Taught Programmes Board

Minutes of the meeting of the Taught Programmes Board held on Tuesday 22 May 2012 at 13.00 in the SEMS Seminar Room, Engineering Building.

UNCONFIRMED

Present:
Professor Susan Dilly (Chair)
Sam Brenton
Professor Ray Croucher
Professor Elizabeth Davenport
Professor Joy Hinson
Dr Henri Huijberts
Professor Anthony Warrens
Professor Omar Garcia-Obregon
Professor Olwyn Westwood
Professor Ray Croucher
Professor Elizabeth Davenport
Professor Joy Hinson
Dr Henri Huijberts
Professor Anthony Warrens
Professor Omar Garcia-Obregon
Professor Olwyn Westwood

In attendance:
Dr Katherine Bevan
Dr Yue Chen
Ken Chow
Dr Alan Cruchley
Dr Thomas Dixon
Dr Gabriel Gari
Professor Greenwald
Jane Pallant
Professor Peter McOwan
Alana Lythgoe

Apologies:
Dr Warren Boutcher
Professor Peter McOwan
Alana Lythgoe

Part 1 – Preliminary Items

1. Welcome and Apologies

2. Minutes of the Previous Meeting

TPB2011-049

2011:065 The Board considered and confirmed the minutes of the previous meeting held on Wednesday 28th March 2012.

3. Matters Arising From the Previous Meeting

TPB2011-050

2011:066 The Board received a paper on the matters arising from the minutes of the previous meeting of Taught Programmes Board. The following points were noted:

i. A number of outstanding actions detailed in the matters arising action sheet had now been completed (minutes 2011:023 and 2011:047-48).

ii. There were a number of longstanding items that had yet to be resolved and where revised documentation from proposing schools had not been submitted. These items would be investigated further and removed from the actions summary sheet where necessary.
Part 2 – For Discussion

4. Key Information Sets 2012/13

2011:067 The Board received an oral report summarising recent progress in the area of Key Information Sets (KIS) since the March 2012 meeting. The following points were noted:

i. SLLF had not yet provided a response to the data request made from ARCS. This matter would be investigated further outside of the meeting so that the required data was obtained.

Action: SLLF / ARCS

Part 3 – Programme Proposals

School of Medicine and Dentistry

5. Institute of Dentistry

MClinDent Endodontontology (Part 2) and 9 associated module proposals  

TPB2011-051

2011:068 The Board considered a Part 2 programme proposal for the MClinDent Endodontontology and nine associated module proposals. The following points were noted:

i. The Master of Clinical Dentistry in Endodontontology, would be offered in both full time and part time modes of study.

ii. The full-time programme was a two year specialised clinical programme and it was envisaged that the programme would prove very popular, especially with international applicants.

iii. A premium fee rate would be charged to students for this programme. This was because of the cost and intensity of delivery associated with the programme.

iv. Although the programme was proposed for a September 2012 start it would effectively not start recruiting until September 2013.

v. There was some dependence on the Barts and London Hospital Trust in terms of providing clinical support and access to resources for the programme. This was a potential area for concern and a decision would be taken by December 2012 regarding the necessary resources to support the programme. If the clinical resources were not in place then the programme would not run.

vi. TPB would receive clarification and an update from the Institute of Dentistry at its November 2012 meeting as to whether the necessary clinical resources were in place to enable the programme to run.

Action: IoD / ARCS

vii. A number of modules, such as Clinical Endodontic Practice 2, had a coursework element of assessment detailed that was assigned a
percentage weighting of zero. This was understood to be formative assessment that was assessed on a pass / fail basis.

viii. The standard of documentation was commendable and the programme objectives and learning outcomes clearly aligned with relevant internal and national reference points and guidelines.

ix. The commentary provided by external advisor was very thorough and detailed and these recommendations and suggestions have actively been addressed.

x. The Board approved the MClinDent Endodontontology and nine associated module proposals.

Part 4 – Programme Amendments

6. School of Biological Sciences

i. MSci Chemistry (F103)  
MSci Pharmaceutical Chemistry (F152)  
MSci Pharmaceutical Chemistry with a Year in Industry (F153)

2011:069 The Board considered a programme amendment for the above MSci programmes within SBCS. The following points were noted:

i. The proposed amendment to the MSci Chemistry and MSci Pharmaceutical Chemistry related to changing the year 3 to year 4 progression criteria to: 315 credits passed, with a minimum overall average (based on a 1:2:3 weighting of all modules from years 1, 2 and 3) of 60%. These amendments would give more consistent progression criteria across the suite of MSci programmes offered across SBCS.

ii. Board members were of the opinion that the changes were logical and supported the rationale behind them.

iii. The MSci Pharmaceutical Chemistry with a Year in Industry was a slightly different programme compared with other Year in Industry programmes at Queen Mary. This was because the credit for the Year in Industry was assessed and counted towards a student’s degree classification.

iv. The proposed amendment to the MSci Pharmaceutical Chemistry related to amending the progression criteria to year 1 to year 2, and the year 3 to year 4.

v. Pharmaceutical companies would only normally consider interviewing "first-class "candidates for possible placements.

vi. SBCS wanted to ensure that students going out on placements were the very best students, so as to build up the reputation of Queen Mary as a university which can be trusted as a source of good placement students.

vii. Students who were not successful in obtaining a placement were transferred onto the standard MSci programme. However, students doing the Year in Industry programme were typically higher calibre students.
viii. Admission criteria for the Year in Industry MSci programme were more stringent than for the standard MSci programme and placements for the programme were very competitive.

ix. The proposed amendment would serve to emphasise to students how important their first-year performance was to obtaining a placement.

x. The Board approved the programme amendments for the above MSci programmes.

ii. BSc Chemistry (F100)                      TPB2011-053
    MSci Chemistry (F103)
    BSc Chemistry with Biochemistry (F1C7)
    MSci Pharmaceutical Chemistry (F152)
    MSci Pharmaceutical Chemistry with a Year in Industry (F153)
    BSc Pharmaceutical Chemistry (F154)

   2011:070 The Board considered a programme amendment for the above undergraduate programmes within SBCS. The following points were noted:

   i. The changes concerned the review of first-year chemistry degree programmes and aimed to improve students’ practical training and their experience of practical chemistry during the first year of their studies. It would also provide a mechanism for meeting the Royal Society of Chemistry accreditation requirements.

   ii. The first year curriculum had evolved since the Periodic Review of SBCS and there was some overlap between modules that this amendment would address. Delivery of certain topics had been reorganised, although there had been no substantial change in module content.

   iii. Within SBCS there was a general perception that students were being over assessed. At the moment, each first year student was required to sit eight 2 hour 30 minute examinations in May. The proposed consolidation of modules, along with other proposed changes (would effectively reduce the examining load to two 3 hour examinations (for the 30 credit modules), and two 2 hour examinations (for the 15 credit modules). In effect the exam load would be reduced from 20 hours to 10 hours.

   iv. Practical training in chemistry was currently provided as a component of a number of first-year modules, with 3-4 practicals being carried out and assessed as part of the "coursework" component of a normal chemistry module. This fragmentation of practical training did not facilitate a coherent and consistent approach to the training of first-year students in the essential practical techniques of chemistry.

   v. The introduction of a dedicated practical chemistry module would provide students with a more coherent learning experience and better practical training. This approach was very much support by Board members.

   vi. The Board approved the programme amendments for the above undergraduate programmes within SBCS and the five associated module proposals and three associated module amendments.

7. School of Engineering and Materials Science
The Board considered a programme amendment for the BEng and MEng programmes within SEMS and thirteen associated module proposals. The following points were noted:

i. The proposed amendment related to the second phase of restructuring the undergraduate programmes within SEMS and mainly focused on the 2nd year of the programmes. This was linked to the periodic review of SEMS where it was recommended that the engineering programmes be reviewed in order to integrate and enrich materials more fully.

ii. A number of modules would have their title changed to more accurately reflect the contents and subject of the module.

iii. SEMS was currently looking at years 3 and 4 of its undergraduate programmes and was planning to have any changes completed and approved by the end of the calendar year. However, it was expressed that there would be less changes associated with years 3 and 4.

iv. The Board approved the programme amendment for the BEng and MEng programmes within SEMS and the thirteen associated modules proposals.

8. Centre for Commercial Law Studies

LLM (M2Q1, M2Q2) and Postgraduate Diploma (M2D2) in Insurance Law and 7 associated module proposals

The Board considered a programme amendment for the LLM and Postgraduate Diploma and seven associated module proposals. The following points were noted:

i. The amendment concerned creating a new route specialism and award title in Insurance Law for both the LLM and Postgraduate Diploma.

ii. There were already ten specialisations offered through the LLM programme, including specialisations in Banking and Financial Law, Commercial and Comparative Law, and Competition Law.

iii. Few UK universities offered a specialisation in insurance law and this was seen as a niche area that CCLS wanted to capitalise upon.

iv. The Board approved the programme amendment for the LLM and the seven associated module proposals.

9. School of Languages Linguistics and Film

BA German and Russian (European Studies) (RRGT, RRFK) and 1 associated module proposal

The Board considered a programme amendment for the BA German and Russian (European Studies) and one associated module proposal. The following points were noted:

i. The change related to introduction of a five year variant of the
programme, allowing for preliminary year entry students to also undertake a year abroad.

ii. Ab initio students did not presently have the opportunity to undertake a year abroad. This had been seen as undesirable as it extended the degree to five years. However, there were no pedagogical reasons to prevent students from having the option to take the year abroad, either in Russian or, for joint honours students, in their other language.

iii. The Board approved the programme amendment for the BA German and Russian (European Studies) and one associated module proposal.

School of Medicine and Dentistry

10. Learning Institute

Postgraduate Certificate in Academic Practice and 3 associated module proposals

2011:074 The Board considered a programme amendment for the Postgraduate Certificate in Academic Practice and 3 associated module proposals. The following points were noted:

i. The Postgraduate Certificate in Academic Practice (PGCAP) was an accredited qualification, nationally recognised through the Higher Education Academy and worth 60 credits at level 7. The aim of the programme was to develop the knowledge, skills and principles required to be effective in academic practice.

ii. Staff who had undertaken the PGCAP but who had left the programme early, despite successfully completing a number of modules, did not receive any formal recognition for their achievements. This was seen to unfairly disadvantage staff.

iii. The proposed amendment related to restructuring the PGCAP to embed the Certificate in Learning and Teaching (CILT) within PGCAP as a lower qualification. Both PGCAP and CILT will continue to be offered as separate qualifications.

iv. The change would apply from September 2012.

v. The Board approved the programme amendment for the Postgraduate Certificate in Academic Practice and three associated module proposals.

Part 5 – Module Proposals

11. School of Physics and Astronomy

Group Project for Physicists

2011:075 The Board considered a module proposal for Group Project for Physicists. The following points were noted:

i. The module was being put forward to the Board as it involved external collaboration through projects with industrial organisations and the NHS.
ii. Physics students did not generally undertake group work as part of their programme of studies and this made students less employable. This module was therefore designed to address the lack of group work within the curriculum and at the same time enhance students’ employability.

iii. The Institute of Physics had provided some funding for the module and discussions were taking place over the involvement of potential external collaborators. If there was a shortfall of external collaborators to provide projects these projects would be supplemented by internal projects where necessary.

iv. All assessment associated with the module would be carried out by Queen Mary staff. As part of the assessment students would submit both group and individual assessments.

v. The oral group presentation was listed as the final element of assessment and it was understood that all students had to be present for this. Members of the Board suggested that having the oral group presentation as the final element of assessment may disadvantage individual students to some extent. As a result members suggested that the final element of assessment should be altered to individual report. This suggested change was welcomed by the school.

vi. Members of the Board suggested that the module was likely to be challenging to students given the assessment load for the module and taking into account that it was worth 15 credits.

vii. The Board approved the module proposal Group Project for Physicists, subject to amending the final element of assessment as detailed above. 

Action: SoPA

Faculty of Humanities and Social Sciences

12. School of History

Various undergraduate module proposals across levels 4-6 

2011:076 The Board considered various undergraduate module proposals across levels 4-6 within the School of History. The following points were noted:

i. The above module proposals were put forward to the Board for consideration and approval since they constituted a significant development for the School of History’s undergraduate curriculum.

ii. The School of History had undertaken a review of its entire curriculum. At level 4 the aim of this review was to offer the students a number of broad chronological courses that would prepare them for the more focused and detailed courses which they would pursue at levels 5 and 6 and also remedy the situation arising from the fragmented nature of A level history. In addition the new courses were designed to offer a more global approach to European and British history than was the case in the existing modules.

iii. A number of the level 5 modules were completely new whilst others had been created to adapt existing level 4 modules.
iv. The new level 6 modules had been developed to address the previous shortage of level 6 modules that students could choose. This included a number of new special subject modules, which formed a key part of the School’s level 6 provision.

v. The School as in progress of completing the necessary module withdrawal forms stemming from the curriculum review and the development of the above new modules.

vi. The new 1st year curriculum would be delivered for the first time in September 2012.

vii. All of the programme specifications within the School of History had been amended to reflect the changes to the curriculum.

viii. Board members commended the high standard of documentation that had been received.

ix. The amount of assessment for some of the first year modules was fairly substantial. This was intentional and the assessment load had carefully been considered and was consistent with the current practice within History.

x. Further changes at level 5 would not be significant, although at level 6 there would be a number of new supplementary modules developed.

xi. Members of the Board sought clarity on the delivery of language modules for historians, specifically in terms of the quality assurance arrangements.

xii. The School of Languages, Linguistics and Film would liaise with the School of History outside of the meeting to clarify the arrangements for the delivery of language modules for historians. An update on this matter would be presented to the Board at its June meeting.

Action: SLLF / SoH / ARCS

xiii. The Board approved the various undergraduate module proposals across levels 4-6 within the School of History.

School of Medicine and Dentistry

Institute of Dentistry

13. BDS Year 1 Module

2011:077 The Board considered a module proposal for BDS Year 1 Module. The following points were noted:

i. The proposal related to the revision of the content of year 1 of the BDS in response to the General Dental Council’s (GDC) review of learning outcomes that the newly qualified dentist and other members of the dental team must achieve in order to be eligible for registration. This included the integration of professionalism, teamwork and management within curriculum.

ii. The new module would start in September 2012 and accounted for 120 credits.
iii. In developing the new module student feedback and the results from the recent NSS had actively been taken into account. There was also a desire to incorporate more modern teaching techniques.

iv. The curriculum of the BDS had now been organised around five key themes. However, it was not clear how these themes had been incorporated into the latter years of the programme or how they aligned with the assessment for modules.

v. It was originally planned to implement changes to years 1 to 5 of the BDS programme in one go but due to a number of mitigating factors this had not been possible. Consequently, a fall-back position had been suggested as the end of the calendar year for implementing changes across years 2-5 of the programme. In line with these changes a review of the regulations would also be required, although it was unlikely that there would be any significant need for amendments.

vi. Due to the nature of the new module spanning a whole academic year Board members questioned why a revised programme specification had not been submitted. Colleagues from the Institute of Dentistry acknowledged that providing a revised programme specification needed addressing in order to present the new overall structure for the programme in a coherent and holistic manner.

vii. The number of face-to-face contact hours that students would receive on the programme would be increased. As this change would affect the KIS data that would be submitted to HEFCE it would be desirable to have the overall curriculum structure clearly documented.

viii. A qualifying mark of 46.5% had been specified for a number of elements of assessment. This was a result of continuing discussion with the external examiners where issues related to compensation had been raised. However, given that examinations were standard set the Board queried the use of a 46.5% qualifying mark. There was a need for compensation but this was limited so in effect students could only be compensated for one paper.

ix. Further discussion over the use of a qualifying mark for assessments was required and subsequent changes made could fall in line with the approach of standard setting examinations that was employed on the MBBS.

x. The Board approved the module proposal BDS Year 1 Module, subject to responding to the points detailed above and submitting a revised programme specification and module proposal. This documentation would be formally considered at the June meeting of TPB.

Action: IoD

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Part 6 – Academic Regulations

School of Medicine and Dentistry

14. Intercalated BSc programmes

2011:078 The Board considered new academic regulations for the intercalated BSc programmes. The following points were noted:
i. About 40% of medical students had the option of doing an extra year to acquire a BSc or a BMedSci intercalated degree.

ii. There had not previously been a dedicated set of regulations for the intercalated degree programmes.

iii. Board members questioned whether everything presented in the paper to the Board should be subsumed within the formal regulations since a number of details essentially related to internal processes and procedures.

iv. The selection procedure for students intending to take intercalated degrees was detailed on the School of Medicine and Dentistry's web pages but had not been formally approved other than by the intercalated degrees committee.

v. Section 1.2 of the proposed intercalated degree regulations that stated students returning to the MBBS or BDS programme after the intercalated year must undertake a late summer re-sit was not clear. This was intended to account for students who failed their final exam.

vi. Students opting to take the intercalated degree programme should be made aware that not taking the programme seriously may jeopardise their studies for the next academic year. This mainly applied to exit with grace students.

vii. If there were grounds for extenuating circumstances then these were duly taken into account.

viii. Section 1.6 required clarification as the first and last bullet point appeared somewhat contradictory. It was suggested that these points should be amended to state that: students should take modules to a total value of 120 credits and pass modules to the value of 90 credits.

ix. The section detailing the arrangements for exit with grace (section 2.5) treated intercalated students differently to other students and gave them unfair hurdles to satisfy. Further guidance on the arrangements for exit with grace were required.

x. The intercalated degree programme regulations detailed the procedure that would apply for student appeals. Whilst the Head of Intercalated Degrees was a member of the appeals committee they would play no active in the decision making process of whether to uphold or dismiss an appeal. The Board suggested that the involvement of the Head of Intercalated Degrees even in an advisory capacity to the appeals committee amounted to a conflict of interest.

xi. Students who wished to intercalate at other higher education institutions were, according to the proposed regulations, required to satisfy a number of conditions that were linked to their programme of study. Specifically, it was stated that: the proposed programme must be a recognised intercalated degree programme for medical and/or dental students and must be acceptable to The SMD.

xii. The Board questioned the rationale for having such stringent conditions and it was understood that this was to account for certain situations, such as where a programme that was delivered by another institution overran.
iii. Where students were transferring in an out of programmes the Board asked how the tuition fees were calculated. This had not been considered and required clarification.

xiv. The proposed regulations had not been considered by the Intercalated Degrees Committee or the Medical Education Committee. This was due to the fact that there had not been a meeting of both committees prior to the meeting of TPB.

xv. The Board did not approve the academic regulations for Intercalated BSc programmes in their current format. Further revisions were necessary to take into account the discussion from the meeting and the points detailed above. The revised regulations would be presented to the June meeting of the Board.

Action: SMD

School of Electronic Engineering and Computer Science

15. BUPT JP Regulations

2011:079 The Board considered revised academic regulations for the BUPT Joint Programmes. The following points were noted:

i. The current regulations dated back to 2007 and this revision was intended to clarify various wording and consolidate the regulations by adding in material from other documents.

ii. The changes to the regulations were relatively minor and had been approved by the BUPT & QMUL Joint Programme Academic Committee at its March 2012 meeting.

iii. The Board approved the academic regulations for the BUPT Joint Programme.

Part 7 – Collaborative Provision

16. New Partner Due Diligence

University of Malaya
University of Brunei Darussalam
International Medical University Kuala Lumpur

2011:080 The Board considered the due diligence information regarding proposals to form new partnerships with the above universities. It was noted that:

i. More background should be provided to the partnership proposals in general, including more detail into the actual risks of each respective partnership.

ii. The Board deferred the decision to endorse the proposal to establish a new partnership with the University of Malaya. This would be reconsidered at the June meeting of TPB and should be supported by a brief overview the relevant member of staff from Queen Mary.

iii. Queen Mary Senior Executive had approved the partnership with the
University of Brunei Darussalam. The form stated that Queen Mary had no previous links with the institution but this was inconsistent with the details provided in the documentation. Specifically, SBCS had links with the University of Brunei Darussalam through using its Kuala Belalong Field Studies Centre KBFSC. This required further clarification.

d. The Board deferred the decision to endorse the proposal to establish a new partnership with the University of Brunei Darussalam. This would be reconsidered at the June meeting of TPB and should be supported by a brief overview the relevant member of staff from Queen Mary.

e. International Medical University Kuala Lumpur provided students with basic science education and a number of its students had progressed onto programmes at Russell Group universities. The proposed partnership with Queen Mary would function as an articulation arrangement whereby around 5 students per year would progress to Queen Mary and study towards an MBBS degree with the School of Medicine and Dentistry. Queen Mary would be the second London-based university involved in such an arrangement.

f. Students coming from International Medical University Kuala Lumpur would generally be high quality students.

g. It was agreed that no further information was required on the good standing of International Medical University Kuala Lumpur, and no risks were identified. The Board endorsed the proposal to establish a new partnership with International Medical University Kuala Lumpur.

17. **University of London Institute in Paris: Memorandum of Agreement**

TPB2011-064

The Board received the revised final draft Memorandum of Agreement (MoA) relating to the relationship with the University of London in Paris (ULIP). The following points were noted:

i. The MoA was previously considered at the Board's February 2012 meeting but was at an early draft stage with key information missing relating to the detailed arrangements for examinations, awards, and student discipline. An Academic Director had also now been appointed who had ownership of this project.

ii. As the development of the LLM Paris has evolved it has become clear that Queen Mary was taking the responsibility for delivery and quality of the student learning experience. As a result previous concerns regarding resource issues had been addressed.

iii. The LLM Paris would open up the programme to a new market.

iv. Exams for the programme would run at the same time as the exams for the Queen Mary based LLM. It was envisaged that there would be two exam periods: one in January and one in July.

v. ULIP would provide administrative support for the programme and CCLS would have the overall responsibility for its management.

vi. The official launch of the programme was on the 28th June 2012.
vii. The Board thanked Professor Shiach, Vice Principal and Executive Dean (HSS) for attending the meeting.

viii. The Board endorsed the Memorandum of Agreement with the University of London Institute in Paris.

### Part 8 – Report of Proposals Approved by Schools/Institutes to Note

<table>
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<tr>
<th>18. Programme Amendments</th>
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<tr>
<td>Module Proposals</td>
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<td>Module Amendments</td>
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<tr>
<td>Module Withdrawals</td>
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**TPB2011-065**

2011:082 The Board noted a report of decisions made by Schools/Institutes of changes to their curricula for the period 08/03/2012 - 01/05/2012.

### Part 9 – from the Marketing, Recruitment and Admissions Group (MRAG) to Note

<table>
<thead>
<tr>
<th>19. Programme Withdrawals</th>
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**N/A**

2011:083 The Board noted that no programme withdrawals had been made during the period 08/03/2012 - 01/05/2012.

### Part 10 – Other business

20. Any other business

21. Date of next meeting

2011:084 The next meeting date of the Taught Programmes Board is Wednesday 27th June 2012 (1-3pm).

The deadline for papers for this meeting is Wednesday 6th June 2012.

22. Dates of meetings for 2012-13

2011:085 The provisional meeting dates for the 2012-13 academic session are detailed below. All meetings are proposed to take place from 2-4pm and will be held in the Colette Bowe Room, Mile End Campus.

- Wednesday 24 October 2012
- Wednesday 28 November 2012
- Wednesday 27 February 2013
- Wednesday 27 March 2013
- Wednesday 29 May 2013
- Wednesday 26 June 2013
- Wednesday 24 July 2012*

*Room TBC
### Matters Arising Action Sheet

**TPB 26th October 2011**  
**TPB 23rd November 2011**  
**TPB 31st January 2012**  
**TPB 29th February 2012**  
**TPB 28th March 2012**  
**TPB 22nd May 2012**

**Key**

- = Completed (and approved)  
- = Outstanding

**Action Points for Board Members**

<table>
<thead>
<tr>
<th>Minute</th>
<th>Action Details</th>
<th>Progress / Comments</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td>2011:067 [May TPB]</td>
<td>SLLF had not yet provided a response to the data request made from ARCS. This matter would be investigated further outside of the meeting so that the required data was obtained</td>
<td>Outstanding</td>
<td>SLLF / ARCS</td>
</tr>
<tr>
<td>2011:078 [May TPB]</td>
<td>Further revisions were necessary to the academic regulations for Intercalated BSc programmes to take into account the discussion from the meeting and the points detailed in the minutes. The revised regulations would be presented to the June meeting of the Board.</td>
<td>This will be coming to the July meeting of TPB following consideration by SMD's Intercalated Degrees Committee and Medical Education Committee.</td>
<td>SMD</td>
</tr>
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</table>
| 2011:080 [May TPB] | Further information and details were requested regarding the nature of the proposed partnerships with the University of Malaya and the University of Brunei Darussalam. This information would be supported by an overview from the relevant member of staff from Queen Mary. | The partnership with the University of Brunei Darussalam has been approved in principal by Chair's Action, following scrutiny of a draft MoU. The final MoU will come to a future meeting of TPB.  
The partnership with the University of Malaya has been approved in principal by Chair's Action. | ARCS |
### Programmes

#### Programme Proposals

<table>
<thead>
<tr>
<th>Minute</th>
<th>Programme Details</th>
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<th>Responsibility</th>
<th>Programme Organiser</th>
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<tbody>
<tr>
<td>2011:046 [February TPB]</td>
<td>MSc/PGDip Clinical Drug Development (DL) MSc/PGDip Healthcare Research Methods (DL)</td>
<td>A revised programme specification to take account of the literature/policy based nature of the dissertation. Enquire with the Head of Institute whether sufficient resources are in place to deliver the programme in 2012/13</td>
<td>Completed and confirmation received</td>
<td>WHRI Chair/Secretary</td>
<td>Professor Atholl Johnston / ARCS</td>
</tr>
<tr>
<td>2011:068 [May TPB]</td>
<td>MClinDent Endodontology (Part 2) and 9 associated module proposals</td>
<td>TPB would receive clarification and an update from the Institute of Dentistry at its November 2012 meeting as to whether the necessary clinical resources were in place to enable the programme to run.</td>
<td>Outstanding – to be clarified at November meeting of TPB.</td>
<td>Institute of Dentistry / ARCS</td>
<td>TBC</td>
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#### Programme Amendments

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<tr>
<td>2011:022 [November TPB]</td>
<td>MClinDent Programmes</td>
<td>A Memoranda of Understanding/Agreement (MoU/A) would be developed with a Royal College of Surgeons to formalise the partnership for the programmes. The School of Medicine and Dentistry Postgraduate Education Board might wish to examine other courses and identify any issues with regards to the status of awards.</td>
<td>In progress – an alternative proposal to covert the associate year training into PGDips has been approved at Part 1</td>
<td>Institute of Dentistry / ARCS</td>
<td>Professor Ray Croucher</td>
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#### Modules
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<td>2011:076</td>
<td>Various undergraduate module proposals across levels 4-6 from the School of History</td>
<td>The School of Languages, Linguistics and Film would liaise with the School of History outside of the meeting to clarify the arrangements for the delivery of language modules for historians. An update on this matter would be presented to the Board at its June meeting.</td>
<td>Outstanding</td>
<td>SLLF / SoH / ARCS</td>
<td>Various</td>
</tr>
<tr>
<td>2011:077</td>
<td>BDS Year 1 Module</td>
<td>The Institute of Dentistry would respond to a number of points detailed in the minutes and submit a revised programme specification and module proposal. This documentation would be formally considered at the June meeting of TPB.</td>
<td>Outstanding</td>
<td>Institute of Dentistry</td>
<td>TBC</td>
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<tr>
<td>Paper Title</td>
<td>Master of Public Administration</td>
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</tr>
<tr>
<td>Owning School</td>
<td>School of Business and Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome requested</td>
<td>TPB is asked to comment on the proposal to include the award of Master of Public Administration in the Queen Mary ordinances and seek permission from the University of London Collegiate Council for the award to be made after 12 months (for full-time study) and 24 months (for part-time study).</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Executive Summary</td>
<td>The following paper relates to the Master’s in Public Administration, which is a new postgraduate degree programme that is currently being developed within the School of Business and management. The proposed start date for the programme is September 2013. The paper was circulated to members of Senate via email asking members to recommend to Council that the award of Master of Public Administration is included in the Queen Mary ordinances, and to seek permission from the University of London Collegiate Council for the award to be made after 12 months (for full-time study) and 24 months (for part-time study) rather than the existing 21 months (or equivalent) that is specified in the University of London Regulations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regulatory/statutory reference points and links to College strategy</td>
<td>University of London Regulation 1, Paragraph 44</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reporting/consideration route for the paper</td>
<td>This paper was considered and approved by Queen Mary Senior Executive Group on Tuesday 28th February 2012 and also circulated to members of Senate for comment.</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Master of Public Administration

Introduction

1. Queen Mary is in the process of developing a new postgraduate degree programme, a Master’s in Public Administration, which will be managed by the School of Business and Management. This programme is of strategic importance to the University and will expand recruitment in key areas and thus contribute to the research profiles of the School of Business and Management, as well as the School of Economics and Finance and the School of Politics and International Relations. The planned start date for the programme is September 2013.

