



ese
Accreditation

ESE Accreditation Standards & Criteria



European Society
of Endodontology



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The European Society of Endodontology (ESE) has established **minimum standards for postgraduate specialist training programmes in Endodontology** to **promote excellence in education, clinical training and research** across Europe.

These standards provide **a common framework for universities** seeking ESE accreditation and **support the harmonisation of specialist training** while recognising that programme structures may vary according to national educational systems.

Accreditation assesses the **overall quality of a postgraduate programme**, including its educational objectives, curriculum, clinical training, research activity, faculty, facilities and quality assurance processes. The standards are based on the ESE consensus document Accreditation of Postgraduate Speciality Training Programmes in Endodontology – [Minimum Criteria for Training Specialists in Endodontology within Europe](#) (International Endodontic Journal, 2010).

1. Programme Requirements

Programmes applying for ESE accreditation should demonstrate that they:

- are university-based postgraduate specialist training programmes in Endodontology;
- provide structured specialist education beyond undergraduate dental training;
- have a minimum duration of **three years of full-time study (4,500 hours equivalent)** or an approved part-time equivalent;
- integrate clinical training, academic education and research throughout the programme;
- are delivered within an evidence-based educational framework.

2. Educational Objectives

The programme should prepare graduates to:

- provide specialist-level endodontic care independently;
- diagnose and manage complex endodontic cases;
- critically evaluate scientific evidence and apply it to clinical practice;
- contribute to research and innovation in Endodontology;
- participate in undergraduate and postgraduate education;
- demonstrate professionalism, ethical practice and lifelong learning.



3. Curriculum

The curriculum should provide an integrated balance of:

Component	Recommended proportion
Clinical training	Approximately 60%
Academic education	Approximately 25%
Research	Approximately 15%

The curriculum should combine biomedical sciences, specialist clinical education, evidence-based practice and research training, ensuring continuous integration between academic learning and clinical experience.

4. Clinical Training

Clinical training should provide progressive exposure to the full scope of specialist Endodontology through supervised patient care.

Programmes should include:

- comprehensive diagnosis and treatment planning;
- non-surgical and surgical endodontics;
- management of complex referral cases;
- multidisciplinary treatment planning;
- patient follow-up and outcome evaluation;
- maintenance of detailed clinical logbooks;
- exposure to contemporary technologies and techniques, including the operating microscope.

As an indicator of appropriate clinical experience, trainees should normally manage approximately **180 patients** during the programme, with an average of **60 cases per year**. These figures are intended as guidance rather than fixed numerical targets, recognising that the quality and complexity of the case mix are of greater importance than case numbers alone.



5. Research

Research forms an integral component of specialist education.

Programmes should provide training in:

- research methodology;
- critical appraisal of scientific literature;
- biostatistics;
- scientific writing;
- research ethics.

Each trainee should complete an original research project culminating in a Master's thesis or equivalent academic dissertation that is assessed as part of the programme.

6. Assessment

Assessment should be continuous, transparent and aligned with the programme's learning outcomes.

Programmes should demonstrate:

- formative assessment throughout training;
- summative assessment of academic and clinical performance;
- structured feedback to trainees;
- regular review of clinical progression;
- a final examination;
- participation of an independent external examiner in the final assessment process.

7. Faculty

Accredited programmes should be led by an appropriately qualified Programme Director supported by an experienced multidisciplinary faculty.

Faculty should demonstrate expertise in:

- specialist clinical practice;
- teaching and supervision;
- research;
- academic leadership.



The ESE recommends the following trainer-to-trainee ratios:

Activity	Recommended ratio
Clinical supervision	1 : 4
Academic teaching	1 : 8
Research supervision	1 : 5

Faculty should also participate in continuing professional development and regular evaluation of teaching performance.

8. Facilities and Resources

The host institution should provide facilities appropriate for specialist education, including:

- dedicated clinical facilities;
- operating microscopes and modern imaging equipment;
- simulation laboratories for technical skills training;
- access to research laboratories;
- library and electronic information resources;
- seminar and teaching facilities;
- dedicated administrative and technical support.

Appropriate infection prevention, radiation protection and health and safety procedures should be fully implemented.

9. Quality Assurance

Programmes should operate within a robust quality assurance framework that includes:

- annual programme review;
- periodic comprehensive evaluation;
- external review;
- continuous trainee appraisal;
- regular review of curriculum and educational outcomes;
- mechanisms for continuous improvement.



10. Admission Requirements

Applicants to specialist programmes should normally:

- hold a recognised dental qualification;
- satisfy the national licensing requirements of the host country;
- ideally have completed at least two years of general dental practice following graduation;
- demonstrate ongoing continuing professional development;
- be selected through a transparent and competitive admissions process that evaluates both academic achievement and clinical potential.

11. Graduate Competencies

Graduates of an accredited programme should demonstrate the knowledge, clinical expertise and professional attributes expected of a specialist in Endodontology.

They should be able to:

- manage complex endodontic conditions independently;
- deliver evidence-based specialist care;
- communicate effectively with patients and referring practitioners;
- critically evaluate emerging scientific evidence;
- contribute to research, education and the advancement of the specialty;
- practise safely, ethically and professionally throughout their careers.

Further Information

Institutions considering an application for ESE accreditation are encouraged to consult the full consensus document:

European Society of Endodontology. *Accreditation of Postgraduate Speciality Training Programmes in Endodontology – Minimum Criteria for Training Specialists in Endodontology within Europe*. International Endodontic Journal, 2010.

For information on the application process, accreditation visits or programme eligibility, please contact the **ESE** at coo@e-s-e.eu.



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