postgraduate course appropriate for the MRACDS and its module requirements. Selection of appropriate CPD is at the discretion of the candidate.
Post-nominal	Letters placed after the name of an individual to indicate successful election to Membership.
Memorandum of Understanding (MOU)	A formal agreement between selected Universities or International Colleges relating to Membership examinations.

1.0 Introduction

1.1 Purpose

This document sets out the specific requirements for candidates who are enrolled or considering enrolment with the Royal Australasian College of Dental Surgeons, for the award of Membership in General Dental Practice – MRACDS(GDP), Fellowship in General Dental Practice – FRACDS(GDP) and Membership in Primary Dental Sciences – MRACDS(PDS).

1.2 Who are we?

The Royal Australasian College of Dental Surgeons provides the opportunity for dental study, training and qualifications, and continuing professional development through our Fellowship and Membership programs.

Fellowship and Membership begin from the moment you decide to aim for achievement by joining RACDS. Your RACDS qualifications demonstrate to patients that their practitioner is equipped with the knowledge and skills to practise clinical dentistry at the highest standards throughout their working life.

RACDS also offers accredited education and training in Oral and Maxillofacial Surgery for those dentists and doctors wishing to specialise in this discipline.

The qualifications awarded by examination by the Royal Australasian College of Dental Surgeons are:

- Membership in General Dental Practice – MRACDS(GDP)
- Membership in Primary Dental Sciences – MRACDS(PDS)
- Fellowship in General Dental Practice – FRACDS(GDP)
- Membership in Specialist Dental Practice (in a discipline) – MRACDS(SDP)
- Fellowship in Specialist Dental Practice (in a discipline) – FRACDS(SDP)
- Fellowship in Oral and Maxillofacial Surgery – FRACDS(OMS)

1.3 Definitions

A Member of the College:

- maintains high ethical standards and is a role model for others in the profession
- is a skilled and highly competent practitioner who has a broad base of experience in general dental practice
- has breadth and comprehension of scientific knowledge relevant to the practice of dentistry
- through comprehensive study and assessment has shown that this knowledge can be applied in clinical problem-solving scenarios with proven ability in treatment planning and risk management that promotes better patient outcomes.

Membership is the first level of achievement in the progression of professional development with the RACDS.

A Fellow of the College:

- maintains high ethical standards, is a role model and demonstrates leadership in the profession
- is a highly skilled and proficient practitioner with comprehensive experience in general dental practice
- has significant depth and breadth of scientific knowledge and comprehension of evidence-based practice gained from enquiry, professional development and clinical experience
- through rigorous examination and assessment, has displayed reflection, critical evaluation, and

integration of knowledge and understanding, from contemporary dental evidence into their clinical practice.

Fellowship is the highest academic level of achievement with the RACDS.

1.4 General Dentistry

General Dental Practitioners are primary dental care providers with a registrable qualification. They provide oral health care for patients of all ages. The General Dental Practitioner is responsible for the diagnosis, management and overall coordination of services related to patients' oral health needs including their future needs and ongoing maintenance.

General Dental Practitioners are well-educated in all facets of oral health care. They have the ability to diagnose oral health conditions within the scope of general practice and identify the need for referral. General Dental Practitioners are not required to have skills or knowledge at the level of a specialist but have an understanding of the treatment's specialists provide.

General Dental Practitioners are educated and skilled in recognising those conditions that are beyond their scope of practice and are able to identify the correct specialist service(s) required to manage the particular condition(s).

General Dental Practitioners undertake regular continuing professional development in order to maintain and develop their knowledge, understanding and skills.

Candidates are encouraged to refer to the Australian Dental Association and Codes of Practice and clinical guidelines provided in other countries for resources related to specific topics.

1.5 Registration

Fellowship and Membership with the College are **not** currently registrable qualifications in Australia and New Zealand (except for Fellowship in Oral and Maxillofacial Surgery). Candidates in other countries should seek advice from their relevant registering authority regarding the status of these qualifications.

1.6 Fees, Forms and Certification Requirements

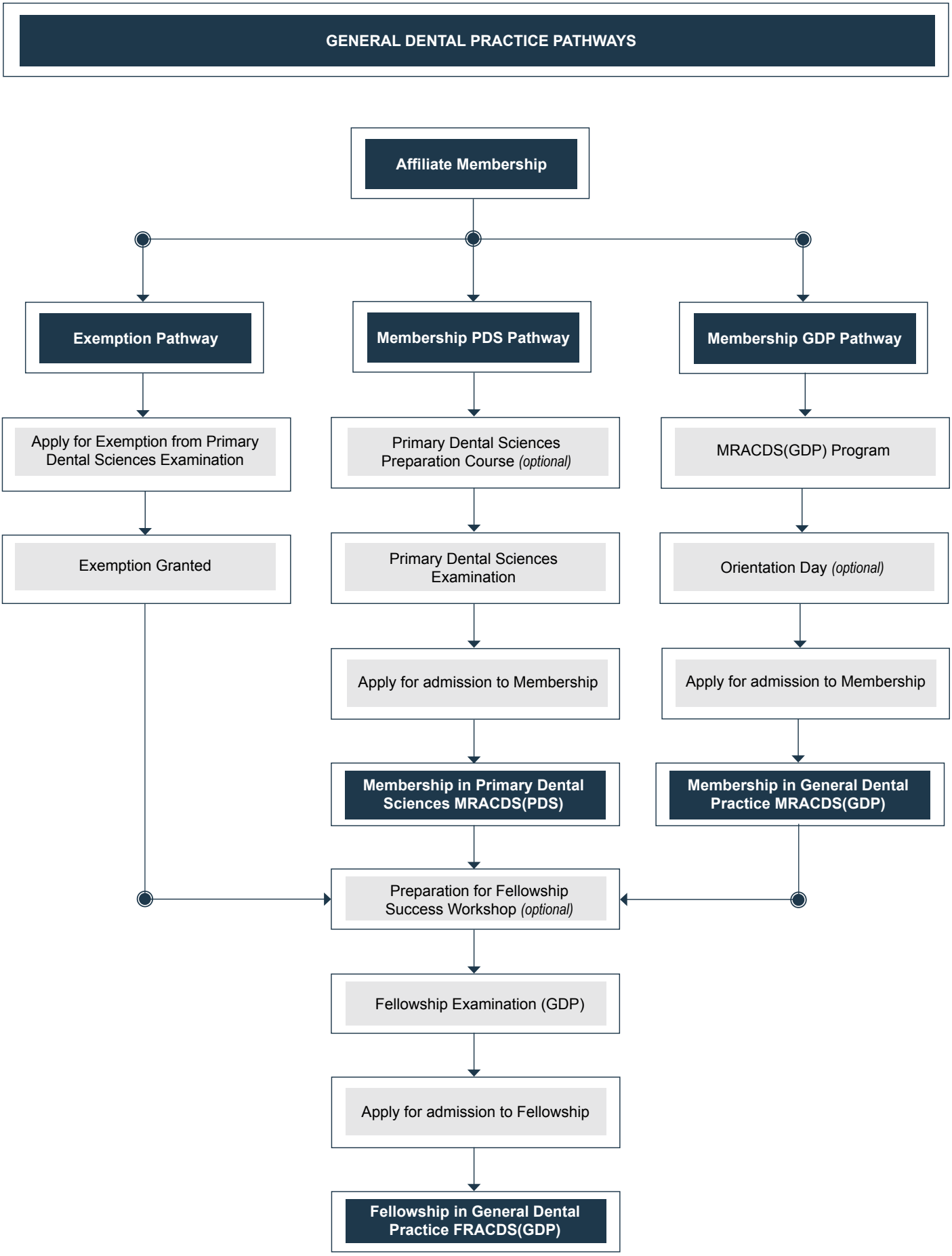
A schedule of fees and all forms are available from the College website. All documents must be submitted according to the certification guidelines.

1.7 Key Contacts

Enquiry	Contact
Membership (GDP)	mracds@racds.org
Fellowship (GDP) or Membership (PDS)	fracds@racds.org
General	info@racds.org

2.0 Steps to Membership and Fellowship

2.1 Flow Chart – Steps to Membership and Fellowship



2.2 Affiliate Membership

Being Affiliated with the College is the first step for candidates wishing to pursue Fellowship or Membership with the College and provides candidates with access to college communications and online learning.

Applicants who do not already hold a valid Membership, or an active Subscription (discontinued in April 2020), are required to apply for Affiliate Membership before enrolling in any College programs.

Candidates who hold a current and valid Subscription (prior to April 2020), will still be eligible to enrol in examinations. If candidates wish to have their Subscription transferred to an Affiliate Membership, they should contact info@racds.org.

2.3 Enrolment

In order to sit an examination or enter the MRACDS(GDP) Program, eligible candidates are required to enrol and pay the full fee by the required date. Enrolment is only valid for that examination sitting or program except under certain circumstances, as per the (Special Consideration Policy).

If a candidate withdraws their enrolment for an examination or the MRACDS(GDP) Program, the fees paid may be refunded in-part as specified in the College's Refund Policy. Where a candidate fails to attend an examination, the fees paid may be refunded under certain circumstances as per the College's Special Consideration Policy.

If examinations are cancelled or postponed, the examination enrolment fee will be refunded in full. The College reserves the right to change the nominated examiners and to amend the timing and dates of examinations whenever conditions warrant. The College does not take any responsibility for any other costs incurred by the candidate.

Provisional enrolment and payment for the Fellowship Examination may be accepted where an application for exemption from the Primary Dental Sciences Examination is pending. The enrolment fee will not be refunded if the exemption is not approved. If the exemption is approved after the examination date has passed the enrolment fee will be rolled over to the next examination sitting.

2.4 English Language

The College does not set any specific requirements for the demonstration of English language skills. However it should be noted that all assessments are written and marked in English and that proficiency in English at the level equivalent to a 7.5 in all subjects in the IELTS (or a B in the OET) is expected of candidates in all assessments.

2.5 Examinations and Assessments

The College offers three pathways to Fellowship in General Dental Practice:

Pathway 1	Comprises two examinations, Primary Dental Sciences and Fellowship, each requiring a period of study and preparation prior to the examinations. Candidates who are eligible to apply for admission to MRACDS(PDS) on completion of the Primary Dental Sciences Examination may proceed to Fellowship via completion of the Fellowship Examination.
Pathway 2	Initially comprises of the MRACDS(GDP) Program; a modular, self-paced education program. Candidates are eligible to apply for admission to Membership in General Dental Practice on completion of the program and may then opt to proceed to Fellowship via completion of the Fellowship Examination.
Pathway 3	Candidates with appropriate qualifications may qualify for an exemption from the Primary Dental Sciences Examination. Candidates who are granted an exemption from the Primary Dental Sciences Examination are not able to apply for MRACDS(PDS).