Proposal

2. The award of Master of Public Administration is a University of London award, although it is not currently offered by Queen Mary. Under the University of London Regulations the duration of a Master of Public Administration programme is specified as 21 months on a full-time basis with the equivalent for part-time study. However, Queen Mary is seeking approval from the University of London Collegiate Council to offer the Master of Public Administration programme on a full-time basis over 12 months and on a part-time basis over 24 months. The Queen Mary Academic Regulations would also be amended for 2012-13 to incorporate the new Master of Public Administration award and associated progression and award regulations.

Academic Standards and Quality

3. Queen Mary will manage the academic standards and quality of the programme, including the approval of the curriculum for any taught elements, in line with its internal procedures for quality assurance and taught programmes. Reports will be made to the University as required through the usual routes to demonstrate compliance with the University of London Regulation 1 (Awards of the University).

Relationship to QAA Guidance

4. Although no explicit reference is made to a Master of Public Administration (MPA) qualification within the FHEQ1, it is regarded as a level 7 award that comprises 180 credits. It is expressed that “the learning outcomes of most master's degree courses are achieved on the basis of study equivalent to at least one full-time calendar year and are taken by graduates with a bachelor's degree with honours (or equivalent achievement)” (FHEQ, 2008: p22).

5. The QAA document on Masters Degree Characteristics (2010) provides the following useful background information on the structure and delivery of master’s degrees:

“Master's degrees may be delivered via a full or part-time mode of study. They may include greater or lesser amounts of distance learning or may combine methods. In terms of duration, many are offered on the basis of one year of full-time study or the equivalent for part-time. However, programmes may be shorter or longer, with the MPhil usually taking up to two years full-time” (QAA, 2010: p5).

Comparable Master of Public Administration Programmes

6. Across the sector there are a number of Higher Education Institutions who offer a Master’s in Public Administration and conform to a full-time delivery pattern of 12 months or offer the course over 24 months in the case of part-time study. A sample of these institutions is detailed below.

<table>
<thead>
<tr>
<th>Higher Education Institution</th>
<th>Further Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Liverpool</td>
<td><a href="http://www.liv.ac.uk/managementSchool/postgraduate/mpa/index.htm">http://www.liv.ac.uk/managementSchool/postgraduate/mpa/index.htm</a></td>
</tr>
<tr>
<td>University of Exeter</td>
<td><a href="http://socialsciences.exeter.ac.uk/politics/postgraduate/taught/mpa/">http://socialsciences.exeter.ac.uk/politics/postgraduate/taught/mpa/</a></td>
</tr>
<tr>
<td>University of Birmingham</td>
<td><a href="http://www.birmingham.ac.uk/students/courses/postgraduate/taught/govsoc/public-administration.aspx">http://www.birmingham.ac.uk/students/courses/postgraduate/taught/govsoc/public-administration.aspx</a></td>
</tr>
<tr>
<td>University of Glasgow</td>
<td><a href="http://www.gla.ac.uk/postgraduate/taught/publicadministration/">http://www.gla.ac.uk/postgraduate/taught/publicadministration/</a></td>
</tr>
</tbody>
</table>

Action Requested

7. Senate is asked to:

   a) Consider the proposal to seek approval from the University of London Collegiate Council to amend the prescribed programme of study of 21 months full-time for a Master of Public Administration to 12 months full-time study with the equivalent of 24 months for part-time study.

   b) Make a recommendation to Council in support of offering the MPA award and including it in the Queen Mary ordinances.

Annex: University of London Regulation 1, Paragraph 44

Master of Public Administration

44. A prescribed programme of study of 21 months full-time or the equivalent in part-time study.

45. The programme of study combines rigorous academic development with strong practical applications in individual and group-based work, and excellent contact with governmental and international organisations.

(Source: [http://www.london.ac.uk/fileadmin/documents/about/governance/Regulation_1_UoL_Awards.pdf](http://www.london.ac.uk/fileadmin/documents/about/governance/Regulation_1_UoL_Awards.pdf))
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Proposal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>School of Electronic Eng. and Computer Science</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>MSc Computer Vision</td>
</tr>
<tr>
<td>Outcome requested</td>
<td>Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer.</td>
</tr>
<tr>
<td>Potential issues identified and comments on the proposal(s) from Academic Secretariat</td>
<td>The documentation presents a proposal to develop a MSc Computer Vision, which will be offered in full time mode of study. The proposal is supported by several external advisors and their comments are highly positive. No significant issues identified.</td>
</tr>
</tbody>
</table>
Part 2 Programme Proposal Form

All sections must be completed in full and supplementary information attached where requested. Part 2 proposals should be appended to the Programme Specification and submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Taught Programmes Board.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Summary Information

<table>
<thead>
<tr>
<th>Proposed Programme Title</th>
<th>Programme Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc in Computer Vision</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master in Science (MSc)</td>
<td>Full Time</td>
<td>1 Academic Years</td>
</tr>
</tbody>
</table>

Proposed Start Date

September 2012

Programme Organiser

Ioannis Patras

Does this programme contain a foundation year or any pre-sessional activity?

No

1) Programme Management
Describe the arrangements for the operational management of the programme and the quality assurance mechanisms that will be put in place. Consideration should be given to student representatives and hearing student views.

Complete either section a) for programmes delivered by one School/Institute or section b) for programmes delivered by more than one School/Institute.

a) Single School/Institute Delivery

The programme will be managed by EECS.

Academic coherence will be ensured through the usual structures and mechanisms within EECS, e.g. consideration at Learning and Teaching Committee, inclusion in the ongoing comprehensive Curriculum Review, etc. In addition, those involved in delivery of the programme (lecturers, administrators) will meet at least once a year to review the programme and discuss potential revisions.

Student feedback will be integrated into all curriculum and programme review activities via the mechanisms already established in EECS. This will include formal (via questionnaires) and informal student evaluations, feedback given through student representatives and/or the SSLC, feedback given to external examiners, etc. The programme will be managed jointly by EECS and by the University of London International Programmes.

In addition, the School is in the process of developing a detailed data review schedule to ensure that all relevant statistical and qualitative data, including student feedback, is properly considered and actioned.
b) Joint School/Institute Delivery (Joint Working Statement)
For programmes that are delivered jointly between more than one School/Institute or for programmes that utilise modules from other Schools/Institutes in an interdisciplinary capacity, a joint working statement should be provided. This should identify the respective responsibilities of each School/Institute with regards to programme management, quality assurance, and student support.

N/A

2) Plagiarism Detection
Consideration should be given to the use of plagiarism detection software e.g. turnitin, for programmes with a significant proportion of written assessed work. Provide information about how this will be managed for the programme.

The programme will follow the procedures already established at EECS. These include the use of Turnitin reports for detection of plagiarism in the reports for the MSc projects.

3) Academic Staffing for the Programme (Non-Queen Mary Staff)
List any academic staff that are not employed or managed by Queen Mary that will be involved in the teaching or assessment of the programme.

N/A

4) Distance Learning Programmes (If applicable)
If the programme is distance learning, please specify how student-related data will be provided to the Student Administration Office. The mechanisms for the enrolment and assessment of distance learning students should also be described in detail.

N/A

5) Subject Examination Board Details
Specify the name of the Subject Examination Board (SEB), which will oversee the assessment processes that operate for the programme(s) and modules clarifying whether this is a new or existing SEB. For further information please contact Simon Hayter.

<table>
<thead>
<tr>
<th>School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Electronic Engineering and Computer Science</td>
<td>Computer Science and Electronic Engineering PG</td>
</tr>
</tbody>
</table>
6) External Adviser Comments
Detailed comments from at least one external adviser - submissions must be supported by external specialist opinion, e.g. from a representative of a professional organisation, or a senior academic in another institution. The external adviser should be able to comment in sufficient detail on the appropriateness and viability of the proposed programme(s). For further guidance regarding the selection criteria, role and expectations of External Advisers please refer to the External Adviser Guidelines.

See attached letter

<table>
<thead>
<tr>
<th>Name &amp; Title of External Adviser</th>
<th>Adrian Hilton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Post &amp; Institution / Organisation</td>
<td>Professor of Computer Vision and Graphics, Director – Centre for Vision, Speech and Signal Processing, University of Surrey</td>
</tr>
</tbody>
</table>
| Address for Correspondence (and email) | Faculty of Engineering & Physical Science  
Centre for Vision, Speech & Signal Processing  
Guildford, Surrey GU2 7XH UK  
T: +44 (0)1483 683956  
F: +44 (0)1483 686031  
a.hilton@surrey.ac.uk |

6) External Adviser Comments
Detailed comments from at least one external adviser - submissions must be supported by external specialist opinion, e.g. from a representative of a professional organisation, or a senior academic in another institution. The external adviser should be able to comment in sufficient detail on the appropriateness and viability of the proposed programme(s). For further guidance regarding the selection criteria, role and expectations of External Advisers please refer to the External Adviser Guidelines.

See attached letter
### Taught Programmes Board

#### 7) Response to External Adviser Comments

This should include a full response to the comments provided by the External Adviser. Each point / issue raised by the External Adviser that requires further consideration should be addressed in detail in this response.

Both advisors are very positive in their comments and do not raise any major issue.

Prof. Hilton highlights the need of proper marketing, an issue that will be dealt with the usual procedures set up in the school of EECS and in communication with the marketing and team.

Prof. Hilton also comments on the name of the module ‘Computer Vision and Neural Nets’, suggesting that the term ‘Neural Nets’ may not be necessary. We agree and plan to change the name in 2013 (if a change in 2012 is not possible).

---

### The following documents must accompany the Part 2 Programme Proposal.

Proposals that are not accompanied by the necessary documentation will not be considered by Taught Programmes Board.

- Has a Programme Specification been completed and submitted with the Part 2? **Yes**
- Have module proposal forms for each new module been submitted with the Part 2? **N/A**
- Is there evidence of support from at least one external adviser? **Yes**
Collaborative provision: programmes that are offered in partnership with an external organisation should usually have the following documents appended to the Part 2 Programme Proposal.

- Has a draft Memorandum of Agreement been completed and submitted with the Part 2?
- Has supplementary information on the management of the partnership been submitted with the Part 2?
- Have any special regulations been submitted with the Part 2 (where relevant)?

Approval of Part 2 Programme Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Mark Sandler

Head(s) of supporting School

Chair of Taught Programmes Board

Digitally signed by Mark Sandler
Email: mark.sandler@elec.qmul.ac.uk
Date: 2012.05.08 11:41:49 Z
Programme Title: MSc in Computer Vision

Programme Specification

Awarding Body/Institution: Queen Mary, University of London
Teaching Institution: Queen Mary, University of London
Name of Final Award and Programme Title: Master of Science (MSc) MSc in Computer Vision
Name of Interim Award(s): N/A
Duration of Study / Period of Registration: 1 year
QM Programme Code / UCAS Code(s): 
QAA Benchmark Group: 
FHEQ Level of Award: 
Programme Accredited by: 
Date Programme Specification Approved: 
Responsible School / Institute: School of Electronic Engineering & Computer Science

Schools which will also be involved in teaching part of the programme: Nil

Institution(s) other than Queen Mary that will provide some teaching for the programme: Nil

Programme Outline

Computer Vision is a rapidly evolving field with applications in areas such as Robotics, Human Computer Interaction, Medical Imaging, Security and Surveillance, Multimedia Indexing and Retrieval, Special Effects Production in Film and Broadcast and Motion Capture in Games. The advances in the field are behind products such as the Microsoft’s Kinect, face tracking software in web cameras and car plate recognition systems, to name just a few of the applications that have found their way in our everyday life. As recent developments in computers and sensors make easier the generation, storage and processing of visual data, methods that enable a machine to analyse and understand images and videos become increasingly relevant. The course aims at providing the students with the knowledge and skills to pursue a career in research or in related industries. It covers
- Fundamental methods and techniques in Computer Vision, Machine Learning and Image Processing
- Programming tools, languages and techniques for Computer Vision
- Methods and techniques for Computer Vision Systems and Applications

The students are given
- Lectures in which the theory and the algorithms are presented
- Practical sessions / labs in which they get hands on experience with tools and algorithms
- A final semester project in which they are supervised by world leading experts in cutting edge research topics.
Programme Title: MSc in Computer Vision

The programme is offered and taught by academics from the Computer Vision group and the Multimedia and Vision group of the School of Electronic Engineering and Computer Science. This is a team of more than 100 researchers (academics, post-docs, research fellows and PhD students), performing world leading research in the fields of Surveillance, Structure from Motion, Face and Gesture Recognition, Multimedia Indexing and Retrieval and Robotics.

Aims of the Programme

The course will enable students to study cutting edge technologies in the field of Computer Vision, and will provide them with the background and skills they need to pursue careers in research or in related industries. Specific aims include the completion of a broad range of advanced study in methods for design, build, and evaluation of Computer Vision systems.

The course will give training and experience through lectures with associated lab and coursework, and a major individual project. The course covers is developed around three core strands.

1) Fundamental methods and techniques (in Computer Vision, Machine Learning and Image Processing)
2) Programming tools, languages and techniques for Computer Vision.
3) Methods and techniques for Computer Vision Systems and Applications

What Will You Be Expected to Achieve?

Knowledge and understanding of:

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Machine learning and image processing</td>
</tr>
<tr>
<td>A2 Programming tools and techniques for Computer Vision systems</td>
</tr>
<tr>
<td>A3 Methods and techniques for Image and Video understanding</td>
</tr>
</tbody>
</table>

Disciplinary Skills - able to:

<table>
<thead>
<tr>
<th>Disciplinary Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 recognise insufficient existing knowledge and search for the necessary scientific, mathematical and software ‘tools’ relevant to that particular issue</td>
</tr>
<tr>
<td>B2 Develop novel concepts for image analysis and recognition.</td>
</tr>
<tr>
<td>B3</td>
</tr>
</tbody>
</table>

Attributes:

<table>
<thead>
<tr>
<th>Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 Engage critically with knowledge</td>
</tr>
<tr>
<td>C2 Produce analyses that are based on evidence</td>
</tr>
</tbody>
</table>
Programme Title: MSc in Computer Vision

How Will You Learn?

Each non-project-based course unit involves lectures, problem solving coursework and practical sessions. Lectures are used to introduce principles and methods and also to illustrate how they can be applied in practice. Coursework allows students to develop their skills in problem solving and to gain practical experience.

Practical sessions provide students with the guidance and help while solving a problem. These sessions take the form of exercise classes and programming laboratories that allow the students to learn-by-doing in order to complement the lectures. In addition to the final year project, other modules introduce project working skills.

How Will You Be Assessed?

The assessment of the taught course units takes place through a written examination and coursework.

The final year project is examined on the basis of a written report, a formal oral presentation, and a demonstration of the piece of software developed by the student. The projects will have two examiners each, with a third if there is disagreement.

How is the Programme Structured?

The programme is organised in three terms. In each of the first two terms the students are offered four taught modules. In the last term the students carry out a major project.

Academic Year of Study 1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
</table>

Queen Mary
University of London
Programme Title: MSc in Computer Vision

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Machine Learning</td>
<td>ELM041</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Advanced Transforms</td>
<td>ELM018</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Computer Graphics</td>
<td>CS305</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Computer Vision and Neural Nets</td>
<td>CSM007</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>C++ for Image Processing</td>
<td>CS314</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Techniques for Computer Vision</td>
<td>CSM106</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Artificial Intelligence</td>
<td>CS308</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>High Performance Computing</td>
<td>CS317</td>
<td>15</td>
<td>5</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MSc Project</td>
<td>ELM201/CSM201</td>
<td>60</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 3</td>
</tr>
</tbody>
</table>

What Are the Entry Requirements?

A high (2:2) honours BSc in Computer Science, Electronic Engineering, Maths, Physics or related disciplines is required. International students must have English Language skills to a recognised standard. The minimum requirement is: IELTS 6.5, TOEFL (CBT) 237, 92 (iBT) or TOEFL (written test) 580.

Additionally, applicants must have a good knowledge of computer programming. To satisfy this requirement their degree should have a computer science content, including programming using e.g. C/C++, Python, Matlab or Java.

How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school’s Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate
Programme Title: MSc in Computer Vision

All students will be assigned a tutor, with whom they will have bi-weekly meetings. In addition the students will have all the standard induction, advice and supervisory arrangements normally offered to students within EECS.

The school handbook will be provided (and made accessible at all times) to students, where all the channels of support will be outlined. These include the support channels within the school and also those available at College level.

Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students’ Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

Several research projects in the Vision and in Multimedia and Vision research groups are in collaboration with industrial partners such as Disney, ST microelectronics, Technicolor, BBC and the MoD. These links are likely to provide opportunities for final year projects in collaboration with the industry. Some of the academics already offer MSc projects that are in collaboration with the industry or research centres.
<table>
<thead>
<tr>
<th><strong>Programme Specification Approval</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person completing Programme Specification</strong></td>
</tr>
<tr>
<td><strong>Person responsible for management of programme</strong></td>
</tr>
<tr>
<td><strong>Date Programme Specification produced/amended by School Learning and Teaching Committee</strong></td>
</tr>
<tr>
<td><strong>Date Programme Specification approved by Taught Programmes Board</strong></td>
</tr>
</tbody>
</table>
8th May 2012.

Head of Department,
School of Electronic Engineering and Computer Science
Queen Mary, University of London.

Dear Sir,

I am writing in support of the MSc proposal for the course "Computer Vision" being submitted by Ioannis Patras. I have had a chance to read the proposal and exchange emails with Ioannis. My comments are based on these exchanges.

The curriculum is well thought out and planned. The result is a course that is broad in its coverage, and also takes in a variety of theoretical and practical topics in image and video analysis. There is a well judged balance between the underlying theory and its practical application, together with the acquisition of the appropriate computing and experimental skills required. The course is timely since it addresses material pertinent to both current research and commercial applications in the area, with a focus on topics such as surveillance, multimedia applications and video processing. Finally, the project element will give the students enrolled on the course a chance to apply what they have learned in the taught component, and may hopefully lead to some publishable results.

The lecturing staff who will deliver the course (Patras, D’Agapito, Gong, Xiang) all have substantial reputations for their research in this area, and are well placed to deliver authoritative lectures and to set projects that are both challenging and relevant to the subject. The graduates of the course are likely to be highly sought after, both as employees in the video, surveillance and multimedia sector, and as potential PhD students. There is a niche for this kind of course in London and nationally, since it is considerably broader than competitor offerings at UCL and Surrey.

I believe a course with this breadth and practical relevance will prove popular with potential students. In addition to the course itself there are the added attractions of studying in London, but without the costs associated with a central London location. You are also well sited to develop links in with local SME’s and larger companies working in this area, in terms of both student employment and externally driven MSc projects. This is also likely to stimulate student interest.

In summary I strongly recommend that you implement the proposal. It will both enrich your course offerings and help to strengthen research in the area by providing a conduit for potential PhD students.

Yours faithfully,
Professor Edwin Hancock

[Signature]
Re: External Assessment of Proposed MSc. in Computer Vision at QMUL

This assessment is made on the basis of extensive teaching and research experience in the field of Computer Vision. As Director of the Centre for Vision, Speech and Signal Processing at the University of Surrey I lead one of the largest UK research groups in this field.

The proposed MSc. in Computer Vision identifies an area of increasing importance to the UK with commercial applications ranging from the creative industries to security and surveillance. There is a significant shortage of graduates with advanced knowledge of computer vision, machine learning and image processing required by these industries. The proposed MSc programme will address the resulting demand by providing a comprehensive training in advanced techniques and practical skills related to computer vision. If marketed correctly the programme should be attractive to home, EU and overseas students wishing to pursue a career in these industries or as a foundation for further research.

The programme structure covers advanced subjects of computer vision, machine learning and image process which go beyond the level of courses normally available at undergraduate level. This is backed up with exposure to programming of computer vision algorithms and practical applications which is essential to understand the complexity of developing methods for real applications. The programme clearly identifies the learning outcomes and specifies the modules required to meet these objectives. Practical experience is underpinned by a major project which will consolidate the students knowledge of practical computer vision algorithm development. The module content, delivery and assessment is appropriate for a masters level programme.

In summary the proposed MSc programme in Computer Vision satisfies the requirements for an advanced MSc programme at the level required at my own institution. The focus of the programme addresses a long-term demand for post-graduate taught students with advanced knowledge in this area and should provide an attractive programme. On the basis of the programme specification I would expect this to be a valuable and successful MSc.

Adrian Hilton
Professor of Computer Vision & Graphics
Director – Centre for Vision, Speech and Signal Processing, University of Surrey

4th May 2012
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Proposal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>School of Engineering and Materials Science</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>MSc Polymer Science and Technology and six associated module proposals:</td>
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<tr>
<td></td>
<td>• Environmental Properties of Polymeric Materials</td>
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<td></td>
<td>• Nanocomposites</td>
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<td></td>
<td>• Manufacturing Processes</td>
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<td>• Composites</td>
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<td></td>
<td>• Polymer Physics</td>
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<tr>
<td></td>
<td>• Polymer Research Project</td>
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<tr>
<td>Outcome requested</td>
<td>Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer.</td>
</tr>
<tr>
<td>Potential issues identified and comments on the proposal(s) from Academic Secretariat</td>
<td>The documentation presents a proposal to develop a MSc Polymer Science and Technology, which will be offered in full time mode of study.</td>
</tr>
<tr>
<td></td>
<td>Board members may wish to explore the nature of programme accreditation with the Institute of Materials Mining and Minerals.</td>
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<tr>
<td></td>
<td>The proposal is endorsed by several external advisors and their comments are highly positive.</td>
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<tr>
<td></td>
<td>No significant issues identified.</td>
</tr>
</tbody>
</table>
Part 2 Programme Proposal Form

All sections must be completed in full and supplementary information attached where requested. Part 2 proposals should be appended to the Programme Specification and submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Taught Programmes Board.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Summary Information

<table>
<thead>
<tr>
<th>Proposed Programme Title</th>
<th>Programme Code</th>
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<tbody>
<tr>
<td>Polymer Science and Technology</td>
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<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
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</thead>
<tbody>
<tr>
<td>Master of Science (MSc)</td>
<td>Full Time</td>
<td>1 Calendar Year</td>
</tr>
</tbody>
</table>

Proposed Start Date: September 2012

Programme Organiser: Dr Steve Dunn and Prof Ton Peijs

Does this programme contain a foundation year or any pre-sessional activity? No

1) Programme Management

Describe the arrangements for the operational management of the programme and the quality assurance mechanisms that will be put in place. Consideration should be given to student representatives and hearing student views.

Complete either section a) for programmes delivered by one School/Institute or section b) for programmes delivered by more than one School/Institute.

a) Single School/Institute Delivery

The programme will run alongside the existing PGT programmes within SEMS and will be run under the auspices of the current Post Graduate Taught Programmes Committee. A Postgraduate Coordinator exists within SEMS and they are supported by our Industrial Placement Officer who can help find work placements and secure additional industrial support to the programmes. The PGT coordinator supports the complete student cycle from enquiry to internal communications with students once enrolled. There are no specific arrangements for feedback with this programme but the model that is used for the existing programmes will be rolled out to support this programme. Of particular interest is the large body of staff who are working within SEMS that can support both the teaching and project work. At present just short of 30% (10 from 36) work actively in the area of polymers or composite structures. A student representative will be elected from each relevant cohort and be appointed to the School’s PGT Student-Staff Liaison Committee. The programme will be administered by the Student Support Coordinator in SEMS who will support timetabling of classes and assessments. All aspects of the programme will comply with the relevant guidelines and regulations.
b) Joint School/Institute Delivery (Joint Working Statement)
For programmes that are delivered jointly between more than one School/Institute or for programmes that utilise modules from other Schools/Institutes in an interdisciplinary capacity, a joint working statement should be provided. This should identify the respective responsibilities of each School/Institute with regards to programme management, quality assurance, and student support.

2) Plagiarism Detection
Consideration should be given to the use of plagiarism detection software e.g. turnitin, for programmes with a significant proportion of written assessed work. Provide information about how this will be managed for the programme.

Plagiarism will be detected using the existing protocols within SEMS for a PGT programmes. This includes written work being checked through Turnitin and other protocols as set out in the SEMS PGT Handbook.

3) Academic Staffing for the Programme (Non-Queen Mary Staff)
List any academic staff that are not employed or managed by Queen Mary that will be involved in the teaching or assessment of the programme.

None

4) Distance Learning Programmes (if applicable)
If the programme is distance learning, please specify how student-related data will be provided to the Student Administration Office. The mechanisms for the enrolment and assessment of distance learning students should also be described in detail.

N/A

5) Subject Examination Board Details
Specify the name of the Subject Examination Board (SEB), which will oversee the assessment processes that operate for the programme(s) and modules. For further information please contact Simon Hayter.

<table>
<thead>
<tr>
<th>School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Engineering and Materials Science</td>
<td>SEMS PG (existing)</td>
</tr>
</tbody>
</table>
6) External Adviser Comments
Detailed comments from at least one external adviser - submissions must be supported by external specialist opinion, e.g. from a representative of a professional organisation, or a senior academic in another institution. The external adviser should be able to comment in sufficient detail on the appropriateness and viability of the proposed programme(s). For further guidance regarding the selection criteria, role and expectations of External Advisers please refer to the External Adviser Guidelines.

See attached Letter

<table>
<thead>
<tr>
<th>Name &amp; Title of External Adviser</th>
<th>Dr Stuart Patrick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Post &amp; Institution / Organisation</td>
<td>Chairman of the Polymer Society.</td>
</tr>
<tr>
<td>Address for Correspondence (and email)</td>
<td><a href="mailto:stuartpatri@gmail.com">stuartpatri@gmail.com</a></td>
</tr>
</tbody>
</table>

6) External Adviser Comments
Detailed comments from at least one external adviser - submissions must be supported by external specialist opinion, e.g. from a representative of a professional organisation, or a senior academic in another institution. The external adviser should be able to comment in sufficient detail on the appropriateness and viability of the proposed programme(s). For further guidance regarding the selection criteria, role and expectations of External Advisers please refer to the External Adviser Guidelines.

See attached letter
### Taught Programmes Board

| Name & Title of External Adviser | Prof Steve Eichhorn |
| Current Post & Institution / Organisation | Prof of Materials, Exeter University |
| Address for Correspondence (and email) | S.J.Eichhorn@exeter.ac.uk |

#### 6) External Adviser Comments

Detailed comments from at least one external adviser - submissions must be supported by external specialist opinion, e.g. from a representative of a professional organisation, or a senior academic in another institution. The external adviser should be able to comment in sufficient detail on the appropriateness and viability of the proposed programme (s). For further guidance regarding the selection criteria, role and expectations of External Advisers please refer to the [External Adviser Guidelines](#). See attached letter

| Name & Title of External Adviser | Prof Phil Coates |
| Current Post & Institution / Organisation | Had of the Polymer IRC, University of Bradford |
| Address for Correspondence (and email) | p.d.coates@bradford.ac.uk |

#### 6) External Adviser Comments

Detailed comments from at least one external adviser - submissions must be supported by external specialist opinion, e.g. from a representative of a professional organisation, or a senior academic in another institution. The external adviser should be able to comment in sufficient detail on the appropriateness and viability of the proposed programme (s). For further guidance regarding the selection criteria, role and expectations of External Advisers please refer to the [External Adviser Guidelines](#). See attached letter
Name & Title of External Adviser: Dr Hua Deng
Current Post & Institution / Organisation: Associate Professor, College of Polymer Science, Sichuan University
Address for Correspondence (and email): huadeng@scu.edu.cn

7) Response to External Adviser Comments
This should include a full response to the comments provided by the External Adviser. Each point / issue raised by the External Adviser that requires further consideration should be addressed in detail in this response.

We appreciate the endorsements for our programme given by all four of our external advisors. All clearly highlight potential for the programme and the appropriateness of QMUL to deliver such a programme. The Chinese partner clearly identifies target students who will be interested in joining our programme after they complete their undergraduate studies in China. The head of the Polymer Society clearly identifies that our facilities and staff map well onto the target market and the head of the polymer IRC has additionally identified that there is a market need in the London area following the closure of a successful masters programme in polymer materials at London Metropolitan. This programme closure was a reflection of the inability to recruit undergraduate students in polymers, but once their UG programme was closed the PG programme was on its own too expensive to support all the staff and facilities that are required. QMUL is in a much stronger position as it has a large UG population who will take comparable modules to those offered on the MSc in parallel and we have a full and active research profile in the area.

The following documents must accompany the Part 2 Programme Proposal. Proposals that are not accompanied by the necessary documentation will not be considered by Taught Programmes Board.

> Has a Programme Specification been completed and submitted with the Part 2? Yes
> Have module proposal forms for each new module been submitted with the Part 2? Yes
> Is there evidence of support from at least one external adviser? Yes
Have the Academic Regulations (including progression, if not within the modular regulation structure) been clearly documented and/or appended?  

Collaborative provision: programmes that are offered in partnership with an external organisation should usually have the following documents appended to the Part 2 Programme Proposal.

> Has a draft Memorandum of Agreement been completed and submitted with the Part 2?
> Has supplementary information on the management of the partnership been submitted with the Part 2?
> Have any special regulations been submitted with the Part 2 (where relevant)?

Approval of Part 2 Programme Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Henri Huijberts

Head(s) of supporting School

Head(s) of supporting School

Chair of Taught Programmes Board
Programme Specification

Programme Title: Polymer Science and Technology

Awarding Body/Institution: Queen Mary, University of London
Teaching Institution: Queen Mary, University of London
Name of Final Award and Programme Title: MSc Polymer Science and Technology
Name of Interim Award(s): PG Certificate / PG Diploma
Duration of Study / Period of Registration: 1 calendar year
QM Programme Code / UCAS Code(s): XXXXX
QAA Benchmark Group: not applicable
FHEQ Level of Award: Level 7
Programme Accredited by: Institute of Materials Mining and Minerals (pending)
Date Programme Specification Approved: May 2012
Responsible School / Institute: School of Engineering & Materials Science

Programme Outline

The new MSc Programme in Polymer Science and Technology will be delivered with 120 credits of taught modules focusing on polymers and polymer composites as well as a 60 credit research project undertaken in our state of the art polymer, composite and elastomer research laboratories and making use of our exceptionally well equipped materials characterisation, materials testing or nano-visualisation research facilities.

The modules undertaken will prepare students for independent research as well as focus on topics such as how to examine the structure of different polymers and polymer composite systems experimentally and how this structure has an impact on the observed behaviour of the polymer materials. There is an emphasis on the various different types of materials processing that are currently used as well as the techniques that are being developed. In addition, the programme will examine how to decide what materials are the most suitable for the design of a range of components reflecting upon the environmental impact that specific choices may have.

Aims of the Programme

This programme aims to prepare specialists with advanced skills in polymer science and technology. It will allow students to develop an detailed understanding of how the structure and property relationships of polymers and polymer composites are exploited in an increasing array of engineering applications. It is aimed that the students completing this programme will be able to develop novel materials or design high technology products for a wide range of industries. The programme aims to...
Programme Title: Polymer Science and Technology

1. Teach advanced analytical and experimental techniques that allow students to examine the structure as well as the behaviour of polymer materials in order to provide an advanced core of knowledge and skills.
2. Teach advanced research skills in the area of polymers or polymer composites.
3. Teach modern processing techniques that are used in practice.
4. Enhance the taught components of the programme on a pioneering research project.
5. Provide students with insight into the latest advanced developments in the polymer sector.
6. Train students to the required level to undertake PhD level independent research.

What Will You Be Expected to Achieve?

Students who complete this programme will be trained to work in a wide range of industries that either design or develop polymer components or those sectors that develop new and advanced lightweight materials for a wide range of applications. In addition students will have been given an ideal preparation for undertaking a PhD in a related discipline.

Academic Content:

| A1 | A detailed understanding of the relationship between polymer structure and the behaviour of polymers and polymer composites. |
| A2 | An up to date understanding of the latest methods of manufacturing of polymer and polymer composites. |
| A3 | An advanced knowledge of the various methods used to characterise the structure and the behaviour of polymers and polymer composites. |

Disciplinary Skills - able to:

| B1 | Undertake independent research on a topic relating to polymers or polymer composites |
| B2 | Understand how to select suitable polymer materials for a wide range of different engineering applications. |
| B3 | Establish the best way to manufacture specific polymer components |
| B4 | Understand the role of sustainable materials choices in engineering design |

Attributes:

| C1 | Engage critically with knowledge. |
| C2 | Understand the economic and environmental imperatives that are making polymers the materials of choice for a wide range of different engineering applications. |
| C3 | Undertake independent research using state of the art processing, characterisation and testing facilities. |
| C4 | Research Capacity and Information expertise |

How Will You Learn?

Through a wide range of different interactions including lectures, tutorials, laboratory classes, exercise classes and project supervisions. It is expected that the programme will demand between 1800 and 2000 hours in total to complete. About 10% of
Programme Title: Polymer Science and Technology

this time will be in scheduled lectures.
A significant amount of independent personal study is anticipated as part of this degree.

How Will You Be Assessed?
The taught modules will be both through both coursework as well as by using examinations. The details are as outlined in the individual module specifications. The examinations will all take place in the standard college examination period in May / June. The final project thesis will be assessed and the student will also complete a presentation as well as a oral examination.

How is the Programme Structured?
60 credits of taught modules will be taught in first semester from September until December before and a further 60 credits of taught modules will be taught in the second semester from January until April. All the taught examinations will be in the standard examination period in May / June.
A 60 credit polymer research project will be completed after the examination period in semester 3 (from June - September). Preparation for this research project will begin in the module on research techniques taken in the first semester.

Academic Year of Study 1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methods and Experimental Techniques</td>
<td>DENM014</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Polymer Physics</td>
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<td>15</td>
<td>7</td>
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<td>Semester 1</td>
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<tr>
<td>Environmental Properties of Polymeric Materials</td>
<td>MTRM710</td>
<td>15</td>
<td>7</td>
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<td>1</td>
<td>Semester 1</td>
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</table>
Programme Title: Polymer Science and Technology

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nanocomposites</td>
<td>MTRM711</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Composites</td>
<td>MTRM730</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
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<td>Semester 2</td>
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<tr>
<td>Materials Selection in Design</td>
<td>MTRM011</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Advanced Materials Characterisation techniques</td>
<td>MTRM066</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Manufacturing Processes</td>
<td>MTRM713</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>Polymer Research Project</td>
<td>MTRM799</td>
<td>60</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 3</td>
</tr>
</tbody>
</table>

**What Are the Entry Requirements?**

It is envisioned that the standard student will be a graduate from an engineering, materials or physical science background, who wishes to advance their knowledge of both polymers and polymer composites. The standard entry requirement is that the student to have secured at least a 2i or equivalent qualification. A high 2ii grade (>55%) may be considered for students with an appropriate additional track record of experience or achievement in the polymer sector. A minimum of IELTS 6.5 or equivalent is required for none native English speakers.

**How Do We Listen and Act on Your Feedback?**

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school’s Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students’ views are considered in this process through analysis of the NSS and module evaluations.

**Academic Support**

During induction the students will be welcomed to the college by the programme leader. Early on in the programme the students will select an project supervisor based upon a wide choice of different project areas. This academic will then also act as a personal tutor. Many of the modules are taught to small classes and so a high level of personal support will also be available from...
Programme Title: Polymer Science and Technology

the course coordinators in the majority of the taught modules.

Programme-specific Rules and Facts

The programme follows the standard QMUL guidelines for MSc delivery.

Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students’ Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

Many of the projects undertaken in the polymer research area within SEMS are industrially supported. It is envisioned therefore that many students will be linked to industrial collaborators and sponsors. In addition SEMS runs 20 field trips each year to manufacturing companies that are available for all students to register for. SEMS also runs two industrial liaison forum each year for the benefit of all the students in the school. This provides an excellent networking opportunity for the students. Extensive careers planning is provided thought out the year by a weekly session run in parallel by the school with the Careers group based at QM.

Programme Specification Approval

Person completing Programme Specification

James Busfield

Queen Mary
University of London
**Programme Title:** Polymer Science and Technology

| **Person responsible for management of programme** | Steve Dunn / Ton Peijs |
| **Date Programme Specification produced/amended by School Learning and Teaching Committee** | 01/05/12 |
| **Date Programme Specification approved by Taught Programmes Board** | May 2012 |
To whom it may concern

I am very happy to write this letter to support the establishment of a new MSc in Polymers by the School of Engineering and Materials Science at Queen Mary, University of London. I believe that I am well placed to comment on the programme, as the Director of the UK Polymer Interdisciplinary Research Centre, as well as Director of the Polymer Centre for Industrial Collaboration. What is proposed is a high calibre programme that will equip graduates for a wide range of roles in the polymer industry. The programme structure focuses on the structure and property relationships for both amorphous and semi-crystalline polymers, sensibly with particular emphasis on the developing field of polymer composites and nano-composites.

Queen Mary is well positioned to deliver such a course. The academic staff have a very good profile in the area, with a substantial track record as measured by PhD completions, grants secured and the publication output in the polymer area from core staff, with a total of more than 100 journal papers in polymers published each year - one of the highest for any group in the UK.

I have visited Queen Mary and toured the facilities and I can say that both the polymer and the composite processing laboratories are very well resourced and the materials characterisation facilities for polymers and for micro-structural visualisation are excellent.

Clearly, there is already a stream of current MSc students working in the polymer area supported by staff such as Ton Peijis, James Busfield, Emiliano Bilotti, Julien Gautrot and Caes Bastiaansen. Narrowing the existing materials MSc to a more specialist programme in polymers is clearly an approach that should generate additional new applications. As evidence of the high calibre of existing polymer focused students from the current Materials Programmes, I know that the Polymer Society of the IoM3 (of which I am a board member) last year awarded the best polymer project prize to an MSc student in the rubber group and that the prize for the best polymer student in the UK has also been awarded on two of the last three years to students from Queen Mary.

As the Chief Editor of “Plastics, Rubbers and Composites: Macromolecular Engineering,” I note that there have been special editions of the journal that have focused on research into polymer materials at Queen Mary and that in addition there are regular contributions from staff at Queen Mary to the journal. The associate editor for rubber materials is James Busfield and he has been very proactive in raising the calibre and number of submissions in the rubber area since he joined the editorial board in 2010.

Finally I can add that the recent closure of the London Metropolitan’s Polymer Centre also presents Queen Mary with an excellent opportunity. Despite the university having a large cohort of masters students wishing to study polymer materials at postgraduate level in London, the closure appears to have been driven by economic factors associated with low undergraduate student numbers. I understand that Queen Mary has a large and vibrant recruitment to their undergraduate programmes in the UK. As a result a new Polymer MSc will help to increase post graduate numbers and also help increase the pool of students that can be considered for PhD level research after the completion of their master’s degree.

I fully support this application to establish this programme and wish SEMS well in developing the new modules and the programme over the next year.

Yours sincerely

[Signature]

Professor Phil Coates FREng
Prof. Ton Peijs
School of Engineering and Materials Science
Queen Mary University of London
Mile End Road, London, E1 4NS

Dear Prof. Ton Peijs,

Re: MSc Proposal – Polymer Science and Technology

In response to your request for comments on the MSC program proposal, please find a list below:

1. The School of Engineering and Materials Science (SEMS) at QMUL is a suitable location for such a master course due to its advanced research on polymer nanocomposites, biomaterials, organic electronics, functional polymers and sensors.
2. SEMS can also offer exposure to applied research and industrial links via its spin-off company, Nanoforce Technology Ltd. This will not only make the master program more attractive but also help student employability.
3. It has a catchment area of students who would find this course attractive.
4. I would anticipate interest from overseas students. I believe some of the students graduating from my university (Sichuan University, College of Polymer Science and Engineering) would definitely find this course interesting.
5. This program could be the opportunity for more collaboration between Sichuan University and QMUL.

Overall I think this is an excellent opportunity to offer an attractive program and broadening your market appeal at a minimum cost, and I wish you well with your efforts for this interesting masters programme.

Ass. Prof. Hua Deng
huadeng@scu.edu.cn
College of Polymer Science and Engineering
Sichuan University, Chengdu, China
Dear Prof Peijs

I am pleased to respond to the request for comments on the proposed MSc programme on Polymer Science & Technology to start at QM in 2013.

The School of Engineering and Materials Science is well suited to run such a course as it has a strong focus on polymers, functional polymers, composites, nanocomposites and biomaterials. The School can offer excellent support to such a course through among others the polymer processing facilities in Nanoforce. This combination including the link with industry that Nanoforce has to offer makes this course particularly attractive to students and will help their employability.

While in Manchester I was involved in a similar MSc and based on my experience I would expect this programme to be particularly attractive to overseas students.

Overall I believe that an MSc in one of the core research areas at QM is an excellent idea and I wish you all the best with this interesting programme.

Best wishes and good luck with setting this up.

Professor Steve Eichhorn
Chair in Materials Science
College of Engineering, Maths and Physical Sciences
23rd February 2012

Dear Sir/Madam,

**Proposed new MSc programme in Polymers at QMUL.**

I am Chair of the Polymer Society Board and write to fully support the proposal to set up a new MSc programme in Polymers at QMUL.

The timing for the MSc appears to be appropriate in light of the closure of the London Metropolitan programme with Queen Mary being in a particularly good position to take over and develop the programme due to the calibre of staff such as Ton Peijs (IOM3 Swinburne Medal award winner) and James Busfield (IOM3 Colwyn Medal award winner) delivering it.

In addition, the manufacturing and research facilities that I have seen at QM are excellent and integral to supporting the various modules.

I also note that QM students have recently been awarded two of our prestigious student prizes viz. the James S Walker award for the best polymer student report in 2011 and the R H Craven award for outstanding performance in polymer materials in 2009 and 2010. This indicates to me the high standard of students recruited to other MSc programmes.

Taking all this into account and with the very sound base of good polymer research carried out at QM (over 220 published papers since 2008), there is no reason that, with the correct marketing and support, this programme should not become a solid feature in polymer education and research, both in the UK and internationally, with possible progression to new levels in the future.

I thank you for your attention.

Yours sincerely

Stuart

Stuart Patrick FIMMM CSci CChem MRSC

Chair Polymer Society Board IOM3

Home Tel No: +44 (0) 161 427 4282
Mobile: +44 (0) 7762 735321
Email: stuartpatri@gmail.com

www.polymersociety.org.uk
Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Environmental Properties of Polymeric Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code</td>
<td>MTRM710</td>
</tr>
<tr>
<td>Credit Value</td>
<td>15</td>
</tr>
<tr>
<td>Level</td>
<td>7</td>
</tr>
<tr>
<td>Module Type</td>
<td>MOD</td>
</tr>
<tr>
<td>Scheme</td>
<td>Taught Postgraduate</td>
</tr>
<tr>
<td>Start Date</td>
<td>January 2013</td>
</tr>
<tr>
<td>Proposed JACS Code</td>
<td>J511 Engineering Materials</td>
</tr>
</tbody>
</table>

Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

Responsible School / Institute: School of Engineering & Materials Science

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

Responsible School | Subject Exam Board responsible for the module
--- | ---
School of Engineering and Materials Science | SEMS PG

Anticipated Student Registrations

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Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This module will be taught to Polymer Science and Technology MSc students and will be offered as a compulsory module. This module will explore the economics of environmental management, as well as environmental politics, clean processing, recycling and eco-design, using a sophisticated life cycle analysis package.
Overall it will provide the necessary awareness of environmental properties of (mainly) polymeric materials to the MSc students.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Standard lecture facilities</th>
</tr>
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<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
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Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).
Section 2 - Module Specification

Module Title: Environmental Properties of Polymeric Materials
Module Code: MTRM710
Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 2
Module Organiser: Prof. Ton Peijs

Pre-requisite modules
Co-requisite modules
Overlapping modules: mat507, mtrm040

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This seminar based module will explore the economics of environmental management, as well as environmental politics, clean processing, recycling and eco-design, using a sophisticated life cycle analysis package.
In more details, the content covered will be:
Recycling – possibilities of recycling schemes for different types of materials like glasses, plastics and metals will be discussed.
Environmental politics – such as the EU end of life vehicle directive will be discussed as well as other political drivers for creating a sustainable society.
Ecodesign – the benefits of designing for recycling using a cradle to grave design methodology. Examining in detail designs for single material or reduced number of materials systems that can be easily disassembled.
Life Cycle Analysis (LCA) – Detail of how the life cycle analysis is undertaken, including instruction in the use of appropriate life cycle analysis software.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The module aims to integrate the knowledge acquired from a wide range and disparate set of different modules and in particular examine the whole life cycle environmental impact on the industrial process as a result of choosing a particular material (with particular emphasis on polymeric materials), part or product in the design process. It is designed to equip design engineers in the future with the tools that will be required to make environmentally sound decisions in a continually changing and increasingly demanding legislative framework.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

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<td>C2</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Environmental Life Cycle Analysis by David F. Ciambrone
Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

The student will be expected to attend lectures and actively participate to the class via the delivery of seminars. 33 hours

2. Student independent learning time

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

117 hours

1. + 2. Total module notional study hours

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

150 notional student hours

Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

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<th>Brief Description of Assessment</th>
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<tbody>
<tr>
<td>Seminar</td>
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<tr>
<td>Examination</td>
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<td>2.5hours</td>
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<td>Yes</td>
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</tbody>
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Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

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Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Retake examination | Examination | 2.5
Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Nanocomposites  
Module Code: MTRM711
Credit Value: 15  
Level: 7  
Module Type: MOD  
Scheme: Taught Postgraduate
Start Date: September 2012
Proposed JACS Code: J511 Engineering Materials

Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

Responsible School / Institute: School of Engineering & Materials Science

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

Responsible School | Subject Exam Board responsible for the module
--- | ---
School of Engineering and Materials Science | SEMS PG

Anticipated Student Registrations

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Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This module will be taught to Polymer Science and Technology MSc students and will be offered as a compulsory module. This module will introduce the advantages of producing complex materials consisting of constituents of relatively small size (nanocomposites). The physical properties of nanomaterials are considered and justification on using nanomaterials within composite design made. Complex materials produced synthetically and those found in nature (such as bone, teeth and shell) are examined. The production of complex materials using biominalization in nature and synthetic routes is considered. In addition, developing an understanding of the relationship between structure and function is enhanced using practical work.

Resource Requirements

<table>
<thead>
<tr>
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</tr>
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<tbody>
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Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School: Henri Huijberts

Head(s) of supporting School:
**Section 2 - Module Specification**

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<tr>
<td>Mode of Delivery</td>
<td>On Campus</td>
<td>Semester</td>
<td>Semester 2</td>
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<tr>
<td>Module Organiser</td>
<td>Dr Asa Barber</td>
<td></td>
<td></td>
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</tbody>
</table>

**Pre-requisite modules**

**Co-requisite modules**

**Overlapping modules**

| MAT607 |

**1) Content Description**

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

Overall the module will include the physical behaviour of polymeric nanomaterials and other nanostructures will be examined from classical mechanistic principles. The advantages of advanced nanocomposites and their potential organization will be considered. Understanding of the link between desired properties and function will be developed throughout the module as well as an awareness of industrial opportunities.

The content covered in the module will be:

- Nanomaterials - production, properties and testing
- Nanocomposites - basic theory, manufacturing and properties (mechanical, electrical, thermal, barrier, optical)
- Biological and Bio-inspired Nanocomposites

**2) Module Aims**

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The module aims to provide a wide and in-depth appreciation of advanced nano-materials and nano-composites, their properties and use in modern engineering practice.
3) Learning Outcomes

Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

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4) Reading List

Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

- Lecture notes
- Relevant scientific literature
### Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. **Student / lecturer interaction**

   Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

   - The module will use a wide range of lecturing materials including the use of audio-video. The module will be delivered over 33 hours of contact including lecture, lab classes and tutorial type activities.

2. **Student independent learning time**

   Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

   - 117 hours

1. + 2. **Total module notional study hours**

   Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

   - 150 notional student hours

### Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

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<tr>
<td>Written examination</td>
<td>Examination</td>
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<tr>
<td>Case study</td>
<td>Coursework</td>
<td></td>
<td>20</td>
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### Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

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Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

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Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form

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Section 1 - Summary Information

Module Title: Manufacturing Processes
Module Code: MTRM713
Credit Value: 15
Level: 7
Module Type: MOD
Scheme: Taught Postgraduate
Start Date: September 2012
Proposed JACS Code: J511 Engineering Materials

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: School of Engineering & Materials Science

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

Responsible School | Subject Exam Board responsible for the module
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School of Engineering and Materials Science | SEMS PG

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Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This module will be taught to Polymer Science and Technology MSc students and will be offered as a compulsory module. This module will explore the fundamentals of the processes that support the manufacturing of polymers. It is a revision of the existing MTRM013 that is shared with a number of Materials undergraduate programme in terms of the taught component. Differentiation in the learning outcomes for the two modules will come from the assessment strategies. In order to reinforce the 'M-level' aspects of MTRM713 there will be a higher burden on coursework that demonstrates an ability to perform analysis and design showing a deep understanding of the topic area.

Resource Requirements

<table>
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Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).
Section 2 - Module Specification

Module Title: Manufacturing Processes
Module Code: MTRM713
Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 2
Module Organiser: Dr E Bilotti

Pre-requisite modules: 
Co-requisite modules: 
Overlapping modules: MAT601

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module provides a development of both fundamental and technological studies of shaping, fabrication, and product-evaluation processes. It applies phase transformation, microstructure, stress analysis, diffusion, plastic deformation and/or rheology to the manufacture of different products. Examples of current practices in the automobile, aerospace and bio-medical industries are illustrated, where appropriate, to enhance students' technological awareness.

In more detail, the syllabus will cover the following topics:
Casting: nucleation, crystal growth, solidification, segregation, ingot microstructure, casting defects, casting processes, temperature and recrystallization, strain rate.
Forming: element of plasticity and deformation mechanics, selected methods of analysis of simple forming processes, element of transport properties and viscous flow, extrusion, injection moulding.
Joining and Welding: fusion welding, solid-state welding, effect of welding on materials microstructure, brazing and soldering.
Additive manufacturing methods: Rapid Prototyping.
Inspection and testing, non-destructive methods: ultrasonic inspection, magnetic inspection, acoustic emission monitoring.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The module aims to broaden the knowledge of a wide range of manufacturing processes, particularly focused on polymeric and metallic materials. It provides elements of the science and technology behind the manufacturing processes. It is designed to equip the students with an understanding of the effect of manufacturing conditions on microstructure and properties of the final products.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

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4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

- L Edwards and M Endean Manufacturing with Materials.
- C Rauwendaal. Polymer extrusion, Hanser
- C. D. Han. Rheology in polymer processing. Academic Press
Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

The module will use a wide range of lecturing materials including the extensive use of video to demonstrate the various different manufacturing processes. The module will be delivered over 33 hours of contact including lecture, lab classes and tutorial type activities.

2. Student independent learning time

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

117 hours

1. + 2. Total module notional study hours

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

150 notional student hours

Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination</td>
<td>Examination</td>
<td>2 hours 30 mins</td>
<td>60</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Case study</td>
<td>Coursework</td>
<td></td>
<td>20</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Poster</td>
<td>Coursework</td>
<td></td>
<td>20</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)
<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Examination</td>
<td>2 hours 30 mins</td>
</tr>
</tbody>
</table>

**Section 3 - Alternative Assessment Arrangements for Associate Students**

This section **must only** be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

**Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)**

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in **Semester A**. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

**Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)**

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in **Semester B**. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form

Sections 1 and 2 must be completed in full.
Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Composites
Module Code: MTRM730
Credit Value: 15
Level: 7
Module Type: MOD
Scheme: Taught Postgraduate
Start Date: September 2012
Proposed JACS Code: J511 Engineering Materials

Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

Responsible School / Institute: School of Engineering & Materials Science

Schools which will also be involved in teaching part of the module:

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>10</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>2013/14</td>
<td>10</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>2014/15</td>
<td>10</td>
<td>5</td>
<td>50</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This module will be taught to Polymer Science and Technology MSc students. Following on from the polymer physics module that is taught in Semester A this postgraduate module will focus on the newly evolving composites area. This module will explore both the design of composites components as well as the manufacture of composites. The physics of composite reinforcement will be a core element.

Resource Requirements

<table>
<thead>
<tr>
<th>Resource Requirement</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard lecture and laboratory facilities. In addition the students will be expected to gain an insight into laminate design. This will require the purchase of appropriate design software.</td>
<td>By school responsible for module</td>
</tr>
<tr>
<td>None</td>
<td>By any other Queen Mary school or collaborative institution</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School
Henri Huijberts

Head(s) of supporting School

Head(s) of supporting School
Section 2 - Module Specification

Module Title: Composites
Module Code: MTRM730
Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 2
Module Organiser:

Pre-requisite modules: MAT5030

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

The role of composites in modern engineering. Starting from the manufacture of glass fibres, carbon fibres, aramid fibres, polyethylene fibres and extending to the manufacturing of polymers composites using processes including for example resin transfer moulding, compression moulding and pultrusion. In addition to fibre reinforced polymer composites, the module will also consider particulate filled composite materials and high temperature metal matrix composite materials. The module will cover the theory that is used to predict the stiffness and strength of composite components, with emphasis on exploring the roles of the three different components encountered in a composite materials of fibre (filler), matrix and the interface.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

To allow students to understand the role of composites in modern engineering, this module will focus on all aspects of materials selection, design and manufacturing with composites. In this case composite is used to describe any combination of two different materials and so the module will examine the use of fibre and particulate filled polymer systems as well as metal matrix composites throughout. The module will focus on the use of composites used in aerospace engineering and other high tech uses such as in sports goods and automotive applications.

The module will consider:
1. The fibre, the interface and the matrix
2. Various different manufacturing routes
3. Micro-mechanical models that can be used to describe the stiffness and strength of composites
4. The Failure of Composites
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Understand the role of fibre, matrix and interface in composite systems</td>
</tr>
<tr>
<td>A2 Gain experience of the various different routes that are available to manufacture composite components</td>
</tr>
<tr>
<td>A3 Use various predictive relationships that allow a designer to predict the performance of a composite material.</td>
</tr>
<tr>
<td>A4 Experience of designing composite structures optimized to the loading condition.</td>
</tr>
<tr>
<td>A5 Contrast the behaviour of composite systems to other lightweight materials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Use laminate plate theory software to calculate strength and stiffness of cross-ply and angle-ply laminates</td>
</tr>
<tr>
<td>B2 Use micro-mechanical models to calculate strength and stiffness of long and short fibre composites</td>
</tr>
<tr>
<td>B3 Recognise the importance of anisotropic design for lightweighting in composites versus metals</td>
</tr>
<tr>
<td>B4 Recognise the limitations of composites in terms of materials, design and manufacturing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 Communicate knowledge and ideas on design of composite structures</td>
</tr>
<tr>
<td>C2 Recognise, analyse and solve composite material selection and design problems individually and in groups</td>
</tr>
<tr>
<td>C3 Effective use of laminate plate design software.</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

The module will use a wide range of lecturing materials including the extensive use of video to demonstrate the various different manufacturing processes.

The module will be delivered over 33 hours of lectures.
There will be extensive use of software modelling tools to complete a design study.

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

117 hours

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

150 notional student hours

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
<td>Examination</td>
<td>2.5hr</td>
<td>70</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Course work</td>
<td>Coursework</td>
<td></td>
<td>30</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)
### Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

### Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

### Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retake examination</td>
<td>Examination</td>
<td>2.5</td>
</tr>
</tbody>
</table>
Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title  Polymer Physics  Module Code  MTRM798
Credit Value  15  Level  7  Module Type  MOD  Scheme  Taught Postgraduate
Start Date  January 2013
Proposed JACS Code  J511  Engineering Materials

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute  School of Engineering & Materials Science

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>20</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>2013/14</td>
<td>30</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>2014/15</td>
<td>30</td>
<td>5</td>
<td>50</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This module will be taught to Polymer Science and Technology MSc students and will be offered as a compulsory module. This module will explore the essential physics behind the physical properties of polymers ranging from the impact of polymer blends such as phase behaviour to new range of functional polymers that are found in consumer devices. There is overlap with the revised MAT313 undergraduate module in terms of the taught component. Differentiation in the learning outcomes for the two modules will come from the assessment strategies. In order to reinforce the 'M-level' aspects of MTRM798 there will be a higher burden on coursework that demonstrates an ability to perform analysis and design showing a deep understanding of the topic area.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Standard laboratory and lecture facilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>None</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

[Signature]

Head(s) of supporting School

[Signature]
Section 2 - Module Specification

Module Title: Polymer Physics
Module Code: MTRM798
Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 2
Module Organiser: Prof. Ton Peijs

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module presents the physical and mechanical properties of polymers in relation to their molecular structure. The module will provide an understanding of the structures of polymers and how structure affects performance and properties, will introduce and develop an understanding of transitions in polymers, such as phase transition and melt mixing and end with descriptions of functional materials.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

To enable students to understand how the structure of the material influences the properties, both structural and functional, of a polymeric system. The module will consider: structure of macromolecules, transitions in polymers, crystallization of polymers, mechanical properties of polymers, rubber elasticity and viscoelasticity, processing of polymers.