2.6 The MRACDS(GDP) Program

The MRACDS(GDP) Program is a modular educational program for dentists with current registration in good standing which supports the ongoing acquisition of knowledge and skills relevant to practice and provides a systematic approach to Continuing Professional Development (CPD). The program is intended to be flexible and can be tailored to a candidate's interests and schedule. Assessments are completed at a candidate's own pace over two years.

2.7 Primary Dental Sciences Examination or Exemption

The Primary Dental Sciences Examination is a rigorous assessment of a candidate's knowledge of the fundamental principles of the basic health sciences as they relate to dentistry. The examination is held annually in June/July. Exemptions from the examination may be granted for candidates with appropriate qualifications. The examination is also open to non-dentists.

2.8 Fellowship Examination

The Fellowship Examination is an assessment of clinical and theoretical knowledge in an experiential context, over a broad base of general dental practice. The level of expectation is specifically set at the level of an experienced general practitioner and not at specialist level. The examination is held annually in January. Non-dentists who have passed the Primary Dental Sciences Examination are not eligible to sit the Fellowship Examination without subsequently submitting evidence of a recognised dental qualification and registration to practice dentistry.

2.9 Application for Admission to Fellowship or Membership

Candidates who have successfully completed the requirements for Fellowship or Membership must submit an Admission to Fellowship or Membership application and pay the relevant fee. Acceptance of applications requires approval from the College Board of Directors. Following a successful admission to Fellowship or Membership application, candidates will be awarded a testamur certifying the examination passed or program completed. It is only at this stage that candidates are able to display the appropriate post-nominal and refer to themselves as a Fellow or Member of the College.

3.0 MRACDS(GDP) Program Information

3.1 Program Overview

The MRACDS(GDP) Program is a modular educational program for dentists with current registration in good standing, designed to be completed in two-years. It supports the ongoing acquisition of knowledge and skills relevant to practice and provides a systematic approach to Continuing Professional Development (CPD). The program is intended to be flexible and can be tailored to a candidate's interests and schedule. Assessments are completed at a candidate's own pace over two years.

The program has a limited intake of 40 candidates with places allocated on a 'first-come first served' basis each calendar year.

The MRACDS(GDP) Program is a two-year program that runs from February through to November each year. Assessment Rounds are scheduled at several times throughout the year, enabling candidates to tailor their assessment submissions around busy work and home schedules. The MRACDS(GDP) Program is predominantly a self-directed program tailored to general dental practitioners with the following aims:

- to enhance the knowledge and skills of GDPs
- to enable GDPs to provide an ongoing high standard of patient care for the benefit of the community
- to engage in structured CPD with recognised outcomes
- to provide GDPs with a well-regarded postgraduate qualification in general dental practice
- to recognise the importance of GDPs' involvement in the College
- to enhance alliances between the College and other stakeholders.

The program consists of the following activities and assessments:

- core modules (six compulsory subjects around topics in dentistry) which are assessed via Short Answer Questions (SAQs) or Multiple-Choice Questions (MCQs), depending on the module.
- elective modules (choice of three out of six subjects) which are assessed via one case report per subject
-
- *A viva voce* examination at the completion of the above assessments.
- A recommended 20hrs of Continuing Professional Development (CPD) per year.

Core Modules (all compulsory)
Diagnosis and Treatment Planning (MCQ)
Clinical Examination Technique and Dental Imaging (SAQ)
Infection Control (SAQ)
Medical Emergencies (SAQ)
Practice Management, Law, Ethics and Risk Management (SAQ)
Therapeutics in Dentistry, Pain and Pain Management (SAQ)

Elective Modules (choice of three)
Combined Oral Medicine, Oral Pathology and Special Needs Dentistry
Paediatric Dentistry and Orthodontics
Dentoalveolar Surgery
Endodontics
Restorative Dentistry and Prosthodontics
Periodontics

The assessment process in this program evaluates the candidate's ability to approach problems commonly encountered in practice from a contemporary, evidence-based perspective. Candidates are assessed on their ability to communicate in a manner which is acceptable and culturally appropriate using professional language and demonstrating an understanding of relevant scientific literature. Candidates are assessed at the level of a skilled and highly competent practitioner who has a broad base of experience in general dental practice.

3.2 Eligibility

The MRACDS(GDP) program is open to eligible candidates who are dentists with current registration in good standing in Australia or New Zealand.. The program has a maximum intake of 40 candidates per year and places are filled on a first-come first-served basis. Candidates must have completed their undergraduate degree three years prior to enrolling in the Membership program and have a minimum of two years' clinical experience.

3.3 Orientation Day

The MRACDS(GDP) Program holds an Orientation Day in February for each new cohort. The day is designed to provide information, guidance and a platform for new candidates to ask questions and meet integral representatives of the College.

3.4 Third Year Extensions

The MRACDS(GDP) Program is a two-year program which commences at Orientation Day and concludes at the end of the second year with the *viva voce* examination. If a candidate fails to complete the Program within two years, they are able to complete the program by completing the third-year enrolment form and paying the required fee to continue in the Program.

If a candidate has not fulfilled the academic requirements of the Program within the timeframes specified, they may be withdrawn from the Program by the Board of Studies in consultation with the Registrar/Assistant Registrar.

3.5 Recommencement of Program

Candidates who fail to meet the requirements of the Program can only re-enrol into the Program, from the following calendar year. As a result, candidates must start again and complete all assessment components (SAQs, MCQs, Case Reports and *viva voce*).

3.6 Sample Program Timeline

This sample timeline is based on a new MRACDS(GDP) candidates' journey. The MRACDS(GDP) is a self-directed learning program, and exact dates may differ depending on each candidate.

Year One	
February	Orientation Day
Complete Online Academic Writing Course and Timeline	
Case Report Preparation (ongoing, throughout the year)	
March (Assessment Round 1)	1 x Core Module
June (Assessment Round 2)	2 x Core Modules
September (Assessment Round 3)	1 x Core Module
November	1 x Case Report

Year Two	
Case Report Preparation (ongoing, throughout the year)	
February	1 x Case Report
March (Assessment Round 1)	1 x Core Module
June (Assessment Round 2)	1 x Core Module
August	1 x Case Report (Last date to submit case reports)
November	*viva voce* Examination

3.7 Mentoring

Candidates in the MRACDS(GDP) Program are provided with a College mentor who will work in partnership with the candidate to provide encouragement, constructive feedback, shared experiences and evaluation.

The mentoring program aims to maximise candidates' learning experience during the MRACDS(GDP) Program. Mentors assist candidates in achieving self-directed learning as well as influence and encourage candidates to reach their goals and aspirations. Mentors provide knowledge, professional guidance and general support whilst completing the assessments within the program.

There are two mentor pathways available to candidates: long-term mentoring and short-term specific mentoring. Mentoring can be completed by phone, face-to-face, video conference and email.

Mentoring Pathways

All candidates in the MRACDS(GDP) Program will be assigned a mentor from Orientation Day until the end of the first assessment round. During this time, candidates are encouraged to seek mentoring advice on the program expectations and requirements, support and advice in locating relevant and appropriate resources, support in reviewing pre-assessment material and advice and support during assessment resubmission.

At the end of the first assessment round of the year (three months into the program for new candidates), candidates will be asked to choose one of the following options:

OPT-IN Long-Term Mentoring

Candidates who would like to retain their mentoring relationship will be required to opt-in to long-term mentoring. In this instance, candidates will maintain contact with their mentor on a regular basis (once every four weeks) for the duration of their time in the program.

Long-term mentoring will include support in all assessment areas including assessment rounds, case report submissions and *viva voce* examination preparation.

OPT-OUT Short-Term Mentoring

Candidates who choose to opt-out will be removed from the mentoring arrangement but will have access to short-term, specific mentoring on request.

Candidates who have an issue with a particular subject or require assistance with one aspect of the program (such as *viva voce* preparation) will be able to write to the College to request a mentor to assist with that particular area. The arrangement will be agreed on by both mentor and mentee, and the relationship will cease on completion of the task (i.e. assessment/case submission or *viva voce*) as arranged.

Mentoring is a voluntary service, and it is the decision of the candidate as to whether they would like to participate. There are no penalties for candidates who choose to complete the program without a mentor. If at any time the relationship between the candidate and mentor is incompatible, there is no obligation for either party to continue the relationship. However, an alternative mentor will be sought if the candidate wishes to continue with the mentoring program.

Role of the Candidate

The candidate will:

- be open to feedback by accepting information the mentor provides without interpreting it as evaluation
- set realistic expectations with the mentor
- be open and sincere about their needs and deficiencies
- follow through on commitments and seek help when necessary
- be willing to discuss failures as well as successes
- take responsibility for liaising with their mentor on a regular basis to review plans and develop goals
- act on suggestions and guidance.

Candidates are responsible for ensuring contact with their mentors at regular intervals, with the expectation that this should happen at least once every four weeks throughout the program. It is important that mentors are aware of their candidate's progress even if no assistance is required.

Candidates are responsible for their submitted assessment work. Mentors will not mark submissions and are not responsible for ensuring a pass grade in any submitted assignments.

Role of the Mentor

The MRACDS(GDP) mentor will:

- be a College Fellow or Member
- be a practising general dentist practitioner. As per the Dental Board of Australia guidelines, a non-practising dentist should not be a mentor
- be available to candidates on a regular basis (min. once every 4 weeks)
- be well versed in the MRACDS(GDP) program including current policies, processes and assessments
- establish realistic expectations for the relationship and their own involvement
- use the Mentors Handbook provided by the College for guidance
- act as a sounding board for ideas
- offer new or different perspectives
- facilitate self-directed learning
- alert the candidate to possible professional development opportunities
- share information on their own successes and failures as appropriate
- give and receive constructive advice when needed
- be specific about which areas they are able to offer assistance in and which issues fall outside of their expertise
- provide encouragement
- share professional knowledge and resources.

Mentors do not have any role in the assessments of the candidate and will be required to temporarily withdraw from the mentoring relationship during assessment periods. Mentors may assist the candidate in preparing a reconsideration, review and appeal to the Examinations Committee or request for an extension to the Board of Studies but cannot represent the candidate by proxy in these processes.