Students will be able to classify, describe and discuss the effects of molecular structure (e.g. secondary interactions, chain stiffness, molar mass and molar mass between crosslinks or entanglements) and morphology (e.g. in blends or semi-crystalline materials) of polymers on their glass transition temperature, melting temperature, mechanical properties and processability.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Examine the impact of molecular structure on performance</td>
</tr>
<tr>
<td>A2 Understand the various different structures of polymer that are available</td>
</tr>
<tr>
<td>A3 Develop an understanding of the physics behind polymeric systems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Demonstrate advanced theoretical knowledge in the area of polymeric materials processes, selection and design</td>
</tr>
<tr>
<td>B2 Develop skills in retrieval and analysis of suitable and appropriate supporting literature and information on polymeric systems</td>
</tr>
<tr>
<td>B3 Recognise the limitations of polymers in terms of materials, design and performance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 Communicate knowledge and ideas on the functionality of polymers</td>
</tr>
<tr>
<td>C2 Recognise, analyse and solve polymeric material selection and design problems individually and in groups</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

**Teaching and Learning Profile**

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. **Student / lecturer interaction**

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

The student will be expected to attend lectures and actively participate in the class. 33 hours

2. **Student independent learning time**

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

117 hours

1. + 2. **Total module notional study hours**

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

150 notional student hours

**Assessment Profile**

Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>Practical</td>
<td>30</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>2 hour 30 min examination</td>
<td>Examination</td>
<td>70</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Reassessment**

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

**Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)**

<table>
<thead>
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</thead>
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Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Retake examination | Examination | 2.5

TPB2011-070
Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Polymer Research Project
Module Code: MTRM799
Credit Value: 60
Level: 7
Module Type: MOD
Scheme: Taught Postgraduate
Start Date: September 2012
Proposed JACS Code: JS11 Engineering Materials

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: School of Engineering & Materials Science

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

Responsible School | Subject Exam Board responsible for the module
--- | ---
School of Engineering and Materials Science | SEMS PG

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>15</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>2013/14</td>
<td>20</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>2014/15</td>
<td>20</td>
<td>5</td>
<td>40</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This module will be taught to Polymer Science and Technology MSc students and will comprise the research element of the MSc. The module will allow students to demonstrate their ability to resolve outstanding research problems through the use of originally devised theoretical, computational and experimental methods. Each student will work with an individual supervisor who will normally also be their personal tutor.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Standard laboratory facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>None</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School
Section 2 - Module Specification

Module Title: Polymer Research Project
Module Code: MTRM799
Credit Value: 60
Level: 7
Mode of Delivery: On Campus
Semester: Semesters 1-3
Module Organiser: Dr Steve Dunn

Pre-requisite modules
Co-requisite modules
Overlapping modules
MTRM005

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

The module is an intensive research module that spans all three MSc semesters. It is designed to develop the research skills of the student and enable them to develop key skills in the area of polymeric materials research.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

Define appropriate and achievable goals and relevant structured tasks in order to achieve the desired outcome of the project. Demonstrate knowledge of the current state of the art in polymeric, and associated, materials while demonstrating appropriate analytical abilities for furthering research developments. Plan a structured programme to achieve the research goals using state of the art concepts. Manage the programme of research, discuss the results and communicate the findings to a target audience via a written thesis, oral presentation and under question and answer environments.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
</tr>
<tr>
<td>B2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.
Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

The student will be expected to be full time in the laboratory (or associated research environment) during SEM C with a significant input from reading and generating background know-how in SEM A and SEM B. This will be complemented by regular meetings with the supervisor throughout the period. 20 hours interaction.

2. Student independent learning time

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

580 hours

1. + 2. Total module notional study hours

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

600 notional student hours

Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>Dissertation</td>
<td>15,000-20,000 words (guidance)</td>
<td>100</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

☐ Standard Reassessment ☐ Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>Dissertation</td>
<td></td>
</tr>
</tbody>
</table>
Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Proposal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>School of Business Management</td>
</tr>
</tbody>
</table>
| Title of Proposal(s) being considered | MRes Business and Management and one associated module proposal:  
  • Introduction to Social Science Research Methods |
| Outcome requested | Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer. |
| Potential issues identified and comments on the proposal(s) from Academic Secretariat | The documentation presents a proposal to develop a MRes Business and Management, which will be offered in full time mode of study.  

The Programme Specification details that a module called Advanced Management Accounting will be offered as an elective module in Semester 2. However, no associated module proposal has been provided. Can this be clarified?  

The compulsory module Introduction to Social Science Research Methods is proposed to be delivered in collaboration with Goldsmiths through the Doctoral Training Centre. The Board may wish to explore the nature and extent of involvement of colleagues from Goldsmiths. The Part 2 also states that there will be no academic staff from outside Queen Mary involved in the teaching or assessment of the programme  

A Qualifying Mark of 50% is specified for both elements of assessment. Is this correct? |
Taught Programmes Board

Part 2 Programme Proposal Form

All sections must be completed in full and supplementary information attached where requested. Part 2 proposals should be appended to the Programme Specification and submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Taught Programmes Board.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Summary Information

Proposed Programme Title: MRes Business and Management
Programme Code: 

Programme Qualification | Mode of study | Programme Duration
--- | --- | ---
Master of Research (MRes) | Full Time | 1 Calendar Year

Proposed Start Date: September 2012

Programme Organiser: Professor Gill Kirton

Does this programme contain a foundation year or any pre-sessional activity? No

1) Programme Management

Describe the arrangements for the operational management of the programme and the quality assurance mechanisms that will be put in place. Consideration should be given to student representatives and hearing student views.

Complete either section a) for programmes delivered by one School/Institute or section b) for programmes delivered by more than one School/Institute.

a) Single School/Institute Delivery

1. The Postgraduate Taught Programmes Committee in the School of Business and Management has oversight of all PGT programmes. It meets roughly once per month to consider strategic and operational issues. It is chaired by the PGT Programmes Director.
2. Marketing and admissions tasks and responsibilities will fall within the remit of the School's Admissions Director. A comprehensive induction programme is organised in September of each year by the PGT Programmes Director in which all individual Programme Directors take part.
3. The PG Taught Programmes Committee has oversight of all PGT programmes to ensure academic coherence and to deal with progression issues.
4. For assessments and examinations, the programme will fall under the arrangements of and comply with the requirements and procedures of the SBM PGT Subject Examination Board. Feedback will meet the School's policy and practices as laid down by the PG Taught Programmes Committee.
5. The programme will fall under the School of Business and Management postgraduate taught Staff Student Liaison Committee which contains student representation from each programme.
6. Programme administration will be carried out the School's PGT Programme Administrator and timetabling will be within the responsibilities of the School Administration Manager (or delegated to another by her).
7. The programme will be allocated a Programme Director who will be the first port of call for individual and collective student concerns/issues. The School's Student Support Officer will also provide pastoral support for students and each student is
allocated an individual academic adviser.

b) Joint School/Institute Delivery (Joint Working Statement)
For programmes that are delivered jointly between more than one School/Institute or for programmes that utilise modules from other Schools/Institutes in an interdisciplinary capacity, a joint working statement should be provided. This should identify the respective responsibilities of each School/Institute with regards to programme management, quality assurance, and student support.

2) Plagiarism Detection
Consideration should be given to the use of plagiarism detection software e.g. turnitin, for programmes with a significant proportion of written assessed work. Provide information about how this will be managed for the programme.

The School has a policy of electronic submission of coursework and all coursework is put through Turnitin plagiarism detection software. The procedure is managed by the School’s Programmes Manager who brings to the attention of module lecturers any submitted coursework that contains significant amounts of plagiarised content.

3) Academic Staffing for the Programme (Non-Queen Mary Staff)
List any academic staff that are not employed or managed by Queen Mary that will be involved in the teaching or assessment of the programme.

N/A

4) Distance Learning Programmes (if applicable)
If the programme is distance learning, please specify how student-related data will be provided to the Student Administration Office. The mechanisms for the enrolment and assessment of distance learning students should also be described in detail.

5) Subject Examination Board Details
Specify the name of the Subject Examination Board (SEB), which will oversee the assessment processes that operate for the programme(s) and modules. **clarify whether this is a new or existing SEB.** For further information please contact Simon Hayter.

<table>
<thead>
<tr>
<th>School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Business and Management</td>
<td>Business and Management PG</td>
</tr>
</tbody>
</table>
6) External Adviser Comments
Detailed comments from at least one external adviser - submissions must be supported by external specialist opinion, e.g. from a representative of a professional organisation, or a senior academic in another institution. The external adviser should be able to comment in sufficient detail on the appropriateness and viability of the proposed programme(s). For further guidance regarding the selection criteria, role and expectations of External Advisers please refer to the External Adviser Guidelines.

This is a well developed and clear proposal for an MRes, which I believe will enhance the portfolio of PG courses offered, as well as helping to improve the quality and success rate of PhDs going forward. The aims and learning outcomes are clearly articulated. The structure and teaching and learning modes of the programme are clearly defined and explained. It is well integrated into the existing framework of modules (requiring no development of new modules), and therefore will be grounded in the existing standards and processes around the quality of subject content and teaching and learning methods. The proposal identifies comparable programmes in competitor institutions highlighting the appropriateness of such a programme for QMUL. This programme will provide a route through to research employment outside of academia, but most importantly to doctoral research within the department. It would be useful to know what exemptions will potentially be granted to people who go on to undertake doctoral research after completing this MRes and how the research dissertation conducted during the MRes will be utilised in further doctoral research.

Name & Title of External Adviser: Dr Anne-marie Greene
Current Post & Institution / Organisation: Reader, Warwick University Business School
Address for Correspondence (and email): anne-marie.greene@wbs.ac.uk

7) Response to External Adviser Comments
This should include a full response to the comments provided by the External Adviser. Each point / issue raised by the External Adviser that requires further consideration should be addressed in detail in this response.

External Adviser Comment: 'It would be useful to know what exemptions will potentially be granted to people who go on to undertake doctoral research after completing this MRes and how the research dissertation conducted during the MRes will be utilised in further doctoral research.'

Response:
1. SBM runs a series of doctoral training workshops for 1st year students that MRes graduates would be expected to attend along with the rest of the cohort admitted.
2. Successful completion of the MRes at merit level or above would render graduates eligible to apply for a +3 studentship within the Goldsmith/Queen Mary ESRC Doctoral Training Centre.
3. In principle and where appropriate it will be possible for MRes graduates to build on research conducted for the MRes dissertation as part of their PhD programme of research.
The following documents must accompany the Part 2 Programme Proposal. Proposals that are not accompanied by the necessary documentation will not be considered by Taught Programmes Board.

- Has a Programme Specification been completed and submitted with the Part 2? Yes
- Have module proposal forms for each new module been submitted with the Part 2? Yes
- Is there evidence of support from at least one external adviser? Yes
- Have the Academic Regulations (including progression, if not within the modular regulation structure) been clearly documented and/or appended? N/A

Collaborative provision: programmes that are offered in partnership with an external organisation should usually have the following documents appended to the Part 2 Programme Proposal.

- Has a draft Memorandum of Agreement been completed and submitted with the Part 2? N/A
- Has supplementary information on the management of the partnership been submitted with the Part 2? N/A
- Have any special regulations been submitted with the Part 2 (where relevant)? N/A

Approval of Part 2 Programme Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Martin Laffin

Head(s) of supporting School

Head(s) of supporting School

Chair of Taught Programmes Board

Digitally signed by Martin Laffin
DN: cn=Martin Laffin, ou=School of Business and Management, o=Queen Mary, university of London, c=gb
Date: 2012.05.17 15:44:15 +01'00'
Programme Title: MRes Business and Management

Programme Specification

Awarding Body/Institution: Queen Mary, University of London
Teaching Institution: Queen Mary, University of London
Name of Final Award and Programme Title: Master of Research (MRes)
Name of Interim Award(s): 
Duration of Study / Period of Registration: 12 month academic year
QM Programme Code / UCAS Code(s): N/A
QAA Benchmark Group: The QAA has not yet published Master’s level subject benchmark
FHEQ Level of Award: Level 7
Programme Accredited by: N/A
Date Programme Specification Approved: 
Responsible School / Institute: School of Business & Management

Schools which will also be involved in teaching part of the programme

Institution(s) other than Queen Mary that will provide some teaching for the programme
Goldsmiths - Goldsmiths/Queen Mary ESRC DTC

Programme Outline

The School of Business and Management is a member of the Goldsmiths/Queen Mary ESRC Doctoral Training Centre which offers high quality training to doctoral students as well as +3 and 1+3 studentships. The 12-month MRes (Masters in Business and Management) is based on compulsory taught research methods modules in Semesters 1 and 2, optional subject-based modules in Semesters 1 and 2 and a thesis finishing towards the end of September. The programme will centre on in-depth study in one specific area, such as accounting, finance, strategy, marketing, operations management, corporate social responsibility, business ethics, international business, globalisation, organisation studies, innovation studies, business history, equality and diversity, human resource management, public administration or other areas of interest to our academic staff.

Particularly successful graduates will be able to use the qualification as an entry into PhD research

Aims of the Programme

The MRes programme is aimed at students wanting to:

Undertake doctoral research in business and management broadly defined
Equip themselves for an academic or commercial career in business and management research
Programme Title:  MRes Business and Management

Undertake, evaluate, commission or manage research in the commercial, public, or voluntary sectors

What Will You Be Expected to Achieve?

Students will develop skills in research methodologies and techniques that are specifically appropriate for undertaking, analysing and writing up academic research, or applied/practitioner and consultancy research, in the business and management area. They will also develop knowledge of advanced theory within a chosen sub-discipline of business and management; its application to contemporary issues, and personal and professional skills that are transferable to other areas.

Academic Content:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Acquired depth of knowledge and understanding of key theories, approaches and issues in the fields of business and management research</td>
</tr>
<tr>
<td>A2</td>
<td>Demonstrated transferable cognitive skills in relation to the analysis, synthesis and evaluation of the knowledge of research approaches</td>
</tr>
<tr>
<td>A3</td>
<td>The ability to appraise critically complex areas of knowledge in relevant subjects.</td>
</tr>
</tbody>
</table>

Disciplinary Skills - able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>Provide a critical programme of study which provides an in-depth knowledge in the fields of business and management</td>
</tr>
<tr>
<td>B2</td>
<td>Provide a programme of contemporary relevance to students seeking a research-related career</td>
</tr>
<tr>
<td>B3</td>
<td>Provide a range of cognitive and transferable skills both generic and specific to the field of business and management</td>
</tr>
</tbody>
</table>

Attributes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Develop a range of personal skills including presentation skills, argumentation, evaluation, problem solving, interactive and group skills, self-appraisal, and autonomy in planning and management of learning.</td>
</tr>
<tr>
<td>C2</td>
<td>Enhanced his/her career prospects by an understanding of the complexity of policies and practices in Business and Management and their similarities and differences in different jurisdictions, together with the development of cognitive and personal transferable skills.</td>
</tr>
</tbody>
</table>

How Will You Learn?

Learning:
The School promotes active learning within a context of clear learning objectives, and students are encouraged to take responsibility for their own learning. Modules have regular coursework elements and in some this will require collaborative group work. The creation of informal work is generally encouraged. Clear guidance on basic supplementary reading is given. We consider it important to develop the ability of students to undertake basic research through both practical and theoretical
Programme Title: MRes Business and Management

means, culminated in a dissertation which develops the ability to write sustained coherent narratives.

Teaching is by research-oriented staff (complemented where appropriate by visiting lecturers with professional expertise), who will combine professional knowledge of their subject with a critical attitude to its delivery. Students therefore work in a challenging, supportive environment.

Teaching:
Each module has an outline description, giving the aims, expected learning outcomes, assessment methods, outline syllabus and indication of primary reading.

Students typically have 3 contact hours per week in each module. Within these three hours, each module has its own pattern of lectures, seminars/classes and other activities. Lectures emphasise dissemination of information, explaining the key ideas and determining the sequence and pace of learning. Seminars/classes make for a more active learning experience by facilitating student interaction in discussion, exercises, problem sets, case studies and presentations (as appropriate).

How Will You Be Assessed?

Assessment:
Modules are typically assessed by a combination of coursework and final (two hour) examinations. But there is considerable variation across modules, and some are wholly examined by coursework. Clear guidance on coursework requirements is given emphasising approaches to coursework of various types and the avoidance of plagiarism. Standard College procedures are followed in the setting and marking of examinations and in the determination of overall results.

How is the Programme Structured?

Students will take eight modules, six compulsory and two options, spread between semester A and B; followed by a dissertation of 10,000-15,000 words to be completed by the beginning of September following entry.

Core:
Dissertation
Goldsmiths module DTC - Qualitative and Quantitative Research Methods

Four Options from the range of modules available to all programmes including:
See below

The range of modules on offer in any year will depend upon staff interests and availability.

Students will be expected to attend and participate in the School's PhD Research Seminar Series and the School’s annual Symposium.

Academic Year of Study 1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation</td>
<td>BUSM003</td>
<td>60</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 2 &amp; 3</td>
</tr>
<tr>
<td>Module Title</td>
<td>Module Code</td>
<td>Credits</td>
<td>Level</td>
<td>Module Selection Status</td>
<td>Academic Year of Study</td>
<td>Semester</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
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<td>---------</td>
<td>-------</td>
<td>-------------------------</td>
<td>------------------------</td>
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</tr>
<tr>
<td>Global Economy</td>
<td>BUSM022</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Managerial Economics</td>
<td>BUSM051</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 1</td>
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<tr>
<td>Multinationals and Global Business</td>
<td>BUSM028</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>International Macroeconomics and Finance</td>
<td>BUSM041</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Corporate Finance for Managers</td>
<td>BUSM030</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Semester 2</td>
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<tr>
<td>Innovation and Global Competition</td>
<td>BUSM023</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Corporate Governance</td>
<td>BUSM060</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Finance for Development</td>
<td>BUSM020</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Semester 1</td>
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<tr>
<td>Research Methods</td>
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<td>15</td>
<td>7</td>
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<td>Semester 1</td>
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<tr>
<td>International Accounting</td>
<td>BUSM059</td>
<td>15</td>
<td>7</td>
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<td>Semester 2</td>
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<tr>
<td>Organisation Theory</td>
<td>BUSM011</td>
<td>15</td>
<td>7</td>
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<td>Semester 2</td>
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<tr>
<td>International HRM</td>
<td>BUSM015</td>
<td>15</td>
<td>7</td>
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<td>Semester 1</td>
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<tr>
<td>Comparative Employment Relations</td>
<td>BUSM016</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Semester 1</td>
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<tr>
<td>Managing Diversity</td>
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<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
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<tr>
<td>International Marketing Communications</td>
<td>BUSM024</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
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<tr>
<td>Brand Management</td>
<td>BUSM026</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Semester 2</td>
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<tr>
<td>Knowledge and Innovation Management</td>
<td>BUSM042</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
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<tr>
<td>Advanced Management Accounting</td>
<td>BUSMxxx (new)</td>
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<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
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<tr>
<td>International Marketing</td>
<td>BUSM043</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Semester 1</td>
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</table>
**Programme Title:** MRes Business and Management

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-Marketing</td>
<td>BUSM044</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>International Reward Management</td>
<td>BUSM049</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Financial Reporting</td>
<td>BUSM054</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 1</td>
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<tr>
<td>Occupational Psychology</td>
<td>BUSM055</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>Understanding Consumer Behaviour</td>
<td>BUSM058</td>
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<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Contemporary Issues in Accounting</td>
<td>BUSM061</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Public Advocacy Marketing</td>
<td>BUSM062</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>State, Market and Society</td>
<td>BUSM063</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>Introduction to Social Sciences Research Methods</td>
<td>xx</td>
<td>60</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 1 &amp; 2</td>
</tr>
</tbody>
</table>

**What Are the Entry Requirements?**

An Honours degree equivalent of British 2:1 minimum
TOEFL score of 600 or 6.5 IELTS score
A satisfactory research proposal that fits with research interests of staff in the School

**How Do We Listen and Act on Your Feedback?**

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school's Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate
Programme Title: MRes Business and Management

programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students’ views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

Students will have timetabled lectures and seminars and will have weekly office hour support.

Programme-specific Rules and Facts

Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students’ Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one “study skills” tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

The School has no links with employers.

The qualities and skills a graduate from this programme might be expected to have include a range of cognitive and intellectual skills together with techniques specific to business and management, and relevant personal and interpersonal skills. These include:

- The ability to think critically and creatively: organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately
- The ability to conduct research into management issues either individually or as a part of a team through research design, data collection, analysis, synthesis and reporting
- Effective performance within team environments and the ability to recognise and utilise individuals’ contributions in group
Programme Title: MRes Business and Management

- Ability to negotiate and persuade or influence others; team selection, delegation, development and management
- Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.

<table>
<thead>
<tr>
<th>Programme Specification Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person completing Programme Specification</strong></td>
</tr>
<tr>
<td><strong>Person responsible for management of programme</strong></td>
</tr>
<tr>
<td><strong>Date Programme Specification produced/amended by School Learning and Teaching Committee</strong></td>
</tr>
<tr>
<td><strong>Date Programme Specification approved by Taught Programmes Board</strong></td>
</tr>
</tbody>
</table>

Queen Mary University of London
Module Proposal Form

Sections 1 and 2 must be completed in full.
Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Introduction to Social Science Research Methods
Module Code: BUSMxxx
Credit Value: 60
Level: 7
Module Type: MOD
Scheme: Taught Postgraduate
Start Date: September 2012
Proposed JACS Code: N200 Management studies

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: School of Business & Management

Schools which will also be involved in teaching part of the module:
The ESRC DTC Schools/Departments at QM and Goldsmiths University of London

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:
Goldsmiths University of London (50%; QMUL 50%)

Subject Exam Board responsible for the module: Business and Management

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>6</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>2013/14</td>
<td>6</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>2014/15</td>
<td>6</td>
<td>2</td>
<td>15</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module

This module is compulsory module for a new MRes programme in Business and Management. The module has the goal of providing the core qualitative and quantitative methods training for MRes students as outlined in the Doctoral Training Centre (DTC) proposal to the ESRC. This will enable these MRes degree to be ESRC accredited as the 1 pathway of a 1+3 ESRC doctoral studentship award and also allow holders of the MRes degree to be considered for +3 ESRC doctoral awards at any DTC within the UK, including our own.

Resource Requirements

<table>
<thead>
<tr>
<th>Resource Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>By school responsible for module</td>
</tr>
<tr>
<td>Provide lecturer/tutors for one of the 20 x 3-hour sessions</td>
</tr>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
</tr>
<tr>
<td>The other teaching will be provided by the remaining Schools and Departments in the DTC at QMUL and Goldsmiths.</td>
</tr>
</tbody>
</table>

Section 2 - Module Specification

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Social Science Research Methods</td>
<td>BUSMxxx</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Value</th>
<th>Level</th>
<th>Mode of Delivery</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>7</td>
<td>On Campus</td>
<td>Semesters 1 &amp; 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Organiser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Alan Pickering and Professor Les Back (Goldsmiths, University of London)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
</tbody>
</table>

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

The module covers "core" quantitative and qualitative research methods; i.e. those that any social science postgraduate researcher should be familiar with, irrespective of disciplinary background. The module provides the theoretical background to those methods, and practice at carrying them out, using research data and research problems/topics from various disciplines.
2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The broad purpose of this module is to equip Business and Management MRes students with knowledge and skills in the core qualitative and quantitative research methods they will need to be a competent social science researcher. This will enable them to embark on a PhD in Business and Management or cognate disciplines with a solid grounding in the basic research tools they may use. Moreover, by providing this training in a discipline-general format, it is hoped that programme graduates will be able to transfer these research skills into other careers, and/or interdisciplinary applications. Finally, and more specifically, graduates of this programme will be eligible for ESRC doctoral studentships within ESRC Doctoral Training Centres in the UK.

3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Knowledge and understanding of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
<tr>
<td>A3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intellectual skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
</tr>
<tr>
<td>B2</td>
</tr>
<tr>
<td>B3</td>
</tr>
<tr>
<td>B4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transferable skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
</tbody>
</table>
C3 Manage research and related data using computerised packages for data handling and analysis

Practical skills - able to:

D1 Code, enter and quality control quantitative datasets in a standard package (SPSS)

D2 Execute a series of statistical analysis procedures on the dataset within SPSS

D3 Employ methods from the new directions in qualitative research (e.g., on-line, digital and multimedia techniques)

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Quantitative Methods

Qualitative Methods
### Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

| **1. Student / lecturer interaction** | The module is built around 20x 3 hour sessions with a lecture and seminar workshop within each session. Some of the workshops will involve computer-based workshops, using specialist computer software under instructions. |
| **2. Student independent learning time** | Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake. 540 hours. |
| **1. + 2. Total module notional study hours** | Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours. 600 hours |

### Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report quantitative data analysis results (format= journal paper)</td>
<td>Coursework</td>
<td>4000 word</td>
<td>50%</td>
<td>No</td>
<td>50</td>
</tr>
<tr>
<td>Essay or research proposal on qualitative methods</td>
<td>Coursework</td>
<td>5000 word</td>
<td>50%</td>
<td>Yes</td>
<td>50</td>
</tr>
</tbody>
</table>

### Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- **Standard Reassessment**
- **Synoptic Reassessment**

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)
Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Head(s) of supporting School

Chair of Programme and Module Approval Board

Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click ‘Add Half Module’.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click ‘Add Half Module’.
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Proposal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>Institute of Dentistry</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>Postgraduate Diploma in Advanced Clinical Periodontology and six associated module proposals:</td>
</tr>
<tr>
<td></td>
<td>- Assessment, Diagnosis, Treatment Planning Clinics</td>
</tr>
<tr>
<td></td>
<td>- Advance Specialist Care in Periodontology</td>
</tr>
<tr>
<td></td>
<td>- Completion of Clinical Treatment and Cases</td>
</tr>
<tr>
<td></td>
<td>- Multidisciplinary Management of Periodontal Disease and its Consequences</td>
</tr>
<tr>
<td></td>
<td>- Research Consolidation and Manuscript Preparation from MClinDent Project</td>
</tr>
<tr>
<td></td>
<td>- Clinical Governance and Audit</td>
</tr>
<tr>
<td>Outcome requested</td>
<td>Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer.</td>
</tr>
<tr>
<td>Potential issues identified and comments on the proposal(s) from Academic Secretariat</td>
<td>The documentation presents a proposal to develop a Postgraduate Diploma in Advanced Clinical Periodontology offered in full time mode of study.</td>
</tr>
<tr>
<td></td>
<td><strong>Part 2 and Programme Specification</strong></td>
</tr>
<tr>
<td></td>
<td>The Programme Specification refers to the ‘third year’ within the programme structure, however, the Postgraduate Diploma is a one year programme.</td>
</tr>
<tr>
<td></td>
<td>All modules are specified as core modules, including the zero credit Completion of Clinical Treatment and Cases module.</td>
</tr>
<tr>
<td></td>
<td>The programme is only available for students who have successfully completed the MClinDent course at QMUL.</td>
</tr>
<tr>
<td></td>
<td><strong>Module Proposals</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Assessment, Diagnosis, Treatment Planning Clinics</strong></td>
</tr>
<tr>
<td></td>
<td>- Is there an intended start date for the module?</td>
</tr>
</tbody>
</table>
| | - All three elements are assessments are detailed as final elements of assessments. Is this correct?
**Advance specialist care in Periodontology**
- The written report and case presentations are both detailed as the final elements of assessment. Is this correct?
- The written report and clinical portfolio do not have specified word lengths. Is there an indicative or maximum word limit for these elements of assessment?

**Multidisciplinary Management of Periodontal Disease and its Consequences**
- The practical and examination are both detailed as the final elements of assessment. Is this correct?

**Research Consolidation and Manuscript Preparation from MClinDent Project**
- Is there an intended start date for the module?
Part 2 Programme Proposal Form

All sections must be completed in full and supplementary information attached where requested. Part 2 proposals should be appended to the Programme Specification and submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Taught Programmes Board.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Summary Information

Proposed Programme Title: Postgraduate Diploma in Advanced Clinical Periodontology

<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Diploma (PG Dip)</td>
<td>Full Time (Calendar Year)</td>
<td>1 Calendar Year</td>
</tr>
</tbody>
</table>

Proposed Start Date: September 2012

Programme Organiser: Dr Domniki Chatzopoulou

Does this programme contain a foundation year or any pre-sessional activity? No

1) Programme Management

Describe the arrangements for the operational management of the programme and the quality assurance mechanisms that will be put in place. Consideration should be given to student representatives and hearing student views.

Complete either section a) for programmes delivered by one School/Institute or section b) for programmes delivered by more than one School/Institute.

a) Single School/Institute Delivery

The programme is accommodated by the Institute of Dentistry, Barts and The London School of Medicine & Dentistry.

Arrangements and responsibilities for marketing, admissions, induction and communications with students will include the QMUL Admissions and Recruitment, Marketing/Communications and International Offices.

Educational Aims

The aims of the programme are to:

- offer comprehensive, contemporary and advanced knowledge in Periodontics to specialist level;
- provide advanced training to dentists wishing to attain clinical expertise and proficiency in Periodontics to specialist level;
- enhance dentists’ everyday clinical practice satisfaction through higher expertise for service delivery to specialist level;
- prepare dentists to be eligible for formal recognition as a Specialist in periodontology by the UK regulatory bodies and European Federation;
- meet the national and international need for more Specialists in Periodontics;
- instill the need for continuing professional development and lifelong learning;
- promote a critical approach to evaluating relevant literature so as to enable evidence-based practice in Periodontics to specialist level;
- embed the foundations of literature review and research.
Learning Outcomes

The learning outcomes reflect the Curriculum for Specialist Training in Periodontology produced by the Specialist Advisory Committee in Restorative Dentistry and approved by the General Dental Council (UK), the relevant QAA benchmark statements and The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008) and are guided by the Queen Mary Statement of Graduate Attributes.

At the end of the programme the student will be able to:
- demonstrate the possession of in-depth and extensive current knowledge in Periodontology to specialist level;
- undertake independent, proficient and advanced clinical practice of Periodontology to specialist level in either primary or secondary care settings;
- relate Periodontal care to other dental and medical specialties;
- utilise problem-solving and decision-making skills to assess, diagnose and treatment plan advanced, multi-disciplinary and complex cases;
- accept secondary referrals for advice and treatment in Periodontology;
- understand and analyse the literature and research bases for evidence-based clinical care;
- plan and perform research including clinical audits;
- communicate effectively and interact with patients and colleagues in other dental and medical specialties;
- be eligible for entry to sit the membership examination of the Dental Faculties of the Surgical Royal Colleges in Pridontology.

Teaching and Learning Strategies

A variety of teaching and learning methods will be employed including:
- Lectures/seminars: given by experts in their field on topics relevant to the advanced science and clinical practice of periodontics and related subjects.
- Clinical practice sessions: treating patients under supervision, discussion and review of outcomes.
- Assessment, diagnosis and treatment planning clinics: attendance at Consultant/Specialist-led referral and diagnostic clinics, multidisciplinary clinics for Periodontics.
- Self-directed learning: course work, essays and other written assignments, library projects, literature searches and critical appraisal exercises.
- Tutorials: One–to-one for those needing additional support, guidance and help.
- Case reports and presentations: problem-solving exercises, critical analysis of treated cases, discussion on what, how, and why treatment was carried out, reflecting on shortcomings and how it could be improved.
- Literature review and research project: supervised and leading to production of a manuscript for publishing in a peer review journal, and presentations at local/national/international meetings and conferences.
- Reading lists of books and journal papers, e-resources and online materials.

Assessment Strategies

A combination of assessment methods including:
- Formative assessment: formal and informal multi-source feedback regarding performance and achievement of the learning objectives by continual monitoring of activities (seminar performance, written assignments, direct observation of procedural skills, case-based discussions, performance and progress appraisals).
- Summative assessment: written papers, viva voce, case reports and audit projects, literature review and research manuscript for publication

Programme Requirements and Progression

- Compulsory attendance of all sessions normally expected.
- During clinical practice sessions, treat patients to the highest ethical and technical standards and monitor outcome.
- Attend and participate at Consultant/Specialist-led specialty clinics and related medical and multidisciplinary clinics.
- Attend and participate in theatre sessions.
- Maintain a satisfactory log book record of cases seen and patients treated, which will be subjected to internal appraisal.
- Read, synthesise and critically appraise classical, contemporary and relevant scientific literature.
- Produce a manuscript for publication.
- Carry out an audit project and report.
- Present cases and the results of academic exercises at journal/study club meetings and conferences.
- Successful completion of each module requires that no individual module mark being less than 50%.
- Students must pass all modules to gain an overall pass.

Programme Structure

The programme comprises the following components: 60% clinical, 25% taught/didactic and 15% research. All the taught and
The Taught Programmes Board oversees the clinical components in the programme are core modules.

The programme consists of five Level 7 credit modules listed below:
1. Advanced specialist care in Periodontics and Implant Dentistry (30 credits)
2. Restorative and multidisciplinary management of periodontal disease and its consequences (45 credits)
3. Audit (15 credits)
4. Research consolidation and manuscript preparation from M ClinDent project (15 credits)
5. Assessment, Diagnosis, Treatment Planning in Periodontology and Restorative Dentistry module (15 credits)
5. Completion of Clinical Treatment and cases (0 credit)

Quality Assurance Mechanisms
Taught postgraduate programmes in the Institute of Dentistry are co-ordinated through the Masters Course Organisers Group which takes an overview of all taught postgraduate programmes and any issues impacting upon their quality. The quality assurance process will also be supported by the Dental Education Committee. Progression will be managed through the Institute of Dentistry’s Clinical Subjects Examination Board.

The quality assurance mechanisms will include:
- Staff-Student Liaison Committee: periodic meetings of this committee to give the students ample opportunity to raise issues concerning the programme.
- Student feedback mechanisms: informal and two-way feedback will be encouraged throughout the course. Formal feedback will be sought twice-yearly via a standard evaluation questionnaire adopted for use by the Institute’s postgraduate programmes, based on the National Student Survey (NSS) contents.
- Personal tutor arrangements: members of the teaching staff will be nominated to act as personal tutors to the students.
- Programme induction: As the students are from the M ClinDent cohort, formal induction of the facility will not be carried out. However, the students will have a meeting with the course organiser to discuss their personal development plan for this programme.
- Programme review: the Programme Organiser/Lead will participate in the annual review and monitoring process. The programme will be reviewed in the TPAP.

Academic Support
- Induction course at the beginning of the programme.
- Personal tutors for each student.
- Supervised clinical practice sessions.
- Supervised literature review and research project.
- Continuous monitoring of academic progress and learning activities.
- Augmented by extensive availability of other learning resources including libraries and online/intranet materials.

b) Joint School/Institute Delivery (Joint Working Statement)
For programmes that are delivered jointly between more than one School/Institute or for programmes that utilise modules from other Schools/Institutes in an interdisciplinary capacity, a joint working statement should be provided. This should identify the respective responsibilities of each School/Institute with regards to programme management, quality assurance, and student support.
2) Plagiarism Detection
Consideration should be given to the use of plagiarism detection software e.g. turnitin, for programmes with a significant proportion of written assessed work. Provide information about how this will be managed for the programme.

The use of Turnitin for plagiarism detection and to prevent copying for all written assessed work. Also, as the there will be a small number of students, manual detection will be used.

3) Academic Staffing for the Programme (Non-Queen Mary Staff)
List any academic staff that are not employed or managed by Queen Mary that will be involved in the teaching or assessment of the programme.

n/a

4) Distance Learning Programmes (if applicable)
If the programme is distance learning, please specify how student-related data will be provided to the Student Administration Office. The mechanisms for the enrolment and assessment of distance learning students should also be described in detail.

n/a

5) Subject Examination Board Details
Specify the name of the Subject Examination Board (SEB), which will oversee the assessment processes that operate for the programme(s) and modules clarify whether this is a new or existing SEB. For further information please contact Simon Hayter.

<table>
<thead>
<tr>
<th>School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD: Institute of Dentistry (PG)</td>
<td>Clinical Subject Exam Board (Institute of Dentistry)</td>
</tr>
</tbody>
</table>

6) External Adviser Comments
Detailed comments from at least one external adviser - submissions must be supported by external specialist opinion, e.g. from a representative of a professional organisation, or a senior academic in another institution. The external adviser should be able to comment in sufficient detail on the appropriateness and viability of the proposed programme(s). For further guidance regarding the selection criteria, role and expectations of External Advisers please refer to the External Adviser Guidelines.

Thank you for asking me to provide comments regarding this proposal for the additional year of training for successful M Clin Dent candidates to then attain the additional qualification of Post Graduate Diploma in Advanced Clinical Periodontology.

I have recently completed my 4-year term as External Examiner for the M Clin Dent award at QMUL. This is most certainly an innovative proposal. Whilst the current, EFP accredited M Clin Dent is a respected qualification for specialist training, the proposed Diploma will offer the opportunity for more comprehensive training in clinical training, audit, provision of multidisciplinary care and research; these areas will be the focus of the additional 120 credits in the programme. The opportunity for longer term provision of care for patients with periodontal disease is crucial and will offer candidates the chance to provide more complex restorative treatments as well as implant-supported restorations. The Learning Outcomes and structure of the programme are sufficient and the methods of assessment are consistent with contemporary assessments used.
in postgraduate dentistry programmes. The research elements of the proposal are, I believe, particularly important as they will offer students the chance to expand their critical appraisal and critical thinking skills to write publications and formulate and hopefully present their work at national and international meetings whilst they are still on the Diploma programme. My only recommendation would be to undertake an evaluation of potential demand of such a proposal, perhaps using current or recently qualified students from the M Clin Dent award; I can only imagine that there would be strongly supportive of the Diploma opportunity.

Name & Title of External Adviser
Prof Peter Heasman

Current Post & Institution / Organisation
Professor of Periodontology, University of Newcastle

Address for Correspondence (and email)
peter.heasman@ncl.ac.uk

6) External Adviser Comments
Detailed comments from at least one external adviser - submissions must be supported by external specialist opinion, e.g. from a representative of a professional organisation, or a senior academic in another institution. The external adviser should be able to comment in sufficient detail on the appropriateness and viability of the proposed programme(s). For further guidance regarding the selection criteria, role and expectations of External Advisers please refer to the External Adviser Guidelines.

Comment from Prof Kevin Seymour:
26 May 2012
Report re Proposed Changes to be submitted by Dr Domniki Chatzopoulou
Documents for review
Programme Proposal
Programme Specification
6x modules

I have read your well worked proposal and am largely supportive of it. Most Schools now offer 3 year programmes that enable candidates to challenge MRD/MPerio although most newer programmes are 3 year Masters courses (Manchester, Cardiff etc.) without the 'bolt on' Diploma. One of your reasons for the third year is the need for continuation of patient treatment, I hope this means that the 2 year programme, which is the Masters itself, is not devalued. There is also a slight tension between EFP accreditation and the requirements for MRD as EFP is much more perio based and MRD requires considerable restorative input. Also, where does the Diploma sit in the scale of awards - usually a Diploma sits below the Masters and is usually the taught and clinical aspect of the programme without the dissertation which can then be 'added on' anyone reading about this award may think that doing a 1 year Diploma could then lead into a Masters, this needs to be clear in any marketing literature.

Having said that, I am in favour of the proposal as it will bring the programme in line with those being awarded at similar Schools and enable candidates to sit MRD/MPerio.

I hope this helps.

Kevin

Professor Kevin Seymour
BDS MSc PhD DRD MRD MFGDP FHEA
Programme Director - MSc Periodontology
School of Dentistry
The University of Manchester
Coupland Building 3
Coupland Street
Manchester
7) Response to External Adviser Comments
This should include a full response to the comments provided by the External Adviser. Each point / issue raised by the External Adviser that requires further consideration should be addressed in detail in this response.

1. The external examiner is broadly supportive of this programme. We consider that the range of patients available will enable his concern about the tension between EPF and MRD requirements to be satisfactorily addressed i.e. most patients present with complex restorative needs in addition to their periodontal condition.
2. His concern with respect to marketing of the programme is misplaced as progression into it will be dependent upon successful completion of the current QMUL MClinDent i.e. marketing will be internal only.
3. The assumption that he made on the non-credit bearing module to extend the course to a full year has been discussed previously.

The other external examiner, Peter Heasman, is also supportive of this programme.

He highlights the importance of further training in Periodontology and the value of research.

One of the main reasons for developing the third year postgraduate diploma is the increasing demand even by international students because their health authorities require three years of postgraduate training in periodontology for formal registration as specialists.

The following documents must accompany the Part 2 Programme Proposal. Proposals that are not accompanied by the necessary documentation will not be considered by Taught Programmes Board.

> Has a Programme Specification been completed and submitted with the Part 2? Yes

> Have module proposal forms for each new module been submitted with the Part 2? Yes

> Is there evidence of support from at least one external adviser? Yes

> Have the Academic Regulations (including progression, if not within the modular regulation structure) been clearly documented and/or appended? Yes
Collaborative provision: programmes that are offered in partnership with an external organisation should usually have the following documents appended to the Part 2 Programme Proposal.

- Has a draft Memorandum of Agreement been completed and submitted with the Part 2?  
  N/A

- Has supplementary information on the management of the partnership been submitted with the Part 2?  
  N/A

- Have any special regulations been submitted with the Part 2 (where relevant)?  
  N/A

Approval of Part 2 Programme Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School
Farida Fortune

Digitally signed by Farida Fortune
DN: cn=Farida Fortune, o=QMUL, ou=Institute of Dentistry,  
email=dental.dean@qmul.ac.uk, c=GB  
Date: 2012.06.07 12:03:16 +01'00'

Head(s) of supporting School
Programme Title: Postgraduate Diploma in Advanced Clinical Periodontology

Programme Specification

Awarding Body/Institution: Queen Mary, University of London
Teaching Institution: Queen Mary, University of London
Name of Final Award and Programme Title: Postgraduate Diploma in Advanced Clinical Periodontology
Name of Interim Award(s): Postgraduate Diploma in Advanced Clinical Periodontology
Duration of Study / Period of Registration: 1 yr FT
QM Programme Code / UCAS Code(s): A400 Clinical dentistry
QAA Benchmark Group:
FHEQ Level of Award: Level 7
Programme Accredited by: European Federation of Periodontology, Queen Mary, University of London and endorsed by the Royal Colleges for entry to MPD examination
Date Programme Specification Approved:
Responsible School / Institute: Institute of Dentistry

Schools which will also be involved in teaching part of the programme:
Barts and The London School of Medicine and Dentistry

Institution(s) other than Queen Mary that will provide some teaching for the programme:
n/a

Programme Outline

This programme is for those who have passed the two-year MClInDent programme in Periodontology at QMUL and would like to seek further training. This additional year would consolidate, to a specialist level, the academic and clinical expertise of successful graduates of the two year programme.

Advances in the management of periodontal disease and innovation, especially in Implant Dentistry, require an increased period of academic development and higher clinical exposure so that the students can demonstrate detailed systematic knowledge, critical awareness and originality in evidence based problem-solving.

Students at QMUL are offered the opportunity of not only providing treatment to a wide variety of advanced periodontal cases, some requiring multi-disciplinary care and/or retention treatment such as implant dentistry, but also the opportunity to complete their patients' treatment.
Programme Title: Postgraduate Diploma in Advanced Clinical Periodontology

This additional clinical year of training would consolidate the candidate with valuable experience to the specialist level, leading to accreditation by the European Federation of Periodontology and recognition by the Royal Colleges. In addition to the programme's specialist level clinical component there will be modules incorporating skills in clinical audit, governance and research.

In summary, this Diploma will offer students the following modules:
- Restorative and multidisciplinary management of periodontal disease and its consequences (45 credits)
- Advanced specialist care in Periodontics and Implant Dentistry (30 credits)
- Assessment, Diagnosis, Treatment Planning Clinics (15 credits)
- Research consolidation and manuscript preparation from M Clin Dent project (15 credits)
- Audit (15 credits)
- Completion of Clinical Treatment and cases (0 credits)

Aims of the Programme

The additional clinical year of training would not only aim to provide valuable experience in the specialty of Periodontics, where treatment of patients can readily take over 2 years to complete but provide the student with the relevant level of training required in the specialty to apply in order to become accredited nationally as a specialist Periodontist.

Internationally, students are now recognizing the importance of seeking a 3 year clinical training in Periodontics. Thus, this proposal will be of significance in attracting and therefore recruiting students to the program (2 years FT Masters in Clinical Dentistry + 1 year Diploma in Clinical Periodontics). This course aim to provide clinical and academic training for students who wish to provide advanced specialist care in Periodontics and Implant Dentistry. The training will include advance clinical management of oral conditions in restorative and periodontal cases, audit activity and preparing publications in peer reviewed journals.

The overall aims are to:
- offer comprehensive, contemporary and advanced knowledge in Periodontology to specialist level;
- provide advanced training to dentists wishing to attain clinical expertise and proficiency in Periodontology to specialist level;
- enhance dentists’ everyday clinical practice satisfaction through higher expertise for service delivery to specialist level;
- prepare dentists to be eligible for formal recognition as a Specialist in Periodontology by the UK regulatory bodies and European Academy;
- meet the national and international need for more Specialists in Periodontology;
- instill the need for continuing professional development and lifelong learning;
- promote a critical approach to evaluating relevant literature so as to enable evidence-based practice in Periodontics to specialist level;
- embed the foundations of literature review and research.

What Will You Be Expected to Achieve?

At the end of the year, the students will have adequate training to sit the MRD examination and be eligible to be active members of EFP and competent periodontists.

Academic Content:

| A1   | The principles of prevention, diagnosis and treatment planning of periodontal diseases and cases with restorative and implant needs |
| A2   | The implications of different periodontal diseases and medical conditions on the oral health and consequences of their multidisciplinary management |
| A3   | The current approaches to the scientific method of research |
Programme Title: Postgraduate Diploma in Advanced Clinical Periodontology

**Disciplinary Skills - able to:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1</strong></td>
<td>critically appraise of scientific papers</td>
</tr>
<tr>
<td><strong>B2</strong></td>
<td>reflect on case-studies, the integration of current clinical skills with new knowledge of the discipline</td>
</tr>
<tr>
<td><strong>B3</strong></td>
<td>synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline/practice and from a wide range of sources</td>
</tr>
<tr>
<td><strong>B4</strong></td>
<td>carry out periodontal treatment in cases with periodontal and restorative needs to a specialist standard</td>
</tr>
<tr>
<td><strong>B5</strong></td>
<td>formulate and implement prevention strategies, periodontal assessment and supportive treatment to periodontal restorative cases</td>
</tr>
<tr>
<td><strong>B6</strong></td>
<td>discuss ethical and governance issues associated with research and patient treatment</td>
</tr>
<tr>
<td><strong>B7</strong></td>
<td>apply principles of patient safety and a patient-centred approach to health care and recognise own limitations and when to seek advice</td>
</tr>
</tbody>
</table>

**Attributes:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1</strong></td>
<td>to have the attribute of a specialist in Periodontics and Implant Dentistry</td>
</tr>
<tr>
<td><strong>C2</strong></td>
<td>to develop competencies at Periodontics to a level of a specialist</td>
</tr>
<tr>
<td><strong>C3</strong></td>
<td>to initiate an academic career and progressing with their research work</td>
</tr>
<tr>
<td><strong>C4</strong></td>
<td>developing communication skills to a specialist level and being able to lead a team of junior trainees</td>
</tr>
<tr>
<td><strong>C5</strong></td>
<td>Appraise systematically current evidence in Periodontology and appreciate research inform practice.</td>
</tr>
<tr>
<td><strong>C6</strong></td>
<td>Demonstrate the ability to sustain a critical argument in writing and through oral presentations.</td>
</tr>
<tr>
<td><strong>C7</strong></td>
<td>Demonstrate ability to write a scientific paper</td>
</tr>
</tbody>
</table>

**How Will You Learn?**

Through supervised clinical treatment, attendance of consultant's clinics, seminars, case base discussion, one-one discussions, research tutorials and self-directed learning, audits, one to one clinical supervision, hands on tutorials
A variety of teaching and learning methods will be employed including:

- Lectures/seminars: given by experts in their field on topics relevant to the advanced science and clinical practice of Periodontology and related subjects.
- Clinical practice sessions: treating patients under supervision, discussion and review of outcomes.
- Assessment, diagnosis and treatment planning clinics: attendance at Consultant/Specialist-led referral and diagnostic clinics, multidisciplinary clinics for Periodontics.
- Self-directed learning: course work, essays and other written assignments, library projects, literature searches and critical appraisal exercises.
Programme Title: Postgraduate Diploma in Advanced Clinical Periodontology

- Tutorials: One-to-one for those needing additional support, guidance and help.
- Case reports and presentations: problem-solving exercises, critical analysis of treated cases, discussion on what, how, and why treatment was carried out, reflecting on shortcomings and how it could be improved.
- Literature review and research project: supervised and leading to production of a manuscript for publishing in a peer review journal, and presentations at local/national/international meetings and conferences.
- Reading lists of books and journal papers, e-resources and online materials.

How Will You Be Assessed?

Work based assessment, Patient portfolios, viva and written examinations, peer reviewed, research manuscripts.
In conclusion, a combination of assessment methods including:
- Formative assessment: formal and informal multi-source feedback regarding performance and achievement of the learning objectives by continual monitoring of activities (seminar performance, written assignments, direct observation of procedural skills, case-based discussions, performance and progress appraisals).
- Summative assessment: written papers, viva voce, case reports and audit projects, literature review and research manuscript for publication

How is the Programme Structured?

This is a one year modular course with 5 modules which aims to provide the students with updated theoretical background and high quality clinical training in the field of Periodontology. It also provides the student with training in the area of research and preparation of manuscripts for scientific publications.

The third year includes the following modules:
- Restorative and multidisciplinary management of periodontal disease and its consequences (45 credits)
- Advanced specialist care in Periodontics and Implant Dentistry (30 credits)
- Assessment, Diagnosis, Treatment Planning Clinics (15 credits)
- Research consolidation and manuscript preparation from MClinDent project (15 credits)
- Audits (15 credits)
- Completion of Clinical Treatment and cases (0 credits)

Academic Year of Study

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restorative and multidisciplinary management of periodontal disease and its consequences</td>
<td></td>
<td>45</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 1 &amp; 2</td>
</tr>
<tr>
<td>Advance specialist care in Periodontics and Implant Dentistry Dentistry</td>
<td></td>
<td>30</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 1 &amp; 2</td>
</tr>
<tr>
<td>Assessment, Diagnosis, Treatment Planning Clinics</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 1 &amp; 2</td>
</tr>
<tr>
<td>Research consolidation and manuscript preparation from MClinDent project</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 1 &amp; 2</td>
</tr>
</tbody>
</table>
Programme Title: Postgraduate Diploma in Advanced Clinical Periodontology

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of Clinical Treatment and cases</td>
<td></td>
<td>0</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 3</td>
</tr>
<tr>
<td>Audit</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 1 &amp; 2</td>
</tr>
</tbody>
</table>

**What Are the Entry Requirements?**

Satisfactory completion of MClinDent degree in Periodontology from QMUL.

The programme is only available for student who has successfully completed MClinDent course in Periodontology at QMUL. The programme has a limited number of spaces and preferences are given who have obtained a merit grade or above in the clinical component of the MClinDent course.

**How Do We Listen and Act on Your Feedback?**

Taught postgraduate programmes in the Institute of Dentistry are coordinated through the Masters Course Organisers Group which takes an overview of all taught postgraduate programmes and any issues impacting upon their quality. The quality assurance process will also be supported by the Dental Education Committee. Progression will be managed through the Institute of Dentistry's Clinical Subjects Examination Board.

The quality assurance mechanisms will include:

- Staff-Student Liaison Committee: periodic meetings of this committee to give the students ample opportunity to raise issues concerning the programme.
- Student feedback mechanisms: informal and two-way feedback will be encouraged throughout the course. Formal feedback will be sought twice-yearly via a standard questionnaire adopted for use by the Institute’s postgraduate programmes, based on the National Student Survey (NSS) contents.
- Personal tutor arrangements: members of the teaching staff will be nominated to act as personal tutors to the students.
- Programme induction: there will be a formal induction at the start, with the programme organiser and teaching staff present to welcome the students and to introduce the various components of the programme. There will also be a tour of the skills laboratory, library and other facilities.
- Programme review: the Programme Organiser/Lead will participate in the annual review and monitoring process. The programme will be reviewed in the Annual Report on Teaching in Dentistry.

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school’s Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate
Programme Title: Postgraduate Diploma in Advanced Clinical Periodontology

Programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students’ views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

- Induction course at the beginning of the programme.
- Personal tutors for each student.
- Supervised clinical practice sessions.
- Supervised literature review and research project.
- Continuous monitoring of academic progress and learning activities.
- Augmented by extensive availability of other learning resources including libraries and online/intranet materials.

Programme-specific Rules and Facts

Programme Requirements and Progression
- Compulsory attendance of all sessions normally expected.
- During clinical practice sessions, treat patients to the highest ethical and technical standards and monitor outcome.
- Attend and participate at Consultant/Specialist-led specialty clinics and related medical and multidisciplinary clinics.
- Attend and participate in theatre sessions.
- Maintain a satisfactory log book record of cases seen and patients treated, which will be subjected to internal appraisal.
- Read, synthesise and critically appraise classical, contemporary and relevant scientific literature.
- Produce a manuscript for publication.
- Carry out an audit project and report.
- Present cases and the results of academic exercises at journal/study club meetings and conferences.
- Successful completion of each module requires that no individual module mark being less than 50%.
- Students must pass all modules to gain an overall pass.

Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students’ Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one “study skills” tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

Periodontal specialist practice usually employs postgraduate students with M Clin Dent in Perio.

The programme is jointly hosted by the Institute of Dentistry, Barts and The London School of Medicine & Dentistry, and the Dental Teaching Hospital, Barts Health NHS Trust. A number of the overseas students are sponsored by their government and in completion of the training, they will be able to obtain a senior clinical post. For those who are self-funded, they return to their own country and work as a specialist. This programme is also available to NHS trainees who would like to have more academic input in their training so that they can develop as clinical academics.
Programme Title: Postgraduate Diploma in Advanced Clinical Periodontology

Transferable skills include:
- Become an effective and efficient leader of a multi-professional team practicing Periodontics
- Undertake audit, peer review and continuing professional development guiding the learning of others.
- Learn independently in familiar and unfamiliar situations with open-mindedness and in a spirit of critical enquiry and knowledge advancement.

Programme Specification Approval

| Person completing Programme Specification | Dr Domniki Chatzopoulou |
| Person responsible for management of programme | Dr Domniki Chatzopoulou |
| Date Programme Specification produced/amended by School Learning and Teaching Committee | |
| Date Programme Specification approved by Taught Programmes Board | |
Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Assessment, Diagnosis, Treatment Planning Clinics

Credit Value: 15

Level: 7

Module Type: 

Scheme: Taught Postgraduate

Start Date: 

Proposed JACS Code: A400 Clinical Dentistry

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: Institute of Dentistry

Schools which will also be involved in teaching part of the module

Institute of Dentistry

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

N/A

Responsible School: 

Subject Exam Board responsible for the module: Clinical Subject Exam Board

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2012/13</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2013/14</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
**Module Rationale**

Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the **status of the module on each** should also be made clear.

This is a core module of the Postgraduate Diploma in Advanced Clinical Periodontology that is designed to ensure all students are able to assess, diagnose, plan treatments for patients with a range of periodontal diseases and restorative needs at a specialist level.

---

**Resource Requirements**

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Institute of Dentistry:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Classroom facilities and supervisors</td>
</tr>
<tr>
<td></td>
<td>- Library facilities, including e-journals, databases and other e-resources, and librarian support and help</td>
</tr>
<tr>
<td></td>
<td>- PC facilities and IT support</td>
</tr>
<tr>
<td></td>
<td>- Audio-visual facilities and support</td>
</tr>
</tbody>
</table>

| By any other Queen Mary school or collaborative institution | N/A |

---

**Approval of New Module Proposal**

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

[Signature]

Digitally signed by Farida Fortune
DN: cn=Farida Fortune, o=QMUL, ou=Institute of Dentistry, email=dental.dean@qmul.ac.uk, c=GB
Date: 2012.06.07 12:00:05 +01'00'

[Signature]

[Signature]
Section 2 - Module Specification

Module Title: Assessment, Diagnosis, Treatment Planning Clinics
Module Code: 
Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semesters 1 & 2
Module Organiser: Dr. Domniki Chatzopoulou

Pre-requisite modules
All Modules stipulated in the Master in Clinical Dentistry, Periodontology Course.