Role of the College

The College will:

- maintain a list of nominated MRACDS(GDP) mentors
- communicate with MRACDS(GDP) mentors and candidates as required
- monitor mentoring arrangements as needed
- provide guidance on policies.

3.8 Kenneth J.G Sutherland Award with Merit

The Kenneth J.G. Sutherland Award with Merit is awarded to the candidate who, in the opinion of the Examinations Committee, demonstrated overall excellence in the MRACDS(GDP) Program.

Professor Kenneth Sutherland, AM, who endowed the Kenneth J.G. Sutherland Award, considered the College more than just an examining body. He believed the College represented a pathway and incentive to encourage a dentist in achieving the goal of excellence in clinical practice and knowledge.

The College Board of Directors established this award, which comprises a College Medal and a monetary amount to be presented to the most outstanding candidate in the MRACDS(GDP) Program.

3.9 Academic Integrity

Academic integrity and honesty are highly valued at the College and candidates are required to demonstrate a high level of English proficiency within the assessments submitted to this program.

To support candidates in understanding the College's expectations, it is a requirement for all candidates to complete the RACDS Academic Writing modules online via the Learning Management System (LMS) prior to commencing the first Assessment Round in the program.

The online modules focus on a number of areas of academic writing including critical analysis, academic honesty and plagiarism, referencing and research, hints and tips for spelling, grammar and proof-reading, terminology, writing habits, deconstructing examination questions, paraphrasing and elements of essay structure.

3.10 Plagiarism and Self-Plagiarism

Plagiarism is the presentation of another person's work as though it is one's own and self-plagiarism is the presentation of one's own previously written work as though it was new. All work submitted as part of the requirements for any examination or other assessment must be expressed in the individuals' own words and incorporate their own ideas and judgments. Any use of artificial intelligence (AI) must be appropriately cited. The College requires a high level of academic integrity from all candidates and expects an appropriate level of academic writing in submitted assessments. Plagiarism, or the poor referencing of other people's work, is not appropriate to a good academic writing style.

Candidates should be aware that the College uses software systems and other integrity checks to identify instances of plagiarism, including the use of generative AI tools.

3.11 MGD/MRACDS(GDP) Conjoint Examination

In 2010, RACDS entered into a Memorandum of Understanding (MoU) with the College of Dental Surgeons of Hong Kong (CDSHK).

Candidates undertaking the Membership in General Dentistry program with the College of Dental Surgeons of Hong Kong can elect to undertake a conjoint *viva voce* examination with the RACDS, which if successful, will enable those Hong Kong graduates to be admitted into the Royal Australasian College of Dental Surgeons as Members in General Dental Practice, MRACDS(GDP).

This opportunity takes place every two years, and RACDS examiners are present to observe the process and examine candidates.

The conjoint opportunity enables the growth and expansion of the College into Asia and beyond.

3.12 MRACDS(GDP) Assessment Policy

Please visit the website for the MRACDS(GDP) Assessment Policy. This policy prescribes the process of submission and marking of MRACDS Short Answer Questions (SAQs), Multiple Choice Questions (MCQs), case reports, and undertaking the *viva voce* examination.

3.13 Resources

Learning Management System (LMS)

Candidates will have access to various resources, modules, presentations, forum groups, documents and Orientation Day materials on their tailored LMS account.

Regional Committee Candidate Advisors

To ensure that Fellows, Members and those enrolled in any of the College programs have a local point of contact, the RACDS is organised into Regional Committees. Candidate Advisors are Fellows and Members appointed by Regional Committees and can be contacted by candidates for guidance and support. In some locations, preparation programs are offered by the College Regional Committee. This includes study days, tutorials, facilitation of study groups and general advice and exam tips. Regional Committee Candidate Advisors can be contacted via the website for each region.

3.14 Assessment Rounds

An assessment round is an opportunity for MRACDS(GDP) candidates to be tested on their knowledge of the six core modules of the program.

Core Modules

- Clinical Examination Technique and Dental Imaging (SAQ assessment)
- Diagnosis and Treatment Planning (MCQ assessment)
- Infection Control (SAQ assessment)
- Medical Emergencies (SAQ assessment)
- Practice Management, Law, Ethics and Risk Management (SAQ assessment)
- Therapeutics in Dentistry, Pain and Pain Management (SAQ assessment)

Assessment rounds take place three times per year and are run over a period of five consecutive weekends per round. Candidates may apply for a maximum of one module per weekend for each assessment round and must nominate the date/s and module/s they wish to apply for one month prior to the round.

3.15 Short Answer Questions (SAQs)

Five of the six compulsory core modules are assessed by a set of eight open-book short answer questions (SAQs). These questions are designed to be clinically relevant and appropriate for competent general dental practitioners. The content of the SAQs will tend to be general and may take into account the content of courses approved by the Board of Studies for General Dental Practice. Undertaking continual professional development assists candidates in this assessment component.

- The SAQs include case-based scenarios and are structured to enable candidates to demonstrate their broad understanding of underlying principles and clinical relevance using valid scientific and clinical evidence.

- To prepare for an SAQ assessment, candidates should review their primary text(s) and lecture notes, make a list of important terms and research and practice questions related to each of those terms. Candidates can discuss preparation with their mentor for an SAQ assessment before a round, but not during the weekend of the assessment that they are enrolled in. Mentors are not allowed to assist candidates in answering their SAQ assessments.

- The answers to the SAQs should provide sufficient detail and clarity of information to reflect the candidate's broad understanding of each of the core modules. In this regard, answers are to be provided in a synthesised form, rather than lists and dot points, unless these are incorporated in the body of the text of the answers. The answers should demonstrate that the candidate has a clear understanding of each topic as outlined in the question.

- The answers to the SAQs are to be presented in a written paper format with close attention paid to typographical, spelling and grammatical presentation.

- Candidates are to insert the original questions, presented and numbered in the original order with their answers.

- Candidates are required to address the major salient points plus provide further supporting information by quoting at least two relevant book and/or journal article references in each answer.

- Quoting other evidence-based sources such as lecture handouts, course material and professional publications is acceptable as an adjunct to quoting from the more academic texts. In-text referencing must be used, and references should be listed at the end of the text of each answer using the Harvard Referencing System.

3.16 Multiple Choice Questions (MCQs)

One core module, Diagnosis and Treatment Planning, is assessed via single best answer multiple choice question (MCQ) assessment. The MCQ assessment is available via examination software which provides a secure and monitored environment for assessment. The MCQs are presented alongside a clinical scenario (vignette), and candidates must draw on their clinical understanding to determine which option is most correct.

The MCQ assessment is 40 minutes long and comprises of 40 MCQs.

The College has a project underway to gradually transition all Core Modules to MCQ assessment. Please keep abreast of College communications for updates or changes to assessment requirements as this project progresses, or for more information, please contact mracds@racds.org.

3.17 Core Module Descriptions

Each of the six compulsory core modules are outlined on the following pages.

Clinical Examination Technique and Dental Imaging

Description

This module is assessed via Short Answer Question (SAQ) assessment. This module examines a candidate's ability to conduct comprehensive patient interviews and clinical examinations drawing on evidence from record histories and clinical findings. Candidates consider how they assess a patient's signs, symptoms and oral and medical histories, as well as the patient's vulnerability to environmental factors that may affect oral health. Focus is given to how this diagnostic and evaluative information may determine the type of imaging to be used or the frequency of its use.

Candidates should consider:

- the ordering of radiographs against the expected additional diagnostic information
- guidelines to optimise patient care
- minimising radiation exposure
- the cost to the patient and responsible allocation of health care resources.

There is an emphasis on the ability to provide differential diagnoses of oral disease and to analyse and understand radiology and photography technology and techniques.

Training Objectives

On completion of the module the candidate should be able to demonstrate:

- enhanced ability to conduct a comprehensive patient interview and clinical examination to accurately record history, clinical findings and differential diagnose of the most common oral diseases
- enhanced understanding of radiology and photography techniques and technologies, knowledge in the differential diagnosis of periapical and bitewing radiographs, orthopantomographs, lateral skull and cephalogram images, TMJ views, CT scans and tomograms
- enhanced ability to record and utilise clinical and intraoral photographs.

Areas of Professional Development:

- interviewing patients, take history and clinically examine
- evaluation of clinical findings
- differential diagnosis of common oral diseases
- radiology and photography techniques and technologies
- differential diagnosis of periapical and bitewing radiographs, orthopantomographs, lateral skull and cephalogram images, TMJ views, CT scans and tomograms
- recording and utilising clinical and intraoral photographs.

Diagnosis and Treatment Planning

Description

This module is assessed by Multiple Choice Question (MCQ) assessment. Collaborative, holistic and interactive treatment plans are core to best-practice dentistry. The diagnosis and treatment planning module emphasises the philosophy of total oral healthcare for patients. This translates to the collaboration and interaction of general practitioners with specialists and other health professionals and providers. A large component of this module centres around the importance of communication styles.

Candidates are required to demonstrate their ability to communicate at appropriate levels with patients and other practitioners about:

- clinical cases
- oral health status
- treatment options
- potential outcomes and risks.

Candidates are challenged to consider not only the diagnostic tools they use every day and why they use them, but their decision-making process and how that is communicated to patients and other healthcare professionals. The module teaches that to successfully achieve this, the practitioner must become aware of the uncertainties of each case, be able to modify their judgement on the basis of accumulated evidence and balance the risks of each decision.

Training Objectives

On completion of the module the candidate should be able to demonstrate:

- an understanding of the philosophy of total oral healthcare for each patient and the interactions of the general dental practice with specialists in the overall treatment plan for the individual
- the capacity to communicate about clinical cases with other health professionals/providers
- the capacity to communicate with the patient about their oral health status/treatment options and potential outcomes.

Areas of Professional Development:

- activities and CPD that focus on diagnostic techniques, occlusion, treatment planning, treatment outcomes and risk management
- find or create a local peer group e.g. Australian Dental Association (ADA) or the College's community forum on the Learning Management System (*RACDS e-Learning platform*).

Infection Control

Description

This module is assessed via Short Answer Question (SAQ) assessment. Basic and advanced up-to-date infection control knowledge is imperative to best dental practice. This module has a primary focus on protocols and current developments in infection control in the practice of dentistry and the responsibilities of dental practitioners and their clinical support staff. The module emphasises the requirement for practitioners to show professional judgement in all routine work practices and be the primary educator for staff and patients.

Candidates are required to demonstrate a high level of understanding of:

- the regulatory and clinical aspects of infection control
- protocols for maintaining high standards of infection control
- the importance of surgery design based on occupational health and safety (OH&S) and sterilisation principles
- patient education for post-procedural care.

As each dental practitioner is responsible for implementing best practice infection control standards in their clinic, it is extremely important that procedures are current and a priority. This module ensures practitioners are focusing and complying with procedures and refreshing knowledge on the rationale behind requirements.

Training Objectives

On completion of the module, the candidate should be able to demonstrate:

- an understanding of the regulatory and clinical aspects of infection control issues applicable to the practice of dentistry
- that they can develop infection control working protocols
- an understanding of surgery design, particularly in relation to OH&S and sterilisation, which is of a high standard in keeping with requirements
- an understanding of the principles of sterilization
- an understanding of occupational health and safety issues
- up-to-date knowledge in relation to infection control developments.

Areas of Professional Development

Surgery design including:

- ergonomics, surfaces, sterilisation areas, equipment selection and maintenance and single-use vs disposable.

Principles of sterilisation including:

- microbiology − general and dental
- sterilisation procedures

- aseptic/antiseptic techniques
- private vs public dentistry
- surgical vs conservative dentistry
- cross infection control and
- instrument tracking.

Updating knowledge on occupational health and safety including:

- staff training
- practice manuals
- Identifying key personnel
- Regulatory requirements.

Medical Emergencies

Description

This module is assessed via Short Answer Question (SAQ) assessment. Managing a medical emergency is vital to best-practice dentistry and this module provides the opportunity for ensuring that skills in identifying and responding to medical emergencies in dental practice are proficient and up-to-date. This Medical Emergencies module focuses on candidates being able to demonstrate the application of systematic principles in emergency management for possible everyday scenarios in clinical practice.

By the completion of the module candidates will have:

- a high level of understanding of the basic sciences as they relate to medical emergencies
- refreshed their knowledge of advanced CPR
- the ability to correctly identify and manage common medical emergencies
- a sound knowledge of the content and upkeep of emergency first aid and drug kits
- an understanding of the importance of maintaining staff training in emergency response.

Medical emergencies will occur intermittently throughout a practitioner's work life. Being prepared, up-to-date and competent is essential to best practice. The medical emergencies module ensures that patients in the event of an emergency receive the best possible care from a skilled and educated practitioner.

Training Objectives

On completion of the module the candidate should be able to demonstrate:

- how to respond rapidly in an emergency and apply systematic principles of emergency management
- an understanding of the basic sciences relevant to medical emergencies in general dentistry
- an understanding of the contents of emergency drug kits for dental practice surgeries
- staff training requirements in the management of medical emergencies.

Areas of Professional Development:

- enhance understanding of basic sciences including anatomy, physiology, pathology, pharmacology, microbiology and biochemistry
- understanding the common medical emergencies including:
    - vasovagal syncope
    - hypoglycaemia
    - cerebrovascular accident
    - angina and acute myocardial infarction

    - anaphylaxis
    - adrenal suppression.

- maintain proficiency in advanced CPR including airway management, foreign bodies, cardiac massage and monitoring techniques
- ensure staff training in medical emergencies including induction and ongoing staff manuals
- ensure up-to-date knowledge of emergency drug kits including basic pharmacological agents and their administration-sublingual, oral, inhalation, subcutaneous, intramuscular and intravenous.

Practice Management, Law, Ethics and Risk Management

Description

This module is assessed via Short Answer Question (SAQ) assessment. This module focuses on the national laws and legal requirements of dental practitioners. Emphasised in this program are the legislative frameworks around dental practice, privacy, infection control application in different jurisdictions and basic techniques to ensure patients' legal and ethical rights are consistently being met.

Candidates will be required to demonstrate a higher understanding of:

- the appropriate methods of maintaining clinical and accounting records
- methods of providing evidence that shows the application of ethical practices in dentistry
- preventing risk factors in practice
- legal and professional obligations in managing a dental practice, which includes but is not limited to the employment and maintenance of staff, administrative, financial and legal requirements and professional development and progression.

This module provides an important opportunity to put the legal and ethical aspects of clinical work to the forefront of a practitioner's daily practice. Candidates are encouraged to reflect on and adjust their current practices to ensure best legal and ethical frameworks are implemented and incorporated into everyday scenarios. This module is suited to both new practitioners and as a refresher to more experienced professionals.

Training Objectives

On completion of the module the candidate should be able to demonstrate:

- a working knowledge of - the laws, legal and clinical aspects applicable to general dental practice, including an understanding of the legislative frameworks around dental practice
- privacy
- infection control in the candidate's jurisdiction
- the ability to maintain and audit of up-to-date clinical and accounting records
- the application of a commitment to ethical practices in dentistry
- apply ethical and jurisprudence principles to professional dental practice
- how to prevent avoidable harm to patients and reduce risk in their dental practices
- sound working knowledge of patient management, case selection, assessment and informed consent requirements. Ensure maintenance of up-to-date patient records
- an understanding of the legal and professional obligations including an understanding of the legal, financial and administrative requirements and systems associated with practice management
- an understanding of general human resource and management issues
- an understanding of medical indemnity issues
- use of professional debt and financial planning skills.

Areas of Professional Development

Employing dentists including:

- methods of employment
- service contracts and appropriate work agreements
- legal structures
- service companies
- remuneration
- responsibilities.

Surgery design including:

- ergonomics
- IT
- cabinetry
- surfaces
- sterile vs non−sterile areas
- equipment selection
- maintenance
- disposable vs single-use
- stock control.

Purchase and disposal of a practice including:

- valuations
- legal obligations
- choice of location
- squatting vs existing practice.

Records management:

- clinical and accounting
- history taking
- privacy laws.

Human resources including:

- hiring and firing
- choosing and managing a team
- employment awards
- contracts
- remuneration
- reviewing performance
- employer and employee responsibilities
- practice manuals
- induction of new staff.

Productivity including:

- marketing - internal and external
- appointment management
- case presentation and educating patients

- treatment planning and organisation
- managing patient financial agreements and third-party insurers.

Business of dentistry including:

- accounting
- practice structures (trusts, service companies)
- regulatory requirements
- taxation (personal, P/L, PAYG, FBT, GST, CGT)
- managing BAS, superannuation (staff, personal, self-managed funds)
- investing
- the Dental Practice Act, private v public, legal issues and jurisprudence
- informed consent, pre-treatment assessments and case selection − patient and dentist criteria
- infection control.

Therapeutics in Dentistry, Pain and Pain Management

Description

This module is assessed via Short Answer Question (SAQ) assessment. This module explores the range of current medications and other therapeutic treatments applicable to general dentistry. The module affords working practitioners the opportunity to assess their own therapeutic and pain management treatment practices and consider alternative or updated medications or plans. Therapeutics in dentistry, pain and pain management brings the focus back to the principles of diagnosis and prescribing, pharmacology, under and over prescribing and pre- and post-treatment pain management.

Training Objectives

On completion of the module the candidate should be able to demonstrate:

- ability to assess the actions, side effects and interactions of various medical and therapeutic treatments
- how to form a plan to reduce the risk of emergency patient care
- a high level of knowledge of the uses and risks of local anesthesia
- the scientific basis of pain and the control of pain within clinical hygiene and practice
- an understanding of the importance of staff training in pain management
- an understanding of a range of medications and other therapeutic treatments including antimicrobials, antibiotics, anti-virals, anti-fungals, herbal and non-prescribed medications, anti-inflammatories, analgesics, fluoride, mouthwashes and bleaching
- assess the actions, side effects and interactions of various medications and therapeutic treatments
- perform a patient assessment and formulate a plan that reduces the risk of an emergency occurring during patient care
- safely practice pain control techniques.

Areas of Professional Development:

- update your knowledge on the actions, side effects and interactions of medications including, but not limited to antimicrobials, antibiotics, anti-virals, anti-fungals, herbal and non-prescribed medications, anti-inflammatories, analgesics, fluoride
- research other mechanisms of caries control
- ensure up to date knowledge on the use of mouthwash and bleaching
- join a peer group that encourages clinical presentation discussion and/or differential diagnosis
- update your knowledge on scientific basis of pain including: biochemistry, physiology, neuroanatomy, neurophysiology, histopathology

- ensure training of staff from reception to operatory
- update your knowledge on diagnosis and management including pain of systemic origin and orofacial pain
- update your knowledge on anesthesia (local, sedation, general).

3.18 Elective Module Descriptions

Candidates registered from 2026 must submit three case reports. Each case report must be multidisciplinary, incorporating elements of two Modules listed below:

1. Combined Oral Medicine, Oral Pathology and Special Needs Dentistry
2. Paediatric Dentistry and Orthodontics
3. Restorative Dentistry & Prosthodontics
4. Dentoalveolar Surgery
5. Endodontics
6. Periodontics

For modules 1, 2 and 3 which contain multiple disciplines, those disciplines constitute individual disciplines.

Candidates can select the same modules multiple times across different case report submissions but are expected to demonstrate a breadth and depth of clinical expertise.

Candidates registered prior to 2026 must complete three elective modules, which focus on specialty interest areas of clinical dentistry. Each elective modules assessed by case reports are outlined on the following pages.

Combined Oral Medicine, Oral Pathology and Special Needs Dentistry

Description

This is a collaborative module that involves an understanding of the appropriate methods of conducting pre-clinical patient assessment, advocacy, access and consent while communicating effectively with legal guardians and allied health professionals. Candidates will be proficient in conducting a history and examination of an OM/OP/SND patient and will be well versed in medical testing and investigations required to aid diagnosis. An understanding of the appropriate treatment phases and referral processes, as well as a demonstration of competent management of oral medicine and pathology, is required.

Training Objectives

The candidate should be able to demonstrate:

- an understanding of how to conduct a pre-clinical assessment including issues of advocacy, access and consent, and the importance of communicating effectively with legal guardians, GPs and other allied health providers
- how to conduct a thorough **history** for the OM/OP/SND patient
- how to conduct an examination for the OM/OP/SND patient
- understanding of the special medical tests and investigations relevant to the OM/OP/SND patient
- an understanding of OM/OP/SND treatment pathways including treatment phases and specialist referral
- competency in the management of common oral medicine and oral pathology problems.

Areas of Professional Development:

- enhanced understanding of varied communication methods with legal guardians, GPs and other allied health professionals
- enhanced knowledge of the history and examination of the OM/OP/SND patient, special medical tests and investigations relevant to the OM/OP/SND patient, treatment pathways, management of common oral medicine and common oral pathology problems and assessment, advocacy, access and consent.

Paediatric Dentistry and Orthodontics

Description

In this module candidates must demonstrate an understanding of the appropriate methods of examination, treatment and consent when communicating with patients and legal guardians. A case report can be based either on a paediatric patient or an orthodontics case. **Orthodontics must be a paediatric case study below 18 years of age.**

This module places emphasis on the candidate's:

- understanding of dental trauma, injury and behaviour management, including pain and anxiety control
- an ability to undertake orthodontic assessment correctly with regard to the growth and development of the child

Training Objectives

The candidate should be able to demonstrate:

- an understanding of history taking, clinical examination, treatment planning, obtaining informed consent and communication with the patient and parent/legal guardians of the child dental patient
- the ability to provide preventive treatment and caries management, interceptive treatment, restorative treatment and endodontic treatment in the primary and permanent dentitions
- an understanding and knowledge of dental trauma in patients and management of injuries
- knowledge of behaviour management, pain and anxiety control techniques in local anaesthesia, general anaesthesia and sedation
- the ability to undertake an orthodontic assessment including radiographs, study models and an understanding of child dental and somatic growth and development, occlusal development and principles of dento-facial anomalies.

Areas of Professional Development To:

- enhance knowledge of patient history taking, clinical examination, treatment planning, obtaining informed consent, communication with patient and parent/legal guardian of the child dental patient
- enhance understanding of patient preventive treatment and caries management, interceptive treatment, restorative treatments, endodontic treatment in the primary and permanent dentition, dental trauma and management of injuries in the primary or permanent dentition
- enhance knowledge and understanding of behaviour management, pain and anxiety control, orthodontic assessment
- enhance understanding of the child growth and development
- enhance understanding of appropriate and timely orthodontic treatment of children and conditions requiring referral, stages of dental development, occlusal development, principles of dento-facial anomalies and paediatric radiography.

- Enhance understanding of orthodontic treatment planning and treatment for child and adolescent orthodontic cases.

Dentoalveolar Surgery

Description

In this module candidates will be expected to demonstrate their understanding of the basic principles of dentoalveolar surgery and the impact of the basic sciences in its application. Candidates should focus on the assessment, planning and procedures required within dentoalveolar surgery and provide and plan for clinical services applicable to dentoalveolar surgery in general dental practice.

Training Objectives

The candidate should be able to demonstrate:

- a sound understanding of the principles and current issues applicable to dentoalveolar surgery in particular anatomy, physiology, microbiology and pharmacology
- an understanding of patient assessment, treatment planning, treatment procedures and transitional treatment planning concepts in dentoalveolar surgery
- how to plan and provide clinical services applicable to dentoalveolar surgery in general dental practice.

Areas of Professional Development:

- enhance understanding of applied science including anatomy, pathology, microbiology and pharmacology
- enhance knowledge for patient diagnosis, management and procedure treatment.

Endodontics

Description

This module requires candidates to demonstrate a sound understanding of the principles and issues of endodontics relevant to the general practitioner and the basic sciences that are inherent in this dental discipline. Candidates are expected to be able to demonstrate the appropriate assessment, treatment planning and procedures applicable to endodontic treatment and provide the appropriate services relevant to general dental practice.

Training Objectives

The candidate should be able to demonstrate:

- a sound understanding of the principles and current issues applicable to endodontics, in particular anatomy, pathology, microbiology, pharmacology and neuroanatomy
- an understanding of the patient assessment, treatment planning, treatment procedures and transitional treatment planning concepts in endodontics
- planning and provision of dental services relevant to endodontics in a general dental practice.

Areas of Professional Development:

- enhance understanding of applied sciences including anatomy, pathology, microbiology, pharmacology and neuroanatomy
- enhance understanding of diagnostic techniques and treatment techniques

Restorative Dentistry and Prosthodontics

Description

This module requires the candidate to explore the principles and issues applicable to operative dentistry and fixed and removable prosthodontics with a focus on patient assessment, treatment planning and procedures.

The Restorative Dentistry and Prosthodontics discipline includes the science of diagnosis, prevention, treatment, and prognosis of diseases or trauma to teeth. The module also examines the process of planning and implementing clinical sieves applicable to preventative dentistry and the restoration and replacement of teeth in general dental practice.

Training Objectives

The candidate should be able to demonstrate:

- a sound understanding of the principles and current issues applicable to operative dentistry and prosthodontics
- an understanding of patient assessment, treatment planning, treatment procedures and transitional treatment planning concepts in operative dentistry and prosthodontics
- the ability to plan and provide clinical services applicable to operative dentistry and prosthodontics in general dental practice.

Areas of Professional Development:

- enhance knowledge and understanding of materials and material science
- enhance knowledge and understanding of patient
- assessment and case selection
- enhance knowledge of minimum intervention
- enhance knowledge of bonding involving apex to crown and of direct and indirect techniques.

Periodontics

Description

The periodontics module requires the candidate to illustrate their understanding of the principal issues of periodontics relevant to the general practitioner including pathology, microbiology, pharmacology and immunology.

Candidates must focus on the correct processes of patient assessment and treatment planning in providing clinical services relevant to periodontal treatment in general dental practice.

Training Objectives

The candidate should be able to demonstrate:

- a sound understanding of the principles and current issues applicable to periodontics. In particular: pathology, microbiology, pharmacology, and immunology
- an understanding of patient assessment, treatment planning, treatment procedures and transitional treatment planning concepts in periodontics
- how to plan and provide clinical services applicable to periodontics in a general dental practice.

Areas of Professional Development:

- enhance understanding of applied science including pathology, microbiology, pharmacology, and immunology
- enhance knowledge for case selection criteria, interdisciplinary management and maintenance and outcome measurements.

3.19 Case Reports

The aim of this assessment component is to enable candidates to present their own clinical work and also to reflect on the treatment provided. It enables discussion of possible alternatives, modifications of treatment or issues raised during treatment.

Candidates are encouraged to discuss their case preparation with their mentor. Mentors should be given ample warning and time to review candidate case reports before submission. If a candidate is having difficulty accessing appropriate cases, they should discuss with their mentor or a colleague who may be able to assist with accessing patient cases. If this is not possible, the candidate will need to contact the College.

Case reports should be of high quality, such that they could be used as presentations at dental meetings or where appropriate as the basis for case-report publications in journals. They must conform to appropriate layout and format detailed below. Candidates should submit before and after images (photographs/radiographs) to support their case reports. Expression, language and terminology used should be clear and precise and of a professional standard. A proficient level of English is expected when presenting assessments.

It is expected that case reports include the following headings/subheadings where relevant:

- History and Examination: A concise description of the patient's dental, medical and social history.
- Labelled, clear charts of the dentition and periodontium will be required. Patients' initials, and not full names, should be used.
- Problem List: A document that states the most important (dental) health problems facing a patient.
- Diagnosis: The diagnosis of presenting conditions and aetiological factors.
- Treatment Options: A list in general terms of the realistic options for the management of the case.
- Treatment Plan: A more detailed, sequential list of the procedures planned. The aims of the treatment should be clearly stated. Actual patient treatment notes are not required.
- Rationale for the Treatment Plan: A comprehensively argued case for the final treatment decisions.
- Progress of Treatment: A report on the way treatment progressed including any complications or variations on the original plan.
- Final Evaluation: An assessment of the outcome with regard to the patient's expectations and to the quality of the work provided. An assessment of prognosis should also be included.
- References: A reference list of quoted literature in the Harvard Referencing System.

Requirements for Case Reports

- Case reports should be presented in a written format and are structured to enable the candidate to demonstrate their understanding of their chosen electives and clinical relevance using valid scientific and clinical evidence.

- The case report should outline the narrative of the patient's history, presenting concern, timeline and diagnosis, treatment plans, interventions, unanticipated events and future prognosis, and enable discussion of possible alternatives, modifications of treatment or issues raised during treatment.

- Case reports should cover a range of topics and candidates should address the entire treatment of a patient in the case report rather than focusing only on the presenting issue/complaint.

- Each case should demonstrate an understanding of the elective chosen using valid scientific and clinical evidence. Case reports should show integration of the treatment within the patient's overall oral and general health, and should be designed to show the range of the candidate's clinical expertise and skills, while being of a type and complexity managed in general dental practice.

- Appropriate, comprehensive management of the case is expected. A discussion and critical analysis of rationale for treatment and the overall outcome for the patient must be provided.

- Referrals to specialists for complex components of the treatment are acceptable and referral letters, radiographs etc. should be included. The candidate should be able to demonstrate knowledge of their limitations and indicate where they would refer to a different expert or specialist.

- For an Elective Module to be eligible for examination the candidate must have undertaken the clinical treatment. It is acceptable for some elements of the treatment to be referred to a specialist for treatment, but this does not contribute towards eligibility for the case report to be accepted for examination.

- Radiographs need to be of excellent resolution and diagnostic quality. Photographs should be of excellent resolution and quality and should be limited to a maximum of five preoperative and five postoperative views for each case (such as anterior, left and right buccal, upper and lower occlusal) and a maximum of five other views to illustrate key stages in treatment. Radiographs may be substituted for clinical images for endodontic case reports. Electronic images need to be of a suitable size. Maximum size files should be no larger than 250 - 300 KB with images saved as jpeg files with a pixel size of 800 x 600.

- Examiners expect good quality images within cases, and candidates who submit images that are difficult to read may be asked to resubmit.

- Supporting evidence must be cited using the Harvard Referencing System, including in text referencing. As a guide, at least three-four references from current, peer reviewed journals and texts should be provided in case reports.

- Written consent must be obtained from patients prior to taking photographs and using details for their records in the case report (please refer to the Academic Integrity Policy). Images should be placed within the body of the text and labelled. Alternatively, they can be labelled and included at the end of the text provided they are referred to within the body of the text.

- Each case report must contain a declaration, signed and dated by candidates. All information included in the reports including patient's details, photos, radiographs and documentation including referral letters and specialist reports should be de-identified and a copy of the patient consent form included in the submission.

3.20 Continuing Professional Development (CPD)

Candidates are recommended to complete 20 hours of appropriate CPD per year that is relevant to the core modules and clinical disciplines.

It is at the discretion of the candidates to match relevant courses to module completion. Candidates should be able to show that they have attended or been involved in verifiable CPD by, for example, keeping certificates or course registration documents.

The College supports candidates in the MRACDS(GDP) Program by hosting a range of module-specific CPD masterclasses throughout the year. Attendance at College masterclasses is optional but highly recommended for candidates in the program. A list of the CPD events is available on the College website.

The College has an online CPD tracker and candidates are recommended to log CPD hours in this database during their candidature.

3.21 *Viva voce* Examination

Once candidates have passed all core and elective modules, they are eligible to present for the *viva voce* examination. The aim of the *viva voce* examination is to enable candidates to demonstrate their understanding of a case or cases describing a clinical scenario.

For candidates who registered prior to 2026, the candidate is expected to discuss various aspects of the case/s with the examiners. The *viva voce* examination will be conducted by two examiners with an observer present.

The *viva voce* examination is of 40 minutes' duration and comprises:

- A 10-minute perusal of a provided case. (If a second case is used, candidates will be provided with additional perusal time.)
- a 40-minute assessment and discussion of the case/s
- assessment of the candidate's knowledge in clinical dentistry

Candidates who pass the viva voce examination are then eligible to apply for Admission to Membership and the post-nominal MRACDS(GDP).

For candidates who registered from 2026, the viva voce is based on the candidate's own submitted case reports. The candidate is expected to discuss various aspects of the case/s with the examiners. The *viva voce* examination will be conducted by two examiners with an observer present.

The *viva voce* examination is of 30 minutes' duration and comprises:

- a 30-minute assessment and discussion of the case/s
- assessment of the candidate's knowledge in clinical dentistry

Candidates who pass the viva voce examination are then eligible to apply for Admission to Membership and the post-nominal MRACDS(GDP).

4.0 Primary Dental Sciences Examination

4.1 Overview

The Primary Dental Sciences Examination assesses theoretical knowledge in six basic science subjects directly related to clinical dentistry. The focus is on the candidate's ability to effectively communicate knowledge in written papers and *viva voce* examinations. Candidates are not required to carry out clinical treatment.

The subjects of the examination are:

- Anatomy
- Cell Biology & Biochemistry.
- Histology
- Microbiology
- Pathology
- Physiology

Candidates should also be familiar with standard statistical methods and Pharmacology related to the practice of dentistry.

Note: while not examined as a separate subject, Pharmacology is relevant across all disciplines and may be examined. A lecture on Pharmacology is included in the Primary Dental Sciences Preparation Course.

4.2 Eligibility

The Primary Dental Sciences examination is open to eligible dentists and non-dentists. However, it should be noted that all six subjects are examined with a focus on dentistry.

4.3 Examination Format

Written papers

Written papers are the first component of the Primary Dental Sciences Examination. The objective of the questions is to assess the candidates' knowledge and understanding in a fair and transparent manner.

There are six written papers, one in each subject. The papers are two hours in duration each and are conducted over three days. Written papers will be in short-answer questions format. There are no multiple-choice questions. The number and structure of questions may vary according to the individual subject. There may be one or more questions, from which there may be optional and/or compulsory sub questions. Images may be present in the written paper examination.

***Viva voce* Examination**

The *viva voce* examinations are the second component of the Primary Dental Sciences Examination. The purpose of a *viva voce* is to assess the ability of a candidate to effectively communicate their knowledge and demonstrate their thinking process in an oral examination with examiners.

A *viva voce* of ten minutes duration is conducted in each of the six subjects. Images may be present in the examination.

While every effort is made to ensure that candidates have a fair spread of *viva voce* examinations across the three days, there is no guarantee. Candidates may sometimes have to complete more than two *viva voce* examinations in one day.

4.4 Assessment

Written paper

Each examination subject paper is prepared by a team of at least two College examiners specialising in that subject matter.

***Viva voce* Examination**

Questions directed to candidates during the *viva voce* examination are based on the subject material. Examinations are conducted by one College-appointed examiner, with an observer present.

- The marks awarded to each candidate are presented at the examiners' meeting which is held at the conclusion of the examination process. The examiners' meeting is attended by examiners and College staff and chaired by the Registrar. The final result is authorised by the Registrar in General Dental Practice.
- A mark out of 100 is awarded to a candidate for each subject, of which 75% is the written paper and 25% is the *viva voce*. A passing percentage (cut score) to pass each subject is set by the examiners using the modified Angoff method, which is a formal standard setting approach. The passing standards are reviewed thoroughly for every examination and may be adjusted with consideration to minor differences in difficulty between examinations.
- Candidates are required to pass all subjects in order to pass the examination.
- Candidates who pass at least four subjects in a single sitting will be given credit for the subjects satisfactorily completed. This credit is valid for a maximum period of three years.
- A candidate who is unsuccessful in three or more subjects in a single sitting will be required to re-present for all six subjects when they next attempt the examination.

4.5 Results

- The result of the examination is emailed to candidates in a letter on the date advised to candidates prior to the examination.
- Candidates are advised of a pass or fail grade only in each subject. Candidates do not receive a breakdown of their marks.
- A candidate who is unsuccessful in any subject will receive written feedback from the Registrar within two months following the final examiner meeting. Feedback will be qualitative only and will not contain marks awarded for specific questions or components.
- Examination results and any feedback on the examination from examiners, including a copy of the failed candidate report, will be forwarded to the relevant Board of Studies for noting.
- Candidates may request reconsideration, review and finally appeal of any examination result if they believe they have grounds under the College's Reconsideration, Review and Appeals Policy.

Candidates who pass the Primary Dental Sciences Examination and are registered dentists are eligible to apply for admission to Membership in Primary Dental Sciences, which enables the use of the MRACDS(PDS) post-nominal.

4.6 Exemption from the Primary Dental Sciences Examination

Candidates who have completed one of the following qualifications may be eligible for an exemption from the Primary Dental Sciences Examination:

1. A degree leading to a specialist qualification in health sciences which is no less than two (2) years full time study or its equivalent. For example, FRACDS(OMS) and D.Clin.Dent (Ortho).

2. A higher research degree in health or biomedical sciences which is no less than two (2) years full time study or its equivalent entirely directed to a research thesis, for example, M.Phil, Ph.D or D.Phil. This category cannot include any degree(s) necessary for registration as a general dentist, even if a research component was undertaken. DDS, MSc and BDS(Honours) are three examples of ineligible qualifications.

If you are granted exemption from the Primary Dental Sciences Examination, then you must still pass the Fellowship Examination to be awarded FRACDS(GDP).

Documentation that the College requires in order to apply for exemption from the Primary Dental Sciences Examination:

- Affiliate Membership application (if not a current member or subscriber)
- completion of the Exemption Form for the Primary Dental Sciences Examination (available from the College website)
- most updated Certificate of Registration to practice in your jurisdiction (must be verified)
- certificate of University Dentistry Qualification (must be verified)
- certificate of University postgraduate Master's Clinical Doctorate/PhD Degree qualification (must be verified)
- proof that the postgraduate qualification was two years full-time or equivalent and the start and finish dates (if the university cannot provide the above information, they must be contacted and advised of this)
- a two-year postgraduate program can be: Masters, PHD or DClinDent

Candidates granted an exemption from the Primary Dental Sciences Examination will not be eligible to apply for Membership in Primary Dental Sciences – MRACDS(PDS).

4.7 Subjects and Curriculum Framework

The College Pathways to Fellowship are intended for self-motivated, independent candidates and are based around the principles of adult learning. These include the concepts that adult learning is problem-centred and experience-based, a focus on the relevancy of topics, and the responsibility of the candidate for the overall planning and evaluation of their own learning.

The College provides guidelines and resources for candidates in the pathways, but it is expected that candidates will develop a structured learning plan according to their own learning preferences, interests and timeframe. Candidates are encouraged to critically analyse suggested resources and seek out further resources as needed. This may include written material such as textbooks and journals, as well as collaboration with colleagues and mentors.

The College has a dedicated education team to assist candidates.

Please see below the breakdown of expected knowledge for each subject.

Anatomy

Candidates should:

Head and Neck

- Be able to demonstrate a detailed knowledge of the anatomy of the head and neck, including that of the skull and the vertebral column. Particular emphasis will be placed on the anatomy of the oral cavity and the peri-oral region, including the infratemporal region, paranasal sinuses, salivary glands, pharynx, and anatomy related to the function of the mandibular mechanism.

Neuroanatomy

- Possess a general knowledge of the morphology of the brain and spinal cord, and detailed knowledge of the functional components of the cranial nerves, their branches and the central connections of those components. Specific emphasis will be placed on the Trigeminal, Facial, Glossopharyngeal, Vagus and Hypoglossal nerves. An understanding of the embryology of the nervous system is also helpful.

Thorax

- Possess general knowledge of the contents of the thoracic cavity, together with general knowledge of the cardio-pulmonary circulation.

Dental Anatomy

- Be familiar with the anatomy of the teeth and how this relates to the structure and function of the wider facial skeleton and the associated soft tissues of the head and neck.

Dental Embryology

- Possess a general knowledge of the development of the embryo, facial development, and of the derivatives of pharyngeal arches and pouches.

Cell Biology & Biochemistry

Candidates are expected to have knowledge of the general principles and application of nutrition, Biochemistry, Molecular Biology and Cell Biology to the study of human health and especially Dental Science that is at least as extensive as their knowledge of the topics covered in their undergraduate degree, but with particular focus on the areas listed below.

Candidates should be aware of and be able to discuss:

The effects of diet and exercise on metabolism

- chemical nature of the macronutrients and micronutrients; including carbohydrates, proteins, fats, water soluble vitamins, fat soluble vitamins and the major minerals, including calcium, iron and zinc
- sources of and dietary guidelines for the macronutrients and the micronutrients
- processes of digestion and absorption of nutrients, with special emphasis on the role of the oral cavity
- functions of the macronutrients and the micronutrients
- normal metabolism of the macronutrients during the fed and fasted states
- biochemical and clinical consequences of decreased or increased macronutrient and/or micronutrient intakes.

The control of metabolism (Endocrine and Signal Transduction Biochemistry)

- chemical nature of the water and fat soluble hormones
- mechanisms of action of these hormones, including their synthesis, secretion, transport, receptors types and degradation
- signal transduction mechanisms, including receptors, ion channels, second messengers (calcium and cyclic nucleotides), protein kinases and phosphatases, structure-function relationships of proteins, reactive oxygen species, lipid signal and transcription factors

- normal functions of the hormones
- biochemical and clinical consequences of altered hormone action, with particular emphasis on NIDDM and IDDM, thyroid disease and other endocrine disorders relevant to clinical practice.

Cell division, growth, differentiation and death (Molecular and Cellular Biology)

- DNA replication, transcription and translation, and how these events play a role in recessive and dominant inheritance
- normal processes of cell division, growth, differentiation and death
- control mechanisms for cell division, growth, differentiation and death
- biochemical and clinical consequences of genetic, cellular and molecular abnormalities, with particular emphasis on cancer and other disorders relevant to clinical practice.

Histology

In general, candidates will be expected to have knowledge of the structure of the basic tissues both at the level of light microscopy and electron microscopy.

The major effort should, however, be concentrated on the more specialised oral and dental tissues. Of particular concern should be:

- the structure, development and functional changes of the teeth and the component tissues - enamel, dentine, pulp, and cementum
- the structure of the periodontium
- the specialisations of the oral and nasal mucosa
- the structure and the products of the salivary glands
- the structure and functional adaptation of the temporomandibular joint.

The essence of study should be the relation of structure to function and the implications for the oro-dental clinician.

Microbiology

On presentation to the Primary Dental Sciences Examination, candidates should be able to:

Appreciate

- the varying nature of infectious agents
- the range of techniques used for diagnostic microbiology
- the varying growth requirements of bacterial species in the oral cavity
- the principles of disease transmission in the oral cavity and the dental environment
- the ecological determinants of the oral flora
- the protective immune response to infective agents, including the role of both humoral and cellular aspects of the immune system
- the principles and application of vaccination
- side effects of commonly prescribed antimicrobial agents.

Understand

- the role of bacteria in the aetiology of diseases of the oral cavity
- the management of dental infections using microbiological principles
- the use of salivary diagnostics and caries activity tests in clinical patient care
- the differing mechanisms of disease causation with bacteria, fungi, viruses, and prions

- principles of instrument reprocessing
- the mechanisms of operation and limitations of commonly used sterilisation methods
- the role and interpretation of quality assurance tests for sterilisation.

Describe

- the formation of biofilms, including dental plaque
- the role of oral bacteria in systemic diseases such as infective endocarditis
- protocols for antibiotic cover
- the role and selection of disinfectants in clinical dentistry
- the mechanism of action of common classes of antimicrobial agents
- the clinical manifestations of infections of the oral cavity
- oral lesions associated with immune-suppressed states such as AIDS
- pathways of the spread of infection involving inanimate surfaces in dental surgery
- clinical follow-up for a sharps injury from a patient with a blood-borne viral infection.

Pathology

Clinical practice is by definition only required because patients suffer from disease processes, and the Primary Dental Sciences Examination in Pathology is intended to specifically test understanding of the mechanisms that underlie human disease. Although some understanding of the role of clinical diagnostic Pathology is expected, this is not a major focus of the examinations, and candidates will not be required to make diagnoses of specific oral diseases from histological sections. Instead, the emphasis in the Primary Dental Sciences Examination has traditionally been on basic disease processes such as wound healing, inflammation, immunity, thrombosis, and neoplasia.

Candidates are expected to:

- have a knowledge and understanding of the basic principles of general pathology at the levels expected of an undergraduate dental student
- relate their knowledge of fundamental general pathological mechanisms to various clinical situations concerned with the care of their patients.

During study, particular emphasis should be placed on the general pathological concepts that are of particular relevance to clinical dentistry. Aspects of systemic pathology that are specifically highlighted are those which deal with common and important chronic systemic conditions that may have an impact on dental treatment planning or the delivery of dental care. Whilst it is expected that candidates will be able to describe the general relevance of systemic conditions to the management of dental patients, precise details regarding drug use and treatment planning for medically complex patients is more properly dealt with in the clinical province of ‘Medically Complex Dentistry” and is beyond the scope of the Primary Dental Sciences Examination. Instead, an understanding of the pathological processes which underlie clinical decisions is examined in the Primary Dental Sciences Examination.

Candidates are encouraged to try and develop a good overview and general understanding of the relevant pathological processes. It would be both impossible and inappropriate for candidates to seek to memorise everything known about basic pathological processes and systemic disease. They are advised instead to approach pathology from the perspective of:

“***first principles on processes and conditions relevant to general dental practice such that coherent understanding should supplant the otherwise impossible task of memorising everything that might be relevant***.”

The areas listed below provide a reasonable impression of the scope of the examination content:

- The Cellular and Tissue Response to Injury.
- Acute Inflammation.
- Chronic Inflammation.
- Mediators of Immunity.
- The Immune Response in Disease.
- Haemostasis and Thrombosis.
- Wound Healing, Tissue Renewal and Repair.
- Diseases of the Blood and Bleeding Disorders (including General features of anaemias; neutropenia; lymphomas; leukaemia's).
- Overview of Cardiovascular Disease (including Atherosclerosis, Ischaemic heart disease; valvular heart disease including infective endocarditis).
- Overview of Respiratory and Liver Disease (including Asthma; pneumonia and lung abscess; bronchiectasis; tuberculosis; bronchial carcinoma, Jaundice; hepatic failure; viral hepatitis; cirrhosis).
- Endocrine Disorders.
- Neoplasia (including properties of benign and malignant tumours; nomenclature; carcinogenesis and oral squamous cell carcinoma).

Physiology

A knowledge and understanding of human physiology above the levels expected of an undergraduate dentistry student is required. During study, particular emphasis should be placed on understanding the physiological concepts and principles that are especially relevant to dentistry. A detailed understanding of less dentally-relevant topics, such as the special senses or reproductive physiology, is not expected.

Candidates will be expected to be able to relate their knowledge of fundamental mechanisms of Physiology to clinical situations concerned with the care of their patients, not only to basic diagnosis and treatment, but also to management of dental patients who have pre-existing general medical conditions, or who experience medical problems while undergoing dental treatment.

Areas of special emphasis include:

- physiological control systems, including the autonomic nervous system and the endocrine system
- homeostasis and the body's response to "stress"
- sensory physiology with an emphasis on the orofacial region, and nociception & pain perception
- physiological principles of drug action, particularly as they relate to analgesia and local anaesthesia
- muscle physiology, particularly as it relates to mastication
- role of sensory feedback, reflexes, and descending motor systems in the control of mastication, swallowing and vomiting
- saliva and salivation
- autonomic physiology and pharmacology, and its relation to the enteric nervous system
- principles of respiratory physiology for homeostasis, including ventilation and its control, gas exchange and blood transport, and defence mechanisms of the respiratory tract
- principles of cardiovascular physiology for homeostasis of blood pressure, and integrated homeostatic mechanisms responding to altered body fluid balance, haemorrhage and shock
- physiological basis of medical emergencies that can occur in dental practice, and their management

4.8 Prizes

Commendations

- Candidates who pass all subjects in one examination diet and achieve 70% or over in at least four subjects will receive a Letter of Commendation from the Registrar in General Dental Practice.
- Candidates who pass all subjects in one examination diet and achieve 80% or over in at least four subjects will receive a Letter of Commendation with Distinction from the Registrar in General Dental Practice.
- Candidates who achieve the highest mark in each subject will receive a congratulatory letter from the Registrar in General Dental Practice.
- The candidate who passes all six subjects and achieves the highest overall aggregate mark will be awarded the F.G. Christensen Memorial Prize.

F.G. Christensen Prize

Frederich George Christensen served the College in the formative years as a Councillor, lecturer, examiner, and Chairman of the Queensland Regional Committee. He found in the College an admirable vehicle for using his talents in helping energetic and enthusiastic practitioners to achieve the status of Fellowship in the College. It was not surprising that his death in 1969 did not mean an end to his endeavours, for he ensured that a tangible expression of his interests should persist in the form of a Prize for the successful candidate with the highest marks with outstanding proficiency at the Primary Dental Sciences Examination held by the College. The examination is of a high standard and has achieved an international reputation.

The F.G. Christensen Prize is offered to the candidate with the highest marks at the Primary Dental Sciences Examination. The prize consists of a Medal and a monetary award of AU$500.

4.9 Resources and Supporting Activities

Reading Lists

Candidates have access to study resources and suggested reading via the College Learning Management System. Articles and resources have been compiled by examiners as a guide to self-directed study and these are continually updated. These resources are provided to aid understanding of the biomedical sciences underpinning dentistry and evidence-based practice, and they enable candidates to update in topic areas as they prepare for success in the Primary Dental Sciences Examination. Information to assist preparation and useful resources are also provided as part of educational programmes the College offers to support study for examinations.

Primary Dental Sciences Preparation Course

This course is highly recommended for those candidates enrolled in or wanting to complete the Primary Dental Sciences Examination. This course comprises lectures in the six basic sciences of:

- Anatomy
- Cell Biology and Biochemistry
- Histology
- Microbiology
- Pathology
- Physiology

With additional lectures in Pharmacology, it is a highly intensive preparation course designed to provide candidates with valuable knowledge and insight into the Primary Dental Sciences Examination and equip

them for success. Examiners in the Primary Dental Sciences Examination will be lecturing and providing the resource materials. Candidates who attend the Primary Dental Sciences Course will be awarded CPD hours upon completion.

Learning Management System (LMS)

Candidates will have access to various resources, modules, presentations, forum groups, documents and past exam papers on the LMS.

Regional Committee Candidate Advisors

To ensure that Fellows, Members and those enrolled in any of the College programs have a local point of contact, the RACDS is organised into Regional Committees. Candidate Advisors are Fellows and Members appointed by Regional Committees on committees and can be contacted by candidates for guidance and support. In some locations, preparation programs are offered by the College Regional Committee. This includes study days, tutorials, facilitation of study groups and for general advice and exam tips. Regional Committee Candidate Advisors can be contacted via the website for each region.

IN SUMMARY
Enrol in and attend the Primary Dental Sciences Course (optional)
Enrol for the Primary Dental Sciences Examination
Complete written paper components
Complete *viva voce* components
Receive results

5.0 Fellowship Examination

5.1 Overview

The Fellowship Examination is an assessment of clinical and theoretical knowledge in an experiential context, over a broad base of general dental practice. The level of expectation is specifically set at the experienced general practitioner level and not the specialist level. Candidates are expected to demonstrate a greater breadth of knowledge about general dental practice and a greater depth of knowledge about specialist dental practice than the average general dental practitioner.

The focus is on the candidate's ability to:

- manage patients holistically for General Dental Practice
- make an informed clinical assessment and analysis
- consider a diagnosis and show evidence in applying diagnostic or surgical sieves
- present appropriate treatment options
- demonstrate the ability to justify the management options by reflecting on practice and with reference to current literature and evidence-based practice.

The Fellowship qualification of the College represents a level of personal and professional achievement. The College is dedicated to an examination process in which candidates are able to approach the Fellowship Examination from all types of practice or institutional tenure, irrespective of geographic locations. Whilst the examination is established as a fair and equitable assessment of dentists from a variety of environments, it is a rigorous process and candidates must accept a responsibility to prepare appropriately.

5.2 Eligibility

The Fellowship Examination is open to candidates who have passed, or been granted exemption from, the Primary Dental Sciences Examination, or have gained Membership in General Dental Practice through the MRACDS(GDP) Program.
Candidates must have completed their undergraduate degree at least three years prior to enrolling, have a minimum of two years clinical experience and hold registration to practice dentistry with a recognised registering body.

5.3 Examination Format

The Fellowship Examination consists of two sections:

Section 1: General Dentistry

- Written paper of three (3) hours duration (five short essay questions, approximately 35 minutes each)
- *Viva voce* oral examination of 30 minutes' duration including oral examination across the scope of General Dentistry and discussion of a specific clinical case
- The clinical case will be made available to the candidates 48 hours prior to the examination for review

Section 2: Elective

Candidates select one of the following three sections:

- Oral Medicine, Oral Surgery, Oral Pathology
- Periodontics, Restorative Dentistry and Endodontics

- Paediatric Dentistry and Orthodontics

Candidates will complete:

- Written paper of three (3) hours' duration
- *Viva voce* (oral) examination of 35 minutes' duration including oral examination of the Elective Section and discussion of a clinical case
- The clinical case will be made available to the candidate 48 hours prior to the examination for review

	Area	Specifics	Examiners
Written paper day 1	General	1 x 3-hour paper	Double-marked
Written paper day 2	Elective	1 x 3-hour paper	Double-marked
Viva voce	General	1 x 30min *viva voce*	2 examiners per *viva voce*
	Elective	1 x 35min *viva voce*	

5.4 Assessment

- The outcome of assessments for each candidate is presented at the examiners' meeting which is held at the conclusion of the examination process. The examiners' meeting is attended by examiners and College staff and is chaired by the Registrar. The final result is authorised by the Registrar.

- Where the overall outcome for either the General or Elective section indicates a borderline result, a high mark in the respective *viva voce* may allow an overall pass to be awarded for that section. A low mark in the respective *viva voce* will not result in the overall mark being lowered for borderline cases.

- Candidates are required to pass both the General and Elective sections in order to pass the examination.

- A candidate who is successful in the General or Elective section **only** will be granted credit for that section. The candidate may then present at a later examination for the section in which they have failed. This credit is valid for a maximum period of three years, following which the candidate will be required to present for the full examination (both General and Elective sections).

5.5 Results

- The result of the examination is emailed to candidates on the date advised prior to the examination.
- Candidates are advised of a pass or fail grade only in each section. Candidates do not receive a breakdown of their performance.
- Candidates will receive a copy of the pass or fail mark via a formal letter which is emailed on the exam result release date.
- A candidate who is unsuccessful in the General, Elective or both sections, will receive written feedback from the Registrar within two months following all examiner meetings. Feedback will be qualitative and is intended to assist candidates in remediation and future examination attempts.
- Examination results and any feedback on the examination from examiners including a copy of the failed candidate report will be forwarded to the relevant Board of Studies for noting.
- Candidates may request reconsideration, review and finally appeal of any examination result if they believe they have grounds under the College's Reconsideration, Review and Appeals Policy.

5.6 Subjects and Curriculum Frameworks

A breakdown of expected knowledge for each subject in the Fellowship Examination follows.

General Dentistry

Candidates are required to:

- demonstrate professionalism and understanding of the dentist-patient relationship
- demonstrate a patient-centred approach understanding the implications of oral health goals and planning the delivery of care
- have a broad understanding and be able to articulate the relationship of general and oral health including common risk and social factors influencing health and disease
- critically evaluate, discuss and cite relevant contemporary literature.
- identify and evaluate a range of oral conditions, recommend appropriate investigations, use a diagnostic sieve to integrate clinical findings and develop a differential diagnosis
- offer treatment options and develop a management plan which is culturally acceptable and appropriate.
- understand limitations of practice and make decisions on the need for specialist referral and be aware of other investigations and current treatment modalities that can be provided by specialists. This includes the ability to discuss areas of practice outside the scope of general dental practice.

Oral Medicine, Oral Surgery and Oral Pathology

Topics examined:

- various topics related to Oral Medicine, Oral Surgery and Oral Pathology
- pharmacology and therapeutics as applied to Oral Medicine, Oral Surgery and Oral Pathology
- principles, techniques and drugs used in local anesthesia
- techniques, administration and properties of drugs used in general anesthesia
- principles of the surgical removal of teeth and retained roots, surgical management of cysts, periapical infections, and fractures of the jaws
- common oral tumours
- pre-prosthetic surgery.

Candidates will be expected to demonstrate advanced knowledge of:

- diagnosis of lesions of the hard and soft tissues of the oral cavity
- biopsy techniques
- common oral manifestations of systemic diseases
- common disorders of the dentition.

Candidates will not be required to demonstrate a detailed knowledge of operative techniques of major oral surgery, treatment of oral malignancies, or extra oral operations.

Periodontics, Restorative Dentistry and Endodontics

Candidates will be expected to demonstrate advanced knowledge and skill in holistically managing patients in the areas below, particularly in relation to identifying risk, preventive measures and disease management. This includes the development of a diagnosis, comprehensive and staged treatment planning, and details of the treatment required for the preservation of teeth:

- the epidemiology and disease processes of dental caries, oral and Periodontal diseases; diet and nutrition and concepts of disease prevention
- identification and management of dental caries and periodontal diseases within the context of overall patient care for patients of all ages
- diagnosis and integrated treatment planning for individuals which is aligned to the patients' oral health goals and is culturally acceptable and appropriate
- management of dental caries at its early stage through to surgical management of cavitated lesions
- prosthodontics including single unit indirect restorations, fixed and removable, complete denture treatment and use of implants
- understand current evidence in relation to biomaterial selection and how it may influence the success and longevity of restorations/prostheses
- endodontics and periodontics in relation to restorative treatment
- treatment planning for complex restorative cases, including the integration of orthodontic, periodontic and oral surgical pre-treatment procedures
- the influence of occlusion on the comprehensive management of patients including occlusal splint therapies
- the conservative treatment of temporomandibular joint problems.

Paediatric Dentistry and Orthodontics

Paediatric Dentistry and Orthodontics covers the following areas relating to management of younger patients from birth to the end of adolescence (16-18 years):

- growth and development of the head, face and oral cavity
- common medical conditions
- childhood psychomotor and psychosocial development and how it may influence behaviour especially in the dental clinic environment
- diet and nutrition and their relationships to the oral cavity
- dental caries, oral and periodontal diseases
- oral manifestations of systemic diseases
- diagnosis, treatment planning and management
- trauma to the alveolus, primary and permanent dentitions
- anomalies of the primary and permanent dentitions
- diagnosis and treatment planning of malocclusions and oral habits that are amenable to removable appliance or simple fixed appliance treatment
- recognition of complex malocclusions and the need for specialist referral.

5.7 Prizes

Kenneth J. G. Sutherland Prize

Professor Kenneth Sutherland, AM, who endowed the Kenneth J.G. Sutherland Award, considered the College more than just an examining body. He believed the College represented a pathway and incentive to encourage a dentist in achieving the goal of excellence in clinical practice and knowledge.

The prize is to be presented to the candidate who has gained the highest marks in the General Dentistry Section of the Fellowship Examination and who, in the opinion of the Board of Examiners, had *excelled* in the elective section of the Examination. The prize is a College Medal and AU$500.

Richard Manning King Award

Richard Manning King award was established by Professor Richard King, who endowed the Richard Manning King Award. He was an inaugural member of the College and served as President from 1986 until

1988 and was awarded Honorary Life Membership for his services to the College and the Dental Community, particularly in the field of Paediatric Dentistry.

This award is to be presented to the candidate who has gained the highest marks in the Paediatric Dentistry and Orthodontics Elective Section of the Fellowship Examination and who, in the opinion of the Board of Examiners, had excelled in the General Dentistry Section. The award is a College Medal.

John Kenneth Harcourt Award

Associate Professor John Kenneth Harcourt, OAM, who endowed the John Kenneth Harcourt Award, served as President of the College from 1994 to 1998. A Prosthodontics specialist, he was decorated with the Medal of the Order of Australia in 1995 in recognition of his service to the profession in various ways.

This award is to be presented to the candidate who has gained the highest marks in the Periodontics, Restorative Dentistry, and Endodontics Elective Section of the Fellowship Examination and who, in the opinion of the Board of Examiners, had excelled in the General Dentistry Section. The award is a College Medal.

Peter Reade Award

Emeritus Professor Peter Reade, AM was Dean of Melbourne University's Dental School, and was also the author of scientific research unparalleled in Australia. He built a dedicated team of high quality academics and clinicians and for the next 24 years oversaw a robust and expanding training program for dental undergraduate and postgraduate students. Most now hold positions of influence in many spheres of dental and medical science.

This award is to be presented to the candidate who has gained the highest marks in the Oral Medicine, Oral Surgery and Oral Pathology Elective Section of the Fellowship Examination and who, in the opinion of the Board of Examiners, had excelled in the General Dentistry Section. The award is a College Medal.

5.8 Resources and Supporting Activities

Reading Lists

Candidates have access to study resources and suggested reading via the College Learning Management System. Articles and resources have been compiled by examiners as a guide to self-directed study and these are continually updated. These resources are provided to aid understanding of the biomedical sciences underpinning dentistry and evidence-based practice, and they enable candidates to update in topic areas as they prepare for success in the Fellowship Examination. Information to assist preparation and useful resources are also provided as part of educational programmes the College offers to support study for examinations.

Preparation for Fellowship Success

The College conducts an annual workshop which provides candidates with the opportunity to become familiar with examination format, technique, and content areas, and to participate in interactive small group sessions which relate to the Fellowship Examination. The principal aim of the workshop is to assist candidates in understanding how they can facilitate their success in the Fellowship Examination and improve examination techniques. Candidates will gain CPD points for their attendance.

Learning Management System (LMS)

Candidates will have access to various resources, modules, presentations, forum groups, documents and past exam papers on their tailored LMS homepage.

Regional Committee Candidate Advisors for Fellowship

To ensure that Fellows, Members and those enrolled in any of the College programs have a local point of contact, the RACDS is organised into Regional Committees. These are College Fellows or Members who can be contacted by candidates for guidance and support. In some locations, preparation programs are offered by the College Regional Committee. Regional Committee Candidate Advisors can be contacted via the website for each region.

IN SUMMARY
Enrol in and attend the Preparation for Fellowship Success (PFS) (optional)
Enrol for the Fellowship Examination
Complete written paper components
Complete *viva voce* components
Receive results