Co-requisite modules

Overlapping modules

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

Consultant-led assessment, diagnosis and treatment planning clinics in Periodontology, Implant and Restorative dentistry.
- Weekly attendance at Consultant-lead clinics based at the Institute of Dentistry. These include assessment and diagnosis of referred patients together with detailed treatment planning and implant reviews.
- Two assessment methods will be used to assess achievement of the learning outcomes which are clinical portfolio and clinical examination.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The aims of this course are:
- To ensure students are equipped with the knowledge and critical thinking to carry out periodontal assessments and diagnosis, treatment planning of complex cases at a specialist level.
- To provide the students with the specialist, multidisciplinary knowledge and skill to carry out a clinical diagnosis and treatment planning along with the skills to assess treatment outcomes and reflect on treatment choices.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Academic Content:

| A1 | the principles of assessing and treatment planning in Periodontology and Restorative dentistry |
| A2 | the importance of the right diagnosis for the treatment planning |

Disciplinary Skills - able to:

| B1 | demonstrate how to evaluate cases with periodontal and restorative needs |
| B2 | carry out clinical assessment of complex dental cases and construct the relevant treatment plan at a specialist level |
| B3 | describe the reasons why it is important in carrying out an assessment to improve treatment outcomes |

Attributes:

| C1 | On successful completion of this module students will be capable of assessing, diagnosing planning treatment for patients with complex periodontal restorative and treatment problems |

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

3. Current literature appropriate to the learning aims and objectives.

Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity. Lectures and seminars
   One-to-one teaching on clinics
   50 hours

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake. on line critical reading, attending scientific conferences, master classes, hands on tutorials
   100 hours

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours. 150 hours

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Examination</td>
<td>Practical</td>
<td></td>
<td>20%</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Clinical portfolio</td>
<td>Coursework</td>
<td></td>
<td>40%</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>two case presentation</td>
<td>Practical</td>
<td>40 min</td>
<td>40%</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

☐ Standard Reassessment  ☐ Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practical</td>
<td></td>
</tr>
</tbody>
</table>

Section 3 - Alternative Assessment Arrangements for Associate Students
This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)
This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)
This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.
Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title  Advance specialist care in Periodontology
Credit Value  30
Level  7
Module Type  MOD
Scheme  Taught Postgraduate
Start Date  September 2012
Proposed JACS Code  A400  Clinical Dentistry

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute  Institute of Dentistry

Schools which will also be involved in teaching part of the module
N/A

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner
N/A

Responsible School  Institute of Dentistry (PG)
Subject Exam Board responsible for the module  Clinical Subject Exam Board (Institute of Dentistry)

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2012/13</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2013/14</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a core Module of the Postgraduate Diploma in Advanced Clinical Periodontology which consolidates and enhances the student’s ability to diagnose complex periodontal cases and to critically evaluate treatment options, including multidisciplinary approaches. In addition to the above, it enhances what the student learned into Mclin Dent course and develops specialist skills in periodontics

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Institute of Dentistry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Seminar room</td>
<td></td>
</tr>
<tr>
<td>• Audio-visual facilities and support</td>
<td></td>
</tr>
<tr>
<td>• Library and e-resources access</td>
<td></td>
</tr>
<tr>
<td>• IT facilities and support</td>
<td></td>
</tr>
<tr>
<td>• USB flash drives (encrypted)</td>
<td></td>
</tr>
<tr>
<td>• Administration support</td>
<td></td>
</tr>
<tr>
<td>• External speakers</td>
<td></td>
</tr>
<tr>
<td>• Consultant/Specialist-led support staff team for module delivery and expertise</td>
<td></td>
</tr>
</tbody>
</table>

| By any other Queen Mary school or collaborative institution | N/A |

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School
Farida Fortune

Head(s) of supporting School
Section 2 - Module Specification

Module Title: Advance specialist care in Periodontology
Module Code: 
Credit Value: 30
Level: 7
Mode of Delivery: On Campus
Semester: Semesters 1 & 2
Module Organiser: Prof. Ferranti Wong

Pre-requisite modules: All Modules stipulated in the Master in Clinical Dentistry, Periodontology Course.
Co-requisite modules: 
Overlapping modules: 

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This Module covers all the essential clinical training in the provision of periodontal, restorative and implant treatment to a specialist level. Emphasis is placed on multidisciplinary approaches in providing treatments like mucogingival, crown lengthening, periodontal and implant and regenerative for soft and hard tissues. Consultant-led assessment, diagnosis and treatment planning clinics
• Weekly attendance at Consultant-lead clinics based at Dental Institute. These include assessment and diagnosis of referred patients together with detailed periodontal, restorative and implant treatment planning.

Consultant or Specialist supervised treatment clinics
• Supervised treatment clinics per week will include provision of suitably complex periodontal care and implant dentistry co-ordinated, as appropriate, with other dental care. Treatment clinics are supervised by staff with a primary interest in Periodontics. However, there is ready access to Specialist or Consultant staff in other Restorative Dental Specialties. Treatment is provided in a polyclinic environment in which students and staff from different Restorative Dental Specialties work in adjacent clinical chairs.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

This module aims to:
- Consolidate the basic and advanced clinical training taught in the Master of Clinical Dentistry (Periodontology) Course
- Provide in-depth clinical training and multidisciplinary approaches in relation to Periodontology
- Expose the student to the complexities entailed in the treatment of different types of periodontal conditions in patients
The additional aims are:
- To ensure students understand the indications for surgical advanced periodontal therapy
- To train students to undertake surgical therapy as appropriate within the context of a treatment plan.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
<tr>
<td>A3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
</tr>
<tr>
<td>B2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

- Clinical Periodontology and Implant Dentistry, Lindhe, Lang and Karring.
- Carranza’s Clinical Periodontology, Newman, Takei, Carranza and Klokkevold.
- Relevant articles from the current literature.
- Chambrone L, Sukekava F, Araujo MG, Pustiglioni FE, Chambrone LA, Lima LA. (2009) Root coverage procedures for the treatment
of localised recession-type defects. A systematic review. Cochrane Library, Issue 2
Maynard JG
Miller PD. (1985b) Root coverage using a free soft tissue autograft following citric acid application. III. A successful and predictable procedure in areas of deep- wide recession. Int Journal of Period and Rest Dent 5

**Teaching and Learning Profile**

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

### 1. Student / lecturer interaction

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

<table>
<thead>
<tr>
<th>Supervised clinical treatment, seminars, Journal reviews, Case-base discussions, Direct observation of Procedures</th>
<th>180 hours</th>
</tr>
</thead>
</table>

### 2. Student independent learning time

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

<table>
<thead>
<tr>
<th>self directed on line learning, attending scientific conferences, master classes and Deanery courses independent study including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• private study</td>
</tr>
<tr>
<td>• library projects</td>
</tr>
<tr>
<td>• evidence reviews</td>
</tr>
<tr>
<td>• essays and other written assignments</td>
</tr>
</tbody>
</table>
1. + 2. **Total module notional study hours**

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

| 300 hours |

**Assessment Profile**

Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>written report</td>
<td>Coursework</td>
<td></td>
<td>20</td>
<td>Yes</td>
<td>n/a</td>
</tr>
<tr>
<td>Case presentations</td>
<td>Examination</td>
<td>40 minutes</td>
<td>40</td>
<td>Yes</td>
<td>n/a</td>
</tr>
<tr>
<td>Clinical portfolio</td>
<td>Coursework</td>
<td></td>
<td>40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reassessment**

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

<table>
<thead>
<tr>
<th>Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Description of Assessment</td>
</tr>
<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td>n/a</td>
</tr>
</tbody>
</table>

**Section 3 - Alternative Assessment Arrangements for Associate Students**

This section **must only** be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.
Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Completion of Clinical Treatment and Cases
Module Code: 
Credit Value: 0
Level: 7
Module Type: MOD
Scheme: Taught Postgraduate
Start Date: September 2012
Proposed JACS Code: A400 Clinical Dentistry

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: Institute of Dentistry

Schools which will also be involved in teaching part of the module: N/A

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner: N/A

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>2</td>
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<td>3</td>
</tr>
<tr>
<td>2012/13</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2013/14</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a Module of the Postgraduate Diploma in Advanced Clinical Periodontology which consolidates and enhances the student’s specialist ability to diagnose complex dental cases and to critically evaluate treatment outcomes, including multidisciplinary approaches.
This is also a non-credit bearing Module that is designed to form a specialist who is proficient in managing patients with periodontal disease and other restorative and implant needs and allows the student to complete cases and reflects, prepare them for submission to the specialist examination in the Royal Colleges, so that their employability and career progression can be enhanced.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Institute of Dentistry:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• One fully operational dental chair/bay per student</td>
</tr>
<tr>
<td></td>
<td>• Materials and equipment as required</td>
</tr>
<tr>
<td></td>
<td>• Nurses:Student per clinic session, 1 : 2</td>
</tr>
<tr>
<td></td>
<td>• Administrative support for the course and clinics</td>
</tr>
<tr>
<td></td>
<td>• Testing, servicing and maintenance of equipment</td>
</tr>
<tr>
<td></td>
<td>• Consultant/Specialist-led support staff team (equivalent to competitors’ practice) for appropriate clinical supervision and expertise</td>
</tr>
</tbody>
</table>

| By any other Queen Mary school or collaborative institution | N/A |

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Digitally signed by Farida Fortune
Date: 2012.06.07 12:01:06 +01'00'
Section 2 - Module Specification

Module Title: Completion of Clinical Treatment and Cases
Module Code:
Credit Value: 0
Level: 7
Mode of Delivery: On Campus
Semester: Semester 3
Module Organiser: Dr Domniki Chatzopoulou

Pre-requisite modules: All Modules stipulated in the Master in Clinical Dentistry, Periodontology Course.
Co-requisite modules:
Overlapping modules:

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This Module covers the all the essential and advanced clinical training in the provision of periodontal restorative and implant treatment to a specialist level. Emphasis is placed on multidisciplinary approaches in providing treatments and understand and treatment outcomes. It completes the clinical skills required for a specialist level of treatment.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The aims of this course are to:
- Integrate periodontal treatment within the context of whole patient care.
- Understand the relationships between Periodontics and the other restorative disciplines and to diagnose, plan care and contribute to treatment for patients requiring combined care.
- Diagnose, treatment plan and provide surgical implant therapy for patients requiring oral implants.

This module aims also to:
- Consolidate the basic and advanced clinical training taught in the Master in that Course
- Provide in-depth clinical training and multidisciplinary approaches in relation to Periodontology
- Expose the student to the complexities entailed in the treatment of different types of periodontal diseases.
- Completes students clinical competencies
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Academic Content:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A 1</strong></td>
<td>To enhance clinical skill of students in providing comprehensive dental treatment and advanced periodontal therapy.</td>
</tr>
<tr>
<td><strong>A 2</strong></td>
<td>To expose the students on multidisciplinary management of oral conditions</td>
</tr>
</tbody>
</table>

Disciplinary Skills - able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B 1</strong></td>
<td>Provide restorative, prosthetic and interceptive implant therapy for different cases</td>
</tr>
<tr>
<td><strong>B 2</strong></td>
<td>Understand treatment outcomes and interactions between specialities</td>
</tr>
<tr>
<td><strong>B 3</strong></td>
<td>Demonstrate experiences in diagnosis, treatment planning and treatment for case with advanced periodontal and restorative needs</td>
</tr>
<tr>
<td><strong>B 4</strong></td>
<td>participate in multidisciplinary care where appropriate</td>
</tr>
<tr>
<td><strong>B 5</strong></td>
<td>provide multidisciplinary teams with appropriate Periodontal advice</td>
</tr>
</tbody>
</table>

Attributes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C 1</strong></td>
<td>the ability to work with professional colleagues to plan the treatment of patients with complex diagnosis</td>
</tr>
<tr>
<td><strong>C 2</strong></td>
<td>to discuss the medico-legal aspects of dental care and providing feedback</td>
</tr>
<tr>
<td><strong>C 3</strong></td>
<td>demonstrate an understanding of the variables which may influence the choice of restorative material or technique in different periodontal diseases</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Clinical Periodontology and Implant Dentistry, Lindhe, Lang and Karring.  
Carranza’s Clinical Periodontology, Newman, Takei, Carranza and Klokkevold.  
Relevant articles from the current literature.
Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

Supervised clinical treatment, seminars, Journal reviews, Case-base discussions, Direct observation of Procedures One-to-one teaching on clinics/lectures
252 hours

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

Independent study including:
- private study
- self-analysis of work
- maintenance log book records
- preparation of case presentations
148 hours

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

400 hours

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case portfolios</td>
<td>Coursework</td>
<td>Throughout the course</td>
<td>n/a</td>
<td>Yes</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.

Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment
Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

<table>
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<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional capability</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.
Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Multidisciplinary management of periodontal disease and its consequences
Credit Value: 45
Level: 7
Module Type: MOD
Scheme: Taught Postgraduate
Start Date: September 2012
Proposed JACS Code: A400 Clinical Dentistry

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: Institute of Dentistry

Schools which will also be involved in teaching part of the module:
N/A

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:
N/A

Responsible School: Institute of Dentistry (PG)
Subject Exam Board responsible for the module: IOD Clinical Subjects

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2012/13</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2013/14</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a core Module of the Postgraduate Diploma in Advanced Clinical Periodontology which consolidates and enhances the student’s ability to diagnose complex dental cases and to critically evaluate treatment options, including multidisciplinary approaches, in Restorative and Implant periodontally related cases.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Institute of Dentistry:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• One fully operational dental chair/bay per student</td>
</tr>
<tr>
<td></td>
<td>• Materials and equipment as required</td>
</tr>
<tr>
<td></td>
<td>• Nurses:student per clinic session - 1:2</td>
</tr>
<tr>
<td></td>
<td>• Administrative support for the course and clinics</td>
</tr>
<tr>
<td></td>
<td>• Testing, servicing and maintenance of equipment</td>
</tr>
<tr>
<td></td>
<td>• Consultant/Specialist-led support staff team (equivalent to competitors’ practice) for appropriate clinical supervision and expertise</td>
</tr>
</tbody>
</table>

| By any other Queen Mary school or collaborative institution | N/A |

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).
Section 2 - Module Specification

Module Title: Multidisciplinary management of periodontal disease and its consequences

Module Code: 

Credit Value: 45
Level: 7
Mode of Delivery: On Campus
Semester: Semesters 1 & 2

Module Organiser: Dr Domniki Chatzopoulou

Pre-requisite modules:

Co-requisite modules:
Advanced Clinical Management

Overlapping modules:

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This Module covers the all the specialist clinical training in the provision of advanced and multidisciplinary periodontal and implant treatment to a specialist level. Emphasis is placed on multidisciplinary approaches in providing treatments for these cases.

Consultant-led assessment, diagnosis and treatment planning clinics
- Weekly attendance at Consultant-lead clinics based at the Dental Teaching Hospital of St Bartholomew's & the Royal London School of Medicine and Dentistry. These include assessment and diagnosis of referred patients together with detailed treatment planning.

Consultant or Specialist supervised treatment clinics
- Supervised treatment clinics per week will include provision of suitably complex periodontal care and implant dentistry co-ordinated, as appropriate, with other dental care. Treatment clinics are supervised by staff with a primary interest in Periodontics and Restorative Dentistry. However, there is ready access to Specialist or Consultant staff in other Restorative Dental Specialties. Treatment is provided in a polyclinic environment in which students and staff from different Restorative Dental Specialties work in adjacent clinical chairs.

Implantology and Restorative seminars

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

This module aims to:
- Consolidate the basic and advanced clinical training taught in the Master in Clinical Dentistry (Periodontology) Course
- Provide in-depth clinical training and multidisciplinary approaches in relation to Periodontology
- Expose the student to the complexities entailed in the treatment of different types of oral conditions in cases with periodontal and restorative needs.

Additional aims are:
- Integrate periodontal treatment within the context of whole patient care.
- Understand the relationships between Periodontics and the other restorative disciplines and to diagnose, plan care and contribute to treatment for patients requiring combined care.
- Diagnose, treatment plan and provide surgical implant therapy for patients requiring oral implants.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 To enhance clinical skill of students in providing comprehensive treatment for cases with periodontal and restorative needs.</td>
</tr>
<tr>
<td>A2 To expose the students on multidisciplinary management of oral conditions and medical conditions.</td>
</tr>
</tbody>
</table>

Disciplinary Skills - able to:

<table>
<thead>
<tr>
<th>Disciplinary Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Provide periodontal, restorative, prosthetic and implant care for different types of periodontal diseases</td>
</tr>
<tr>
<td>B2 Restore and treat periodontal cases</td>
</tr>
<tr>
<td>B3 Demonstrate experiences in diagnosis, treatment planning and treatment for cases with a variety of periodontal restorative needs</td>
</tr>
</tbody>
</table>

Attributes:

<table>
<thead>
<tr>
<th>Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 the ability to work with professional colleagues to plan the treatment of patients with complex diagnosis</td>
</tr>
<tr>
<td>C2 to discuss the medico-legal aspects of caring for adults</td>
</tr>
<tr>
<td>C3 Students will be capable of engaging in the joint planning and provision of care for patients complex oral and/or medical diseases or conditions</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

- Clinical Periodontology and Implant Dentistry, Lindhe, Lang and Karring.
- Carranza's Clinical Periodontology, Newman, Takei, Carranza and Klokkevold.
- Relevant articles from the current literature.
- Cleaning efficiency on contaminated titanium discs (F. Schwarz, data on file P1.245-008V) in-vitro study
Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

- Supervised clinical treatment, seminars, Journal reviews, Case-base discussions, Direct observation of Procedures: 270 hours

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

- on line critical reading, attending scientific conferences, master classes, hands on tutorials
- Independent study including:
  - private study
  - self-analysis of work
  - maintenance log book records
  - preparation of case presentations: 180 hours

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

- 450 hours

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Case Presentations</td>
<td>Practical</td>
<td>40 min</td>
<td>40</td>
<td>Yes</td>
<td>n/a</td>
</tr>
<tr>
<td>Clinical portfolio</td>
<td>Coursework</td>
<td>Throughout the course</td>
<td>40</td>
<td>No</td>
<td>n/a</td>
</tr>
<tr>
<td>viva</td>
<td>Examination</td>
<td>20 min</td>
<td>20</td>
<td>Yes</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.
Standard Reassessment  Synoptic Reassessment

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>Professional capability</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Section 3 - Alternative Assessment Arrangements for Associate Students**

This section **must only** be completed if the module will be made available to associate students in Semester A and where the credit value of the “associate” version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click ‘Add Alternative Assessment’.

**Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)**

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in **Semester A**. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click ‘Add Half Module (Semester A)’.

**Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)**

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in **Semester B**. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click ‘Add Half Module (Semester B)’.
Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

### Section 1 - Summary Information

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Research consolidation and manuscript preparation from MClinDent project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Value</td>
<td>15</td>
</tr>
<tr>
<td>Level</td>
<td>7</td>
</tr>
<tr>
<td>Module Type</td>
<td>MOD</td>
</tr>
<tr>
<td>Scheme</td>
<td>Taught Postgraduate</td>
</tr>
<tr>
<td>Start Date</td>
<td></td>
</tr>
<tr>
<td>Proposed JACS Code</td>
<td>A400 Clinical Dentistry</td>
</tr>
</tbody>
</table>

Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

Responsibility School / Institute: Institute of Dentistry

Schools which will also be involved in teaching part of the module: n/a

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner: n/a

<table>
<thead>
<tr>
<th>Responsible School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD: Institute of Dentistry (PG)</td>
<td>Clinical Subject Exam Board</td>
</tr>
</tbody>
</table>

### Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2012/13</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2013/14</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a core Module of the Postgraduate Diploma in Advanced Clinical Periodontology which continues the research component in the MClinDent in Periodontology. This module develops the writing skill of the students to produce a manuscript for submission to a peer review journal from their dissertation. Apart from developing the student academic and research attribute, it will also enhance QMUL research profile.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Institute of Dentistry:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Classroom facilities and supervisors</td>
</tr>
<tr>
<td></td>
<td>• Library facilities, including e-journals, databases and other e-resources, and librarian support and help</td>
</tr>
<tr>
<td></td>
<td>• PC facilities and IT support</td>
</tr>
<tr>
<td></td>
<td>• Audio-visual facilities and support</td>
</tr>
</tbody>
</table>

| By any other Queen Mary school or collaborative institution | n/a |

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School
Farida Fortune
Digitally signed by Farida Fortune
DN: cn=Farida Fortune, o=QMUL, ou=Institute of Dentistry,
email=dental.dean@qmul.ac.uk, c=GB
Date: 2012.06.07 12:02:12 +01'00'

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School
Section 2 - Module Specification

Module Title: Research consolidation and manuscript preparation from MClinDent project
Module Code: 

Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semesters 1-3

Module Organiser: Dr Domniki Chatzopoulou

Pre-requisite modules: n/a
Co-requisite modules: n/a
Overlapping modules: n/a

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

The students are required to follow up their research from their MClinDent Project to produce a manuscript for submission to a peer review journal. The modules will develop the student's further insights in research philosophy and provide them with practical experience in writing a scientific manuscript. The students will also be encouraged to present their work in scientific meetings.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

To conduct literature searches and evaluate original published research
To develop the necessary skills in writing a manuscript and the ability to present in scientific meetings
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
</tr>
<tr>
<td>B2</td>
</tr>
<tr>
<td>B3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
<tr>
<td>C3</td>
</tr>
<tr>
<td>C4</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Reading lists depend on the topics of the research
Methodologies for Clinical Audit in Dentistry, Royal College of Surgeons (Eng)
Irene Hames, Peer Review and Manuscript Management in Scientific Journals: Guidelines for Good Practice, Wiley-Blackwell
**Teaching and Learning Profile**

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. **Student / lecturer interaction**

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-on-one project supervision</td>
<td></td>
</tr>
<tr>
<td>Lectures and seminars</td>
<td></td>
</tr>
<tr>
<td>Audit Meeting</td>
<td></td>
</tr>
<tr>
<td>Audit presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

2. **Student independent learning time**

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent study including:</td>
<td></td>
</tr>
<tr>
<td>• private study</td>
<td></td>
</tr>
<tr>
<td>• review of evidence</td>
<td></td>
</tr>
<tr>
<td>• writing and preparation of manuscript</td>
<td></td>
</tr>
<tr>
<td>on line course attendance</td>
<td></td>
</tr>
<tr>
<td>self directed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

1. + 2. **Total module notional study hours**

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>150</td>
</tr>
</tbody>
</table>

**Assessment Profile**

Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>manuscript</td>
<td>Coursework</td>
<td>Throughout the year</td>
<td>100</td>
<td>Yes</td>
<td>Standard Reassessment</td>
</tr>
</tbody>
</table>

Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.

**Reassessment**

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment
Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>Coursework</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.
Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

### Section 1 - Summary Information

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Credit Value</th>
<th>Level</th>
<th>Module Type</th>
<th>Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical governance and audit</td>
<td>15</td>
<td>7</td>
<td>MOD</td>
<td>Taught Postgraduate</td>
</tr>
</tbody>
</table>

Start Date: September 2012

Proposed JACS Code: A400  Clinical Dentistry

Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

Schools which will also be involved in teaching part of the module

n/a

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

n/a

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2013/14</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2014/15</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Responsible School / Institute: Institute of Dentistry

SMD: Institute of Dentistry (PG)

Clinical Subject Exam Board (Institute of Dentistry)
**Module Rationale**

Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

The purpose of the audit project is to provide an opportunity to investigate current practice in a chosen area of paediatric dentistry. This core module aims to build on students’ basic undergraduate competencies in clinical audit to a managerial level of audit skills. Students will have the opportunity of learning how clinical audit fits into the wider issue of clinical governance which is a key component of the NHS framework. In this core module, students will progress from understanding the key components of clinical audit to its role in the process of quality improvement to enhance patient care and outcomes. The audit project will not only give the student real insight into the philosophy of audit but also the practical experience in managing the process of completing a piece of original work.

**Resource Requirements**

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Institute of Dentistry:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Classroom facilities and supervisors</td>
</tr>
<tr>
<td></td>
<td>• Library facilities, including e-journals, databases and other e-resources, and librarian support and help</td>
</tr>
<tr>
<td></td>
<td>• PC facilities and IT support</td>
</tr>
<tr>
<td></td>
<td>• Audio-visual facilities and support</td>
</tr>
</tbody>
</table>

By any other Queen Mary school or collaborative institution: n/a

**Approval of New Module Proposal**

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

[Digital signature for Head(s) of School]

[Digital signature for Head(s) of supporting School]
Section 2 - Module Specification

Module Title: Clinical governance and audit
Module Code:
Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 3
Module Organiser: Prof. Ferranti Wong

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

In this module, students will build on the principles of audit and clinical governance using current norms and protocols. The students will select an area of clinical paediatric dentistry, design a strategy for audit, collect the relevant data and analyse the findings. At the end of this module, the students will be required to produce a structured audit report of their project (2,000 - 5000 words), including recommendations for improvement of the clinical service and plans for re-audit. They will also be required to summarise their project in a PowerPoint presentation of 10-15 minutes’ duration, at a local, national or international meeting in paediatric dentistry. It is intended that the students will be guided throughout this process.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The audit project represents the culmination of the programme and, in line with the QMUL Academic Credit Framework Level 7 expectations, with the aims to:

• Enhance the understanding of clinical governance and clinical audit
• Develop the ability to highlight problems in clinical service
• Investigate current practice in a chosen area of paediatric dentistry
• Develop skills in conducting a successful audit project
• Carry out independent learning and problem-solving
• Use clinical audit to ensure that clinical standards are being met to improve patient care
• Improve team working and communication
• Develop skills in oral and written presentations.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 The principles of internal and external quality assurance</td>
</tr>
<tr>
<td>A2 The importance of clinical governance in maintaining quality of care</td>
</tr>
<tr>
<td>A3 How to manage and carry out an audit</td>
</tr>
<tr>
<td>A4 The process of problem identification in clinical service and the setting of standard criteria</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 demonstrate how to evaluate an audit</td>
</tr>
<tr>
<td>B2 carry out an audit and write an audit report</td>
</tr>
<tr>
<td>B3 describe the reasons why it is important in carrying out an audit to improve the provision of dental service</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 engage critically in the debate of advantages of clinical audit and clinical governance</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Methodologies for Clinical Audit in Dentistry, Royal College of Surgeons (Eng)
N. Starey, 'What is clinical governance?', Evidence-based medicine, Hayward Medical Communications.
Scottish Intercollegiate Guidelines Network (SIGN)
Clinical Audit for Doctors 2009, Robert Ghosh
Clinical audit: what it is and what it isn’t. (http://www.rcpsych.ac.uk/pdf/clinauditChap1.pdf)
### Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. **Student / lecturer interaction**

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

<table>
<thead>
<tr>
<th>Lectures and seminars</th>
<th>Audit Meeting</th>
<th>Audit presentation</th>
<th>50 hours</th>
</tr>
</thead>
</table>

2. **Student independent learning time**

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

| Independent study, audit management, writing up reports | 100 hours |

1. + 2. **Total module notional study hours**

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

| 150 hours |

### Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit Report</td>
<td>Dissertation</td>
<td>2000-5000 words</td>
<td>80</td>
<td>No</td>
<td>n/a</td>
</tr>
<tr>
<td>Presentation and Viva</td>
<td>Examination</td>
<td>20 minute oral examination</td>
<td>20</td>
<td>Yes</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.

### Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- [ ] Standard Reassessment
- [ ] Synoptic Reassessment

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
</table>
Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Proposal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>Institute of Dentistry</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>Postgraduate Diploma in Advanced Clinical Paediatric Dentistry and five associated module proposals:</td>
</tr>
<tr>
<td></td>
<td>• Completion of Clinical Treatment and Cases</td>
</tr>
<tr>
<td></td>
<td>• Comprehensive Clinical Management of Oral Health for Children</td>
</tr>
<tr>
<td></td>
<td>• Research Consolidation and Manuscript Preparation from MClinDent Project</td>
</tr>
<tr>
<td></td>
<td>• Advance Specialist Knowledge in Paediatric Dentistry</td>
</tr>
<tr>
<td></td>
<td>• Clinical Governance and Audit</td>
</tr>
<tr>
<td>Outcome requested</td>
<td>Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer.</td>
</tr>
<tr>
<td>Potential issues identified and comments on the proposal(s) from Academic Secretariat</td>
<td>The documentation presents a proposal to develop a Postgraduate Diploma in Advanced Clinical Paediatric Dentistry offered in full time mode of study.</td>
</tr>
<tr>
<td></td>
<td><strong>Part 2 and Programme Specification</strong></td>
</tr>
<tr>
<td></td>
<td>All modules are specified as core modules, including the zero credit Completion of Clinical Treatment and Cases module. The Board may wish to explore the non-credit bearing module that will account for a year of study</td>
</tr>
<tr>
<td></td>
<td>The programme is only available for students who have successfully completed the MClinDent course in Periodontology at QMUL.</td>
</tr>
</tbody>
</table>
Part 2 Programme Proposal Form

All sections must be completed in full and supplementary information attached where requested. Part 2 proposals should be appended to the Programme Specification and submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Taught Programmes Board.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Summary Information

<table>
<thead>
<tr>
<th>Proposed Programme Title</th>
<th>Programme Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Diploma in Advanced Clinical Paediatric Dentistry</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Diploma (PG Dip)</td>
<td>Full Time (Calendar Year)</td>
<td>1 Calendar Year</td>
</tr>
</tbody>
</table>

Proposed Start Date

September 2012

Programme Organiser

Professor Ferranti Wong

Does this programme contain a foundation year or any pre-sessional activity?

No

1) Programme Management

Describe the arrangements for the operational management of the programme and the quality assurance mechanisms that will be put in place. Consideration should be given to student representatives and hearing student views.

Complete either section a) for programmes delivered by one School/Institute or section b) for programmes delivered by more than one School/Institute.

a) Single School/Institute Delivery

The programme is accommodated by the Institute of Dentistry, Barts and The London School of Medicine & Dentistry.

Arrangements and responsibilities for marketing, admissions, induction and communications with students will include the QMUL Admissions and Recruitment, Marketing/Communications and International Offices.

Educational Aims

The aims of the programme are to:

- offer comprehensive, contemporary and advanced knowledge in Paediatric Dentistry to specialist level;
- provide advanced training to dentists wishing to attain clinical expertise and proficiency in Paediatric Dentistry to specialist level;
- enhance dentists’ everyday clinical practice satisfaction through higher expertise for service delivery to specialist level;
- prepare dentists to be eligible for formal recognition as a Specialist in Paediatric Dentistry by the UK regulatory bodies and European Academy;
- meet the national and international need for more Specialists in Paediatric Dentistry;
- instill the need for continuing professional development and lifelong learning;
- promote a critical approach to evaluating relevant literature so as to enable evidence-based practice in Paediatric Dentistry to
Learning Outcomes

The learning outcomes reflect the Curriculum for Specialist Training in Paediatric Dentistry (2009) produced by the Specialist Advisory Committee in Restorative Dentistry and approved by the General Dental Council (UK), the relevant QAA benchmark statements and The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008) and are guided by the Queen Mary Statement of Graduate Attributes.

At the end of the programme the student will be able to:

- demonstrate the possession of in-depth and extensive current knowledge in Paediatric Dentistry to specialist level;
- undertake independent, proficient and advanced clinical practice of Paediatric Dentistry to specialist level in either primary or secondary care settings;
- relate Paediatric Dental care to other dental and medical specialties;
- utilise problem-solving and decision-making skills to assess, diagnose and treatment plan advanced, multi-disciplinary and complex cases;
- accept secondary referrals for advice and treatment in Paediatric Dentistry;
- understand and analyse the literature and research bases for evidence-based clinical care;
- plan and perform research including clinical audits;
- communicate effectively and interact with patients and colleagues in other dental and medical specialties;
- be eligible for entry to sit the membership examination of the Dental Faculties of the Surgical Royal Colleges in Paediatric Dentistry.

Teaching and Learning Strategies

A variety of teaching and learning methods will be employed including:

- Lectures/seminars: given by experts in their field on topics relevant to the advanced science and clinical practice of Paediatric and related subjects.
- Clinical practice sessions: treating patients under supervision, discussion and review of outcomes.
- Assessment, diagnosis and treatment planning clinics: attendance at Consultant/Specialist-led referral and diagnostic clinics, multidisciplinary clinics for Paediatric Dentistry.
- Self-directed learning: course work, essays and other written assignments, library projects, literature searches and critical appraisal exercises.
- Tutorials: One–to-one for those needing additional support, guidance and help.
- Case reports and presentations: problem-solving exercises, critical analysis of treated cases, discussion on what, how, and why treatment was carried out, reflecting on shortcomings and how it could be improved.
- Literature review and research project: supervised and leading to production of a manuscript for publishing in a peer review journal, and presentations at local/national/international meetings and conferences.
- Reading lists of books and journal papers, e-resources and online materials.

Assessment Strategies

A combination of assessment methods including:

- Formative assessment: formal and informal multi-source feedback regarding performance and achievement of the learning objectives by continual monitoring of activities (seminar performance, written assignments, direct observation of procedural skills, case-based discussions, performance and progress appraisals).
- Summative assessment: written papers, viva voce, case reports and audit projects, literature review and research manuscript for publication

Programme Requirements and Progression

- Compulsory attendance of all sessions normally expected.
- During clinical practice sessions, treat patients to the highest ethical and technical standards and monitor outcome.
- Attend and participate at Consultant/Specialist-led specialty clinics and related medical and multidisciplinary clinics.
- Attend and participate in theatre sessions.
- Maintain a satisfactory log book record of cases seen and patients treated, which will be subjected to internal appraisal.
- Read, synthesise and critically appraise classical, contemporary and relevant scientific literature.
- Produce a manuscript for publication.
- Carry out an audit project and report.
- Present cases and the results of academic exercises at journal/study club meetings and conferences.
- Successful completion of each module requires that no individual module mark being less than 50%.
- Students must pass all modules to gain an overall pass.
Programme Structure
The programme comprises the following components: 60% clinical, 25% taught/didactic and 15% research. All the taught and clinical components in the programme are core modules.

The programme consists of five Level 7 credit modules listed below:
1. Comprehensive clinical management of oral health for children (45 credits)
2. Advance specialist knowledge in Paediatric Dentistry (45 credits)
3. Clinical governance and audit (15 credits)
4. Follow up research and manuscript preparation from MClinDent project (15 credits)
5. Completion of Clinical Treatment and cases (0 credit)

Quality Assurance Mechanisms
Taught postgraduate programmes in the Institute of Dentistry are co-ordinated through the Masters Course Organisers Group which takes an overview of all taught postgraduate programmes and any issues impacting upon their quality. The quality assurance process will also be supported by the Dental Education Committee. Progression will be managed through the Institute of Dentistry’s Clinical Subjects Examination Board.

The quality assurance mechanisms will include:
• Staff-Student Liaison Committee: periodic meetings of this committee to give the students ample opportunity to raise issues concerning the programme.
• Student feedback mechanisms: informal and two-way feedback will be encouraged throughout the course. Formal feedback will be sought twice-yearly via a standard evaluation questionnaire adopted for use by the Institute’s postgraduate programmes, based on the National Student Survey (NSS) contents.
• Personal tutor arrangements: members of the teaching staff will be nominated to act as personal tutors to the students.
• Programme induction: As the students are from the MClinDent cohort, formal induction of the facility will not be carried out. However, the students will have a meeting with the course organiser to discuss their personal development plan for this programme.
• Programme review: the Programme Organiser/Lead will participate in the annual review and monitoring process. The programme will be reviewed in the TPAP.

Academic Support
• Induction course at the beginning of the programme.
• Personal tutors for each student.
• Supervised clinical practice sessions.
• Supervised literature review and research project.
• Continuous monitoring of academic progress and learning activities.
• Augmented by extensive availability of other learning resources including libraries and online/intranet materials.

b) Joint School/Institute Delivery (Joint Working Statement)
For programmes that are delivered jointly between more than one School/Institute or for programmes that utilise modules from other Schools/Institutes in an interdisciplinary capacity, a joint working statement should be provided. This should identify the respective responsibilities of each School/Institute with regards to programme management, quality assurance, and student support.
2) Plagiarism Detection
Consideration should be given to the use of plagiarism detection software e.g. turnitin, for programmes with a significant proportion of written assessed work. Provide information about how this will be managed for the programme.

The use of Turnitin for plagiarism detection and to prevent copying for all written assessed work. Also, as there will be a small number of students, manual detection will be used.

3) Academic Staffing for the Programme (Non-Queen Mary Staff)
List any academic staff that are not employed or managed by Queen Mary that will be involved in the teaching or assessment of the programme.

n/a

4) Distance Learning Programmes (if applicable)
If the programme is distance learning, please specify how student-related data will be provided to the Student Administration Office. The mechanisms for the enrolment and assessment of distance learning students should also be described in detail.

n/a

5) Subject Examination Board Details
Specify the name of the Subject Examination Board (SEB), which will oversee the assessment processes that operate for the programme(s) and modules. **clarify whether this is a new or existing SEB.** For further information please contact Simon Hayter.

<table>
<thead>
<tr>
<th>School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD: Institute of Dentistry (PG)</td>
<td>Clinical Subject Exam Board (Institute of Dentistry)</td>
</tr>
</tbody>
</table>

6) External Adviser Comments
Detailed comments from at least one external adviser - submissions must be supported by external specialist opinion, e.g. from a representative of a professional organisation, or a senior academic in another institution. The external adviser should be able to comment in sufficient detail on the appropriateness and viability of the proposed programme(s). For further guidance regarding the selection criteria, role and expectations of External Advisers please refer to the **External Adviser Guidelines.**

Comment from Dr Paul Ashley:
23 May 2012
Report re Proposed Changes to be submitted by Prof F Wong
Documents for review
Programme Proposal
Programme Specification
5 x modules
Report
The attached documents represent the formalisation of the third year of training following a two year MClindent. This is presumably to support those individuals wishing to subsequently take further examinations which recognise specialty status.
Historically graduates have undertaken this year as an affiliate student, however changes in visa regulations make this approach difficult or impossible.

Aims, objective and learning outcomes. These are clearly stated and appropriate for each module. Learning outcomes stated should be achievable.

Curriculum design and levelness. The model being used is a postgraduate diploma with an additional non-credit bearing module to account for a year of study. I assume this model has been approved by QMUL.

The attached modules cover the expected activities in this third year of study, and should help to support other beneficial outcomes such as publication of research. The content is at the correct academic level.

Learning, teaching and assessment. Learning outcomes stated should be achievable.

Care has been taken to ensure only the best students will be admitted. Requirements are clearly identified and appropriate.

Learning resources and facilities. The attached modules cover the expected activities in this third year of study, and should help to support other beneficial outcomes such as publication of research. The content is at the correct academic level.

Admission, progression and achievement. The content is at the correct academic level.

Appropriate Student guidance/support. Care has been taken to ensure only the best students will be admitted. Requirements are clearly identified and appropriate.

There is formalised quality assurance mechanism via the Masters Course Organisers Group and supported by the Dental Education Committee in this new programme which replaces the previous affiliate year. Hence, it is envisaged that better QME will result.

The documents supplied appear to be appropriate and potentially this programme of study will support graduates taking this extra year in achieving the desired outcomes. I would support the proposed programme proposal.

Paul Ashley, Programme Director DDent Paediatric Dentistry, UCL Eastman

Name & Title of External Adviser: Dr Paul Ashley

Current Post & Institution / Organisation: Programme Director DDent Paediatric Dentistry, UCL Eastman

Address for Correspondence (and email): p.ashley@eastman.ucl.ac.uk

7) Response to External Adviser Comments
This should include a full response to the comments provided by the External Adviser. Each point / issue raised by the External Adviser that requires further consideration should be addressed in detail in this response.

The external assessor is broadly supportive of this programme. The assumption made with respect to the use of the non-credit bearing module to extend the course to a full year has been discussed and approved previously.
The following documents must accompany the Part 2 Programme Proposal. Proposals that are not accompanied by the necessary documentation will not be considered by Taught Programmes Board.

- Has a Programme Specification been completed and submitted with the Part 2? Yes
- Have module proposal forms for each new module been submitted with the Part 2? Yes
- Is there evidence of support from at least one external adviser? Yes
- Have the Academic Regulations (*including progression, if not within the modular regulation structure*) been clearly documented and/or appended? Yes

Collaborative provision: programmes that are offered in partnership with an external organisation should usually have the following documents appended to the Part 2 Programme Proposal.

- Has a draft Memorandum of Agreement been completed and submitted with the Part 2? N/A
- Has supplementary information on the management of the partnership been submitted with the Part 2? N/A
- Have any special regulations been submitted with the Part 2 (where relevant)? N/A

Approval of Part 2 Programme Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Head(s) of supporting School

Digitally signed by Farida Fortune
DN: cn=Farida Fortune, o=QMUL, ou=Institute of Dentistry, email=dental.dean@qmul.ac.uk, c=GB
Date: 2012.06.07 10:22:57 +01'00'

TPB2011-073
Taught Programmes Board

Chair of Taught Programmes Board
Programme Title: Postgraduate Diploma in Advanced Clinical Paediatric Dentistry

Programme Specification

Awarding Body/Institution: Queen Mary, University of London
Teaching Institution: Queen Mary, University of London
Name of Final Award and Programme Title: Postgraduate Diploma in Advanced Clinical Paediatric Dentistry
Name of Interim Award(s): Postgraduate Diploma in Advanced Clinical Paediatric Dentistry
Duration of Study / Period of Registration: 1 yr FT
QM Programme Code / UCAS Code(s): A400 Clinical dentistry
QAA Benchmark Group:
FHEQ Level of Award: Level 7
Programme Accredited by: European Academy of Paediatric Dentistry, Queen Mary, University of London and endorsed by the Royal Colleges for entry to MPaedDent examination
Date Programme Specification Approved:
Responsible School / Institute: Institute of Dentistry

Schools which will also be involved in teaching part of the programme:

Institution(s) other than Queen Mary that will provide some teaching for the programme:
n/a

Programme Outline

This programme is for those who have passed the two-year MClinDent in Paediatric Dentistry course at QMUL and would like to seek further specialist level training. This additional clinical year of training would consolidate the candidate with valuable experience to the specialist level accredited by European Association of Paediatric Dentistry and endorsed by the Royal Colleges as practice equivalent to the training for the MPaedDent examination. This programme has a major specialist led clinical component which the students will gain specialist training on multi-disciplinary management of oral disease in children. Other components include clinical audit and governance and research.

Aims of the Programme

The aims are to:
- offer comprehensive, contemporary and advanced knowledge in Paediatric Dentistry to specialist level;
- provide advanced training to dentists wishing to attain clinical expertise and proficiency in Paediatric Dentistry to specialist...
Programme Title: Postgraduate Diploma in Advanced Clinical Paediatric Dentistry

What Will You Be Expected to Achieve?

The learning outcomes reflect the Curriculum for Specialist Training in Paediatric Dentistry (2009) produced by the Specialist Advisory Committee in Restorative Dentistry and approved by the General Dental Council (UK), the relevant QAA benchmark statements and The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008) and are guided by the Queen Mary Statement of Graduate Attributes.

At the end of the programme the student will be able to:

- demonstrate the possession of in-depth and extensive current knowledge in Paediatric Dentistry to specialist level;
- undertake independent, proficient and advanced clinical practice of Paediatric Dentistry to specialist level in either primary or secondary care settings;
- relate Paediatric Dental care to other dental and medical specialties;
- utilise problem-solving and decision-making skills to assess, diagnose and treatment plan advanced, multi-disciplinary and complex cases;
- accept secondary referrals for advice and treatment in Paediatric Dentistry;
- understand and analyse the literature and research bases for evidence-based clinical care;
- plan and perform research including clinical audits;
- communicate effectively and interact with patients and colleagues in other dental and medical specialties;
- be eligible for entry to sit the membership examination of the Dental Faculties of the Surgical Royal Colleges in Paediatric Dentistry.

Academic Content:

| A1 | The principles of prevention, diagnosis and systematic treatment planning of dental diseases and dento-alveolar injuries in children |
| A2 | The implications of different diseases and medical conditions on the dental care of the child |
| A3 | The current approaches to the scientific method of research |
| A4 | The skill in multi-disciplinary management of oral condition in children |

Disciplinary Skills - able to:

| B1 | critically appraise scientific papers |
| B2 | reflect on case-studies, the integration of current clinical skills with new knowledge of the discipline |
| B3 | synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline/practice and from a wide range of sources |
Programme Title: Postgraduate Diploma in Advanced Clinical Paediatric Dentistry

B4 carry out dental treatment in children to a specialist standard
B5 formulate and implement prevention strategies for child oral health
B6 discuss ethical and governance issues associated with research and patient treatment
B7 apply principles of patient safety and a patient-centred approach to oral health care for children and recognise own limitations and when to seek advice

Attributes:

C1 Demonstrate specialist competency in Paediatric Dentistry in patient care, skill and knowledge
C2 Show professional judgement to implement clinical solutions in response to problems by developing an evidence-based treatment plan and taking an holistic approach to solving problems and designing treatment plans.
C3 Demonstrate the ability to critically assess scientific papers and available evidence such as guidelines using a variety of information sources.
C4 Evaluate critically the scope and limitations of the various techniques used in Paediatric Dentistry
C5 Develop an integrated insight into how the development and impact of their knowledge and skills is of value and relevance to the workplace.
C6 Appraise systematically current evidence in Paediatric Dentistry and appreciate research inform practice.
C7 Demonstrate the ability to sustain a critical argument in writing and through oral presentations.
C8 Demonstrate ability to write a scientific paper

How Will You Learn?

A variety of teaching and learning methods will be employed including:
- Lectures/seminars: given by experts in their field on topics relevant to the advanced science and clinical practice of Paediatric Dentistry and related subjects.
- Clinical practice sessions: treating patients under supervision, discussion and review of outcomes.
- Assessment, diagnosis and treatment planning clinics: attendance at Consultant/Specialist-led referral and diagnostic clinics, multidisciplinary clinics for Paediatric Dentistry.
- Self-directed learning: course work, essays and other written assignments, library projects, literature searches and critical appraisal exercises.
- Tutorials: One-to-one for those needing additional support, guidance and help.
- Case reports and presentations: problem-solving exercises, critical analysis of treated cases, discussion on what, how, and why treatment was carried out, reflecting on shortcomings and how it could be improved.
- Literature review and research project: supervised and leading to production of a manuscript for publishing in a peer review journal, and presentations at local/national/international meetings and conferences.
- Reading lists of books and journal papers, e-resources and online materials.

How Will You Be Assessed?

A combination of assessment methods including:
- Formative assessment: formal and informal multi-source feedback regarding performance and achievement of the learning objectives by continual monitoring of activities (seminar performance, written assignments, direct observation of procedural skills, case-based discussions, performance and progress appraisals).
- Summative assessment: written papers, viva voce, case reports and audit projects, literature review and research manuscript for publication.
Programme Title: Postgraduate Diploma in Advanced Clinical Paediatric Dentistry

How is the Programme Structured?

This is a one year modular course with 5 modules which aims to provide the students with updated theoretical background and high quality clinical training in the field of Paediatric Dentistry. It also consolidates student training in the area of research and preparation of manuscripts for scientific publications. Four modules cover semester 2 and 3 will have summative assessments. The 5th module in Semester 3 will be for student to complete their cases in preparation for the RCS membership examination. The programme will focus on clinical training.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive clinical management of oral health for children</td>
<td>45</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Advance specialist knowledge in Paediatric Dentistry</td>
<td>45</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Clinical governance and audit</td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Follow up research and manuscript preparation from M ClinDent project</td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Completion of Clinical Treatment and cases</td>
<td>0</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 3</td>
<td></td>
</tr>
</tbody>
</table>

What Are the Entry Requirements?

The programme is only available for student who has successfully completed M ClinDent course in Paediatric Dentistry at QMUL. The programme has a limited number of spaces and preferences are given who have obtained a merit grade or above in the clinical component of the M ClinDent course.
How Do We Listen and Act on Your Feedback?

Taught postgraduate programmes in the Institute of Dentistry are coordinated through the Masters Course Organisers Group which takes an overview of all taught postgraduate programmes and any issues impacting upon their quality. The quality assurance process will also be supported by the Dental Education Committee. Progression will be managed through the Institute of Dentistry's Clinical Subjects Examination Board.

The quality assurance mechanisms will include:

- Staff-Student Liaison Committee: periodic meetings of this committee to give the students ample opportunity to raise issues concerning the programme.
- Student feedback mechanisms: informal and two-way feedback will be encouraged throughout the course. Formal feedback will be sought twice-yearly via a standard questionnaire adopted for use by the Institute’s postgraduate programmes, based on the National Student Survey (NSS) contents.
- Personal tutor arrangements: members of the teaching staff will be nominated to act as personal tutors to the students.
- Programme induction: there will be a formal induction at the start, with the programme organiser and teaching staff present to welcome the students and to introduce the various components of the programme. There will also be a tour of the skills laboratory, library and other facilities.
- Programme review: the Programme Organiser/Lead will participate in the annual review and monitoring process. The programme will be reviewed in the Annual Report on Teaching in Dentistry.

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school's Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students' views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

- Induction course at the beginning of the programme.
- Personal tutors for each student.
- Supervised clinical practice sessions.
- Supervised literature review and research project.
- Continuous monitoring of academic progress and learning activities.
- Augmented by extensive availability of other learning resources including libraries and online/intranet materials.

Programme-specific Rules and Facts

Programme Requirements and Progression
- Compulsory attendance of all sessions normally expected.
- During clinical practice sessions, treat patients to the highest ethical and technical standards and monitor outcome.
- Attend and participate at Consultant/Specialist-led specialty clinics and related medical and multidisciplinary clinics.
- Attend and participate in theatre sessions.
- Maintain a satisfactory log book record of cases seen and patients treated, which will be subjected to internal appraisal.
Programme Title: Postgraduate Diploma in Advanced Clinical Paediatric Dentistry

- Read, synthesise and critically appraise classical, contemporary and relevant scientific literature.
- Produce a manuscript for publication.
- Carry out an audit project and report.
- Present cases and the results of academic exercises at journal/study club meetings and conferences.
- Successful completion of each module requires that no individual module mark being less than 50%.
- Students must pass all modules to gain an overall pass.

Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students’ Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one “study skills” tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

The programme is jointly hosted by the Institute of Dentistry, Barts and The London School of Medicine & Dentistry, and the Dental Teaching Hospital, Barts Health NHS Trust. A number of the oversea students are sponsored by their government and in completion of the training, they will be able to obtain a senior clinical post. For those who are self-funded, they return to their own country and work as a specialist. This programme is also available to NHS trainees who would like to have more academic input in their training so that they can be develop as clinical academics.

Transferable skills include:
- Become an effective and efficient leader of a multi-professional team practicing Paediatric Dentistry
- Undertake audit, peer review and continuing professional development guiding the learning of others.
- Learn independently in familiar and unfamiliar situations with open-mindedness and in a spirit of critical enquiry and knowledge advancement.

Programme Specification Approval

| Person completing Programme Specification | Prof Ferranti Wong |
| Person responsible for management of programme | Prof Ferranti Wong |
| Date Programme Specification produced/amended by School Learning and Teaching Committee | |
| Date Programme Specification approved by Taught Programmes Board | |
Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Completion of Clinical Treatment and Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code</td>
<td></td>
</tr>
<tr>
<td>Credit Value</td>
<td>0</td>
</tr>
<tr>
<td>Level</td>
<td>7</td>
</tr>
<tr>
<td>Module Type</td>
<td>MOD</td>
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<tr>
<td>Scheme</td>
<td>Taught Postgraduate</td>
</tr>
<tr>
<td>Start Date</td>
<td>September 2012</td>
</tr>
<tr>
<td>Proposed JACS Code</td>
<td>A400 Clinical Dentistry</td>
</tr>
</tbody>
</table>

Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

Responsible School / Institute: Institute of Dentistry

Schools which will also be involved in teaching part of the module: n/a

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner: n/a

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
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<tbody>
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<td>2</td>
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<td>2013/14</td>
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<tr>
<td>2014/15</td>
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<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
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<td>2013/14</td>
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<td>3</td>
</tr>
<tr>
<td>2014/15</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Responsible School: SMD: Institute of Dentistry (PG)

Subject Exam Board responsible for the module: Clinical Subject Exam Board (Institute of Dentistry)
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a non-credit bearing Module of the Postgraduate Diploma in Advanced Clinical Paediatric Dentistry which is designed to enable the students to complete their clinical cases and to prepare them for submission to the specialist examination in the Royal Colleges, so that their employability and career progression can be enhanced.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Institute of Dentistry:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• One fully operational dental chair/bay per student</td>
</tr>
<tr>
<td></td>
<td>• Materials and equipment as required</td>
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<tr>
<td></td>
<td>• Nurses:Student per clinic session, 1 : 2</td>
</tr>
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<td></td>
<td>• Administrative support for the course and clinics</td>
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<td></td>
<td>• Testing, servicing and maintenance of equipment</td>
</tr>
<tr>
<td></td>
<td>• Consultant/Specialist-led support staff team (equivalent to competitors’ practice) for appropriate clinical supervision and expertise</td>
</tr>
</tbody>
</table>

| By any other Queen Mary school or collaborative institution | n/a |

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

[Signature]

Farida Fortune

Head(s) of supporting School

[Signature]

Head(s) of supporting School

[Signature]
Section 2 - Module Specification

Module Title: Completion of Clinical Treatment and Cases

Credit Value: 0
Level: 7
Mode of Delivery: On Campus
Semester: Semester 3

Module Organiser: Prof. Ferranti Wong

Pre-requisite modules
2. Advance specialist knowledge in Paediatric Dentistry
3. Clinical governance and audit
4. Follow up research and manuscript preparation from MClinDent project

Overlapping modules

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This Module is designed for the students to complete all the essential clinical training in the provision of dental treatment for children to a specialist level. Emphasis is placed on multidisciplinary approaches in providing treatments for these children.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

This module aims to:
- Complete the basic and advanced clinical training taught as required by the Royal Colleges
- Provide specialist clinical training and multidisciplinary approaches in relation to Paediatric Dentistry
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
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<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
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</thead>
<tbody>
<tr>
<td>B1</td>
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<td>B2</td>
</tr>
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<th>Attributes:</th>
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</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

2. Dentistry for the Child and Adolescent (8th Edition) by Ralph E. McDonald (Editor), David R. Avery (Contributor)
4. Paediatric Dentistry by Richard R. Welbury (Editor) ISBN 0192631861 Publisher: Oxford University Press
5. Dental Caries: The Disease and Its Clinical Management, 2nd Edition by Ole Fejerskov (Editor), Edwina Kidd (Editor)
8. Dental Care of the Medically Complex Patient Edited by Peter B Lockhart Sedition
10. Oral and Maxillofacial Medicine: The Basis of Diagnosis and Treatment by Crispian Scully 2 edition
12. The Prevention of Dental Disease (Oxford Medical Publications) by J.J. Murray (Editor) 3 edition
Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

- Supervised clinical treatment, seminars, Journal reviews, Case-base discussions, Direct observation of Procedures: 252 hours

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

- Independent study including:
  - private study
  - self-analysis of work
  - maintenance log book records
  - preparation of case presentations: 148 hours

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

400 hours

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only formative assessment</td>
<td>Coursework</td>
<td>n/a</td>
<td>n/a</td>
<td>Yes</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.

Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.
Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click ‘Add Alternative Assessment’.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click ‘Add Half Module (Semester A)’.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click ‘Add Half Module (Semester B)’.
Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

| Module Title | Comprehensive clinical management of oral health for children |
| Credit Value | 45 |
| Level | 7 |
| Module Type | MOD |
| Scheme | Taught Postgraduate |
| Start Date | September 2012 |
| Proposed JACS Code | A400 Clinical Dentistry |

Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

Responsible School / Institute: Institute of Dentistry

Schools which will also be involved in teaching part of the module:

n/a

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:

n/a

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
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</thead>
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<td>2</td>
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<td>2</td>
</tr>
<tr>
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<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2014/15</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a core Module of the Postgraduate Diploma in Advanced Clinical Paediatric Dentistry which consolidates and enhances the student’s ability to diagnose complex dental cases in children and to critically evaluate treatment options, including multidisciplinary approaches, for these children.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Institute of Dentistry:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• One fully operational dental chair/bay per student</td>
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</table>

| By any other Queen Mary school or collaborative institution | n/a |

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School
Farida Fortune

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School
**Section 2 - Module Specification**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Comprehensive clinical management of oral health for children</th>
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<tr>
<td>Credit Value</td>
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<td>Level</td>
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<td>Mode of Delivery</td>
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<td>Semester</td>
<td>Semester 3</td>
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**Module Organiser**

Prof. Ferranti Wong

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Advance specialist knowledge in Paediatric Dentistry</td>
</tr>
</tbody>
</table>

1) **Content Description**

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This Module consolidate the clinical training that the students obtained in preceding MClinDent course in Paediatric Dentistry. It covers the all the clinical training in the provision of dental treatment for children to a specialist level. Emphasis is placed on multidisciplinary approaches to providing treatments for these children.

2) **Module Aims**

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

This module aims to:
- Consolidate the basic and advanced clinical training taught in the Master in Clinical Dentistry (Paediatric Dentistry) Course
- Provide in-depth clinical training and multidisciplinary approaches in relation to Paediatric Dentistry
- Expose the student to the complexities entailed in the treatment of different types of oral conditions in children
- Enable the student to apply advanced specialist knowledge in treatment planning and practice
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
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<tbody>
<tr>
<td><strong>A1</strong></td>
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<tr>
<td><strong>A2</strong></td>
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<table>
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<tr>
<th>Disciplinary Skills - able to:</th>
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<tr>
<td><strong>B1</strong></td>
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<td><strong>B2</strong></td>
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<th>Attributes:</th>
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<tbody>
<tr>
<td><strong>C1</strong></td>
</tr>
<tr>
<td><strong>C2</strong></td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

2. Dentistry for the Child and Adolescent (8th Edition) by Ralph E. McDonald (Editor), David R. Avery (Contributor)
4. Paediatric Dentistry by Richard R. Welbury (Editor) ISBN 0192631861  Publisher: Oxford University Press
5. Dental Caries: The Disease and Its Clinical Management, 2nd Edition by Ole Fejerskov (Editor), Edwina Kidd (Editor)
8. Dental Care of the Medically Complex Patient Edited by Peter B Lockhart Sedition
10. Oral and Maxillofacial Medicine: The Basis of Diagnosis and Treatment by Crispian Scully 2 edition
12. The Prevention of Dental Disease (Oxford Medical Publications) by J.J. Murray (Editor) 3 edition
Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

- Supervised clinical treatment, seminars, Journal reviews, Case-base discussions, Direct observation of Procedures
- 270 hours

2. Student independent learning time

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

- Independent study including:
  - private study
  - self-analysis of work
  - maintenance log book records
  - preparation of case presentations
- 180 hours

1. + 2. Total module notional study hours

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

- 450 hours

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
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<tbody>
<tr>
<td>Case portfolios</td>
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<td>20</td>
<td>Yes</td>
<td>n/a</td>
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</table>

Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.
Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- ✔ Standard Reassessment
- ☐ Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td></td>
<td>n/a</td>
</tr>
</tbody>
</table>

Section 3 - Alternative Assessment Arrangements for Associate Students
This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)
This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)
This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Section 1 - Summary Information

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Research consolidation and manuscript preparation from MClinDent project</th>
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<tbody>
<tr>
<td>Credit Value</td>
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<td>Level</td>
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<td>Module Type</td>
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<td>Scheme</td>
<td>Taught Postgraduate</td>
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</tr>
<tr>
<td>Proposed JACS Code</td>
<td>A400 Clinical Dentistry</td>
</tr>
</tbody>
</table>

Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

Responsible School / Institute

Institute of Dentistry

Schools which will also be involved in teaching part of the module

n/a

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

n/a

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2</td>
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</tr>
<tr>
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<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2014/15</td>
<td>5</td>
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<td>5</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a core Module of the Postgraduate Diploma in Advanced Clinical Paediatric Dentistry which continues the research component in the MCinDent (PaedDent). This module develops the writing skill of the students to produce a manuscript for submission to a peer review journal from their dissertation. Apart from developing the student academic and research attribute, it will also enhance QMUL research profile.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Institute of Dentistry:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Classroom facilities and supervisors</td>
</tr>
<tr>
<td></td>
<td>• Library facilities, including e-journals, databases and other e-resources, and librarian support and help</td>
</tr>
<tr>
<td></td>
<td>• PC facilities and IT support</td>
</tr>
<tr>
<td></td>
<td>• Audio-visual facilities and support</td>
</tr>
</tbody>
</table>

| By any other Queen Mary school or collaborative institution | n/a |

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School: Farida Fortune

Head(s) of supporting School

Head(s) of supporting School
Section 2 - Module Specification

Module Title: Research consolidation and manuscript preparation from MClinDent project

Module Code: 

Credit Value: 15

Level: 7

Mode of Delivery: On Campus

Semester: Semester 3

Module Organiser: Prof. Ferranti Wong

Pre-requisite modules: n/a

Co-requisite modules: n/a

Overlapping modules: n/a

1) Content Description

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module consolidates the research that the students carried out in the preceding MClinDent course in order to produce a manuscript for submission to a peer review journal. The modules will develop the student's further insights in research philosophy and provide them with practical experience in writing a scientific manuscript. The students will also be encouraged to present their work in scientific meetings.

2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The aims are to:
1. consolidate the students critical appraisal skills of literatures and evaluation of original published research paper
2. develop the necessary skills in writing a manuscript
3. develop the ability to present in scientific meetings.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Demonstrate initiative and originality in problem-solving.</td>
</tr>
<tr>
<td>A2 Develop skill in writing scientific paper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 demonstrate effective oral presentations to both professional and lay audiences, communicate effectively in writing.</td>
</tr>
<tr>
<td>B2 critically appraise scientific paper</td>
</tr>
<tr>
<td>B3 produce a clear and coherent manuscript in a scientific journal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 To have the attribute of a scientist when confronted with a problem.</td>
</tr>
<tr>
<td>C2 To have critical thinking in analysis and interpretation of data</td>
</tr>
<tr>
<td>C3 Able to self-reflect on personal strengths and weaknesses.</td>
</tr>
<tr>
<td>C4 Able to learn independently, with an open-mind and in the spirit of critical enquiry and knowledge advancement.</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

1. Reading lists depend on the topics of the research.
3. Irene Hames, Peer Review and Manuscript Management in Scientific Journals: Guidelines for Good Practice, Wiley-Blackwell
**Teaching and Learning Profile**

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

| 1. Student / lecturer interaction | One-on-one project supervision  
50 hours |
|----------------------------------|----------------------------------|

| 2. Student independent learning time | Independent study including:  
• private study  
• review of evidence  
• writing and preparation of manuscript  
100 hours |
|------------------------------------|----------------------------------|

**1. + 2. Total module notional study hours**

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

<table>
<thead>
<tr>
<th>150 hours</th>
</tr>
</thead>
</table>

**Assessment Profile**

Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manuscript</td>
<td>Coursework</td>
<td>Manuscript for publication</td>
<td>100</td>
<td>Yes</td>
<td>Qualifying Mark for Individual Assessment</td>
</tr>
</tbody>
</table>

Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.

**Reassessment**

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

<table>
<thead>
<tr>
<th>Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Description of Assessment</td>
</tr>
<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td>n/a</td>
</tr>
</tbody>
</table>
Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Advance specialist knowledge in Paediatric Dentistry

Credit Value: 45

Level: 7

Module Type: MOD

Scheme: Taught Postgraduate

Start Date: September 2012

Proposed JACS Code: A400 Clinical Dentistry

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: Institute of Dentistry

Schools which will also be involved in teaching part of the module: n/a

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner: n/a

Responsible School | Subject Exam Board responsible for the module
--- | ---
SMD: Institute of Dentistry (PG) | Clinical Subject Exam Board (Institute of Dentistry)

### Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>2</td>
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<td>5</td>
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<td>5</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a core Module of the Postgraduate Diploma in Advanced Clinical Paediatric Dentistry which consolidates and enhances all the basic and advanced knowledge in Paediatric Dentistry that were acquired in the Master of Clinical Dentistry Course. The students would apply the knowledge in specialist level to solve complex clinical problems and to treatment planning for the oral care of Children, including those with special needs.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Institute of Dentistry:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Seminar room</td>
</tr>
<tr>
<td></td>
<td>• Audio-visual facilities and support</td>
</tr>
<tr>
<td></td>
<td>• Library and e-resources access</td>
</tr>
<tr>
<td></td>
<td>• IT facilities and support</td>
</tr>
<tr>
<td></td>
<td>• USB flash drives (encrypted)</td>
</tr>
<tr>
<td></td>
<td>• Administration support</td>
</tr>
<tr>
<td></td>
<td>• External speakers</td>
</tr>
<tr>
<td></td>
<td>• Consultant/Specialist-led support staff team for module delivery and expertise</td>
</tr>
</tbody>
</table>

| By any other Queen Mary school or collaborative institution | n/a |

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Farida Fortune

Digitally signed by Farida Fortune

Date: 2012.06.07 10:21:59 +01'00'

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School
Section 2 - Module Specification

Module Title: Advance specialist knowledge in Paediatric Dentistry  
Module Code: 
Credit Value: 45  
Level: 7  
Mode of Delivery: On Campus  
Semester: Semester 3  
Module Organiser: Prof. Ferranti Wong

Pre-requisite modules: All Modules stipulated in the Master in Clinical Dentistry, Paediatric Dentistry Course.
Co-requisite modules: Comprehensive clinical management of oral health for children
Overlapping modules: 

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module builds on the knowledge that the students obtained in preceding MClinDent course in Paediatric Dentistry. It provides students with advanced training in the provision of oral care for children through case based discussions, discussion of new treatment modalities through journal reviews and critical appraisals in order to apply knowledge on evidence informed practice. This includes advance clinical management and multidisciplinary approach of treatment of oral conditions in children.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

This module aims to:
- build on the clinical knowledge developed in the previous modules and in the M.Clin.Dent. Course
- develop knowledge on specialist skills in making diagnosis and treatment planning for complex cases
- develop student’s ability to evaluate and appraise literatures in order to formulate appropriate and evidence based treatment options for child patients
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Academic Content:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>To understand the implications of different diseases and medical conditions in the delivery of care to children</td>
</tr>
<tr>
<td>A2</td>
<td>To evaluate the content of guidelines applicable to the practice and delivery of dental care to children</td>
</tr>
</tbody>
</table>

Disciplinary Skills - able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>apply basic and advanced knowledge in the diagnosis and treatment planning of different dental conditions in children</td>
</tr>
<tr>
<td>B2</td>
<td>incorporate knowledge of evidence base into management and treatment (including the use of inhalation sedation and general anaesthesia) for children with conditions which may increase their risk to oral/dental disease or which may complicate the delivery of dental care</td>
</tr>
</tbody>
</table>

Attributes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Able to communicate effectively with professionals of different specialties in the management of multidisciplinary paediatric cases</td>
</tr>
<tr>
<td>C2</td>
<td>Engage critically with advance knowledge in diagnosis and treatment planning in Paediatric Dentistry</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

2. Dentistry for the Child and Adolescent (8th Edition) by Ralph E. McDonald (Editor), David R. Avery (Contributor)
4. Paediatric Dentistry by Richard R. Welbury (Editor) ISBN 0192631861 Publisher: Oxford University Press
5. Dental Caries: The Disease and Its Clinical Management, 2nd Edition by Ole Fejerskov (Editor), Edwina Kidd (Editor)
8. Dental Care of the Medically Complex Patient Edited by Peter B Lockhart Sedition
10. Oral and Maxillofacial Medicine: The Basis of Diagnosis and Treatment by Crispian Scully 2nd edition
12. The Prevention of Dental Disease (Oxford Medical Publications) by J.J. Murray (Editor) 3rd edition
14. Kennedy's Paediatric Operative Dentistry by D.B. Kennedy (Author), Martin E.J. Curzon (Author)
Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

Seminars, Journal reviews, Case-base discussions, Direct observation of Procedures

270 hours

2. Student independent learning time

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

independent study including:
- private study
- library projects
- evidence reviews
- essays and other written assignments

180 hours

1. + 2. Total module notional study hours

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

450 hours

Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
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<tr>
<th>Brief Description of Assessment</th>
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<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination</td>
<td>Examination</td>
<td>3 hours</td>
<td>100</td>
<td>Yes</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.

Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.
**Standard Reassessment**  
**Synoptic Reassessment**

<table>
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<th>Duration / Length of Examination / Coursework</th>
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</thead>
<tbody>
<tr>
<td>n/a</td>
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<td>n/a</td>
</tr>
</tbody>
</table>

### Section 3 - Alternative Assessment Arrangements for Associate Students

This section **must only** be completed if the module will be made available to associate students in Semester A and where the credit value of the “associate” version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click ‘Add Alternative Assessment’.

### Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in **Semester A**. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click ‘Add Half Module (Semester A)’.

### Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in **Semester B**. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click ‘Add Half Module (Semester B)’.

Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

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Section 1 - Summary Information

Module Title: Clinical governance and audit

<table>
<thead>
<tr>
<th>Credit Value</th>
<th>Level</th>
<th>Module Type</th>
<th>Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>7</td>
<td>MOD</td>
<td>Taught Postgraduate</td>
</tr>
</tbody>
</table>

Start Date: September 2012

Proposed JACS Code: A400 Clinical Dentistry

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: Institute of Dentistry

Schools which will also be involved in teaching part of the module:

n/a

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:

n/a

Responsible School: Institute of Dentistry

Subject Exam Board responsible for the module: Clinical Subject Exam Board (Institute of Dentistry)

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
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</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

The purpose of the audit project is to provide an opportunity to investigate current practice in a chosen area of paediatric dentistry. This core module aims to build on students’ basic undergraduate competencies in clinical audit to a managerial level of audit skills. Students will have the opportunity of learning how clinical audit fits into the wider issue of clinical governance which is a key component of the NHS framework. In this core module, students will progress from understanding the key components of clinical audit to its role in the process of quality improvement to enhance patient care and outcomes. The audit project will not only give the student real insight into the philosophy of audit but also the practical experience in managing the process of completing a piece of original work.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Institute of Dentistry:</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>• Audio-visual facilities and support</td>
</tr>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Farida Fortune

Digitally signed by Farida Fortune
DN: cn=Farida Fortune, o=QMUL, ou=Institute of Dentistry, email=dental.dean@qmul.ac.uk, c=GB
Date: 2012.06.07 10:22:24 +01'00'

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School
Section 2 - Module Specification

Module Title | Clinical governance and audit
Credit Value | 15
Level | 7
Mode of Delivery | On Campus
Module Organiser | Prof. Ferranti Wong
Semester | Semester 3

Pre-requisite modules

Co-requisite modules

Overlapping modules

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

In this module, students will build on the principles of audit and clinical governance using current norms and protocols. The students will select an area of clinical paediatric dentistry, design a strategy for audit, collect the relevant data and analyse the findings. At the end of this module, the students will be required to produce a structured audit report of their project (2,000 - 5000 words), including recommendations for improvement of the clinical service and plans for re-audit. They will also be required to summarise their project in a PowerPoint presentation of 10-15 minutes’ duration, at a local, national or international meeting in paediatric dentistry. It is intended that the students will be guided throughout this process.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The audit project represents the culmination of the programme and, in line with the QMUL Academic Credit Framework Level 7 expectations, with the aims to:

• Enhance the understanding of clinical governance and clinical audit
• Develop the ability to highlight problems in clinical service
• Investigate current practice in a chosen area of paediatric dentistry
• Develop skills in conducting a successful audit project
• Carry out independent learning and problem-solving
• Use clinical audit to ensure that clinical standards are being met to improve patient care
• Improve team working and communication
• Develop skills in oral and written presentations.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
<tr>
<td>A3</td>
</tr>
<tr>
<td>A4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
</tr>
<tr>
<td>B2</td>
</tr>
<tr>
<td>B3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Methodologies for Clinical Audit in Dentistry, Royal College of Surgeons (Eng)
N. Starey, 'What is clinical governance?', Evidence-based medicine, Hayward Medical Communications.
Scottish Intercollegiate Guidelines Network (SIGN)
Clinical Audit for Doctors 2009, Robert Ghosh
Clinical audit: what it is and what it isn’t. (http://www.rcpsych.ac.uk/pdf/clinauditChap1.pdf)
Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

- Lectures and seminars
  - Audit Meeting
  - Audit presentation
  - 50 hours

2. Student independent learning time

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

- Independent study, audit management, writing up reports
  - 100 hours

1. + 2. Total module notional study hours

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

150 hours

Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit Report</td>
<td>Dissertation</td>
<td>2000-5000 words</td>
<td>80</td>
<td>No</td>
<td>n/a</td>
</tr>
<tr>
<td>Presentation and Viva</td>
<td>Examination</td>
<td>20 minute oral examination</td>
<td>20</td>
<td>Yes</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.

Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
</table>
Section 3 - Alternative Assessment Arrangements for Associate Students

This section **must only** be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in **Semester A**. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in **Semester B**. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Proposal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>Institute of Dentistry</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>Postgraduate Diploma in Orthodontics and five associated module proposals:</td>
</tr>
<tr>
<td></td>
<td>• Advanced Clinical Diagnostic and Treatment Planning in Orthodontic Patients</td>
</tr>
<tr>
<td></td>
<td>• Completion of Clinical Treatment and Cases</td>
</tr>
<tr>
<td></td>
<td>• Research Consolidation and Manuscript Preparation from MClinDent Project</td>
</tr>
<tr>
<td></td>
<td>• Clinical Governance and Audit</td>
</tr>
<tr>
<td></td>
<td>• Multidisciplinary Care in Orthodontic patients</td>
</tr>
<tr>
<td>Outcome requested</td>
<td>Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer.</td>
</tr>
<tr>
<td>Potential issues identified and comments on the proposal(s) from Academic Secretariat</td>
<td>The documentation presents a proposal to develop a Postgraduate Diploma in Orthodontics offered in full time mode of study.</td>
</tr>
<tr>
<td></td>
<td><strong>Part 2 and Programme Specification</strong></td>
</tr>
<tr>
<td></td>
<td>All modules are specified as core modules, including the zero credit Completion of Clinical Treatment and Cases module. The Board may wish to explore the non-credit bearing module that will account for a year of study.</td>
</tr>
<tr>
<td></td>
<td>The programme is only available for students who have successfully completed the MClinDent course at QMUL.</td>
</tr>
<tr>
<td></td>
<td><strong>Module Proposals</strong></td>
</tr>
<tr>
<td></td>
<td><em>Multidisciplinary Care in Orthodontic Patients</em></td>
</tr>
<tr>
<td></td>
<td>• Does the coursework account for 100% of the assessment for the module?</td>
</tr>
</tbody>
</table>
Part 2 Programme Proposal Form

All sections must be completed in full and supplementary information attached where requested. Part 2 proposals should be appended to the Programme Specification and submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Taught Programmes Board.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Summary Information

<table>
<thead>
<tr>
<th>Proposed Programme Title</th>
<th>Postgraduate Diploma in Orthodontics</th>
<th>Programme Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme Qualification</td>
<td>Mode of study</td>
<td>Programme Duration</td>
</tr>
<tr>
<td>Postgraduate Diploma (PG Dip)</td>
<td>Full Time (Calendar Year)</td>
<td>1 Calendar Year</td>
</tr>
</tbody>
</table>

Proposed Start Date September 2012

Programme Organiser Dr Ama Johal

Does this programme contain a foundation year or any pre-sessional activity? No

1) Programme Management

Describe the arrangements for the operational management of the programme and the quality assurance mechanisms that will be put in place. Consideration should be given to student representatives and hearing student views.

Complete either section a) for programmes delivered by one School/Institute or section b) for programmes delivered by more than one School/Institute.

a) Single School/Institute Delivery

The programme is accommodated by the Institute of Dentistry, Barts and The London School of Medicine & Dentistry.

Arrangements and responsibilities for marketing, admissions, induction and communications with students will include the QMUL Admissions and Recruitment, Marketing/Communications and International Offices.

Educational Aims
The aims of the programme are to:

- offer comprehensive, contemporary and advanced knowledge in Orthodontics to specialist level;
- provide advanced training to clinicians wishing to attain clinical expertise and proficiency in Orthodontics to specialist level;
- prepare dentists to be eligible for formal recognition as a Specialist in Orthodontics by the UK regulatory bodies;
- meet the national and international need for more Specialists in Orthodontics;
- instill the need for continuing professional development and lifelong learning;
- promote a critical approach to evaluating relevant literature so as to enable evidence-based practice in Orthodontics to specialist level;
- embed the foundations of literature review and research.

Learning Outcomes
The learning outcomes reflect the Curriculum for Specialist Training in Orthodontics produced by the Specialist Advisory Committee in Orthodontics and approved by the General Dental Council (UK), the relevant QAA benchmark statements and The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008) and are guided by the Queen Mary Statement of Graduate Attributes.

At the end of the programme the student will be able to:
- demonstrate the possession of in-depth and extensive current knowledge in Orthodontics to specialist level;
- undertake independent, proficient and advanced clinical practice in Orthodontics to specialist level in either primary or secondary care settings;
- relate Orthodontic care to other dental and medical specialties;
- utilise problem-solving and decision-making skills to assess, diagnose and treatment plan advanced, multi-disciplinary and complex cases;
- accept secondary referrals for advice and treatment in Orthodontics;
- understand and analyse the literature and research bases for evidence-based clinical care;
- plan and perform research including clinical audits;
- communicate effectively and interact with patients and colleagues in other dental and medical specialties;
- be eligible for entry to sit the membership examination of the Surgical Royal Colleges in Orthodontics.

Teaching and Learning Strategies

A variety of teaching and learning methods will be employed including:
- Lectures/seminars: given by experts in their field on topics relevant to the advanced science and clinical practice of Orthodontics and related subjects.
- Clinical practice sessions: treating patients under supervision, discussion and review of outcomes.
- Assessment, diagnosis and treatment planning clinics: attendance at Consultant/Specialist-led referral and diagnostic clinics, multidisciplinary clinics for children and adults requiring restorative and/or surgical needs.
- Self-directed learning: course work, essays and other written assignments, library projects, literature searches and critical appraisal exercises.
- Tutorials: One–to-one for those needing additional support, guidance and help.
- Case reports and presentations: problem-solving exercises, critical analysis of treated cases, discussion on what, how, and why treatment was carried out, reflecting on shortcomings and how it could be improved.
- Literature review and research project: supervised and leading to production of a manuscript for publishing in a peer review journal, and presentations at local/national/international meetings and conferences.
- Reading lists of books and journal papers, e-resources and online materials.

Assessment Strategies

A combination of assessment methods including:
- Formative assessment: formal and informal multi-source feedback regarding performance and achievement of the learning objectives by continual monitoring of activities (seminar performance, case and audit presentations, direct observation of procedural skills, case-based discussions, performance and progress appraisals).
- Summative assessment: case reports and audit projects, literature review and research manuscript for publication.

Programme Requirements and Progression

- Compulsory attendance of all sessions normally expected.
- During clinical practice sessions, treat patients to the highest ethical and technical standards and monitor outcome.
- Attend and participate at Consultant/Specialist-led specialty clinics and related medical and multidisciplinary clinics.
- Maintain a satisfactory log book record of cases seen and patients treated, which will be subjected to internal appraisal.
- Read, synthesise and critically appraise classical, contemporary and relevant scientific literature.
- Produce a manuscript for publication.
- Carry out an audit project and report.
- Present cases and the results of academic exercises at journal/study club meetings and conferences.
- Successful completion of each module requires that no individual module mark being less than 50%.
- Students must pass all modules to gain an overall pass.

Programme Structure

The programme comprises the following components: 60% clinical, 25% taught/didactic and 15% research. All the taught and clinical components in the programme are core modules.

The programme consists of five Level 7 credit modules listed below:
1. Advanced clinical diagnostic and treatment planning in Orthodontic patients (45 credits)
2. Multidisciplinary care in Orthodontic patients (45 credits)
3. Clinical governance and audit (15 credits)
4. Follow up research and manuscript preparation from MClinDent project (15 credits)
5. Completion of Clinical Treatment and cases (0 credit)

Quality Assurance Mechanisms
Taught postgraduate programmes in the Institute of Dentistry are co-ordinated through the Masters Course Organisers Group which takes an overview of all taught postgraduate programmes and any issues impacting upon their quality. The quality assurance process will also be supported by the Dental Education Committee. Progression will be managed through the Institute of Dentistry’s Clinical Subjects Examination Board.

The quality assurance mechanisms will include:
• Staff-Student Liaison Committee: periodic meetings of this committee to give the students ample opportunity to raise issues concerning the programme.
• Student feedback mechanisms: informal and two-way feedback will be encouraged throughout the course. Formal feedback will be sought twice-yearly via a standard evaluation questionnaire adopted for use by the Institute’s postgraduate programmes, based on the National Student Survey (NSS) contents.
• Personal tutor arrangements: members of the teaching staff will be nominated to act as personal tutors to the students.
• Programme induction: As the students are from the MClinDent cohort, formal induction of the facility will not be carried out. However, the students will have a meeting with the course organiser to discuss their personal development plan for this programme.
• Programme review: the Programme Organiser/Lead will participate in the annual review and monitoring process. The programme will be reviewed in the TPAP.

Academic Support
• Induction course at the beginning of the programme.
• Personal tutors for each student.
• Supervised clinical practice sessions.
• Supervised literature review and research project.
• Continuous monitoring of academic progress and learning activities.
• Augmented by extensive availability of other learning resources including libraries and online/intranet materials.

b) Joint School/Institute Delivery (Joint Working Statement)
For programmes that are delivered jointly between more than one School/Institute or for programmes that utilise modules from other Schools/Institutes in an interdisciplinary capacity, a joint working statement should be provided. This should identify the respective responsibilities of each School/Institute with regards to programme management, quality assurance, and student support.

2) Plagiarism Detection
Consideration should be given to the use of plagiarism detection software e.g. turnitin, for programmes with a significant proportion of written assessed work. Provide information about how this will be managed for the programme.

The use of Turnitin for plagiarism detection and to prevent copying for all written assessed work. Also, as the there will be a small number of students, manual detection will be used.
3) Academic Staffing for the Programme (Non-Queen Mary Staff)
List any academic staff that are not employed or managed by Queen Mary that will be involved in the teaching or assessment of the programme.

n/a

4) Distance Learning Programmes (if applicable)
If the programme is distance learning, please specify how student-related data will be provided to the Student Administration Office. The mechanisms for the enrolment and assessment of distance learning students should also be described in detail.

n/a

5) Subject Examination Board Details
Specify the name of the Subject Examination Board (SEB), which will oversee the assessment processes that operate for the programme(s) and modules clarify whether this is a new or existing SEB. For further information please contact Simon Hayter.

<table>
<thead>
<tr>
<th>School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD: Institute of Dentistry (PG)</td>
<td>Clinical Subject Exam Board (Institute of Dentistry)</td>
</tr>
</tbody>
</table>

6) External Adviser Comments
Detailed comments from at least one external adviser - submissions must be supported by external specialist opinion, e.g. from a representative of a professional organisation, or a senior academic in another institution. The external adviser should be able to comment in sufficient detail on the appropriateness and viability of the proposed programme(s). For further guidance regarding the selection criteria, role and expectations of External Advisers please refer to the External Adviser Guidelines.

Name & Title of External Adviser

Current Post & Institution / Organisation
7) Response to External Adviser Comments
This should include a full response to the comments provided by the External Adviser. Each point / issue raised by the External Adviser that requires further consideration should be addressed in detail in this response.

The following documents must accompany the Part 2 Programme Proposal. Proposals that are not accompanied by the necessary documentation will not be considered by Taught Programmes Board.

- Has a Programme Specification been completed and submitted with the Part 2? Yes
- Have module proposal forms for each new module been submitted with the Part 2? Yes
- Is there evidence of support from at least one external adviser? Yes
- Have the Academic Regulations (including progression, if not within the modular regulation structure) been clearly documented and/or appended? Yes

Collaborative provision: programmes that are offered in partnership with an external organisation should usually have the following documents appended to the Part 2 Programme Proposal.

- Has a draft Memorandum of Agreement been completed and submitted with the Part 2? N/A
> Has supplementary information on the management of the partnership been submitted with the Part 2?  

N/A

> Have any special regulations been submitted with the Part 2 (where relevant)?

N/A

---

**Approval of Part 2 Programme Proposal**

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School: Farida Fortune  
Digitally signed by Farida Fortune  
DN: cn=Farida Fortune, o=QMUL, ou=Institute of Dentistry, e=dental.dean@qmul.ac.uk, c=GB  
Date: 2012.06.07 12:07:00 +01'00'

Head(s) of supporting School

Head(s) of supporting School

Chair of Taught Programmes Board
RE: Postgraduate Diploma in Orthodontics Queen Mary College, University of London

Programme Organiser: Dr Ama Johal

Report

The UK has a well-earned reputation in Europe for the quality of our postgraduate orthodontic education and training. This is primarily due to university courses like the masters programme at QMC, which combines theoretical and evidence-base teaching for clinical practice, with experience of treating patients, as well as undertaking a research project to develop critical appraisal skills. In the UK it is recognised that the time it takes for an individual to progress from a general dentist to a specialist orthodontist, able to rationalise and justify their approach to the management of a wide range of malocclusions, is three years. In common with many other institutions in the UK QMC has a two year masters degree in orthodontics and this Diploma bridges the gap between the experience required for a masters level degree and that required to become a specialist.

The programme is well-designed and will ensure the students have the necessary knowledge and experience to undertake the orthodontic specialty examination at one of the Royal College of Surgeons. There are appropriate proportions of clinical practice, didactic teaching and research experience. The mixture of teaching methods ensures that the majority of learning styles will be provided for.

Aims, objective and learning outcomes

These are clearly stated and relevant to the five proposed modules. They are suitable and in agreement with the expected achievements of a 3rd year postgraduate student in orthodontics.
Curriculum design and levelness

The proposed Postgraduate Diploma offers an appropriate design to enhance the clinical and academic training of the MClinDent student to the level of a specialist orthodontist. The balance of time between direct student contact and private study/self-directed learning seems correct.

The importance of audit and clinical governance are recognised and I particularly like the module that requires the student to write an article for publication in a scientific journal, as this will to develop their critical appraisal skills.

Learning, Teaching and achievement

The teaching methods are clearly stated and appear appropriate to the proposed 1 year Diploma in Orthodontics. A range of assessment strategies are proposed, which represent the needs of the modules appropriately, but I have some minor comments about two of the modules.

The assessment for the module entitled Advanced clinical diagnostic and treatment planning in orthodontic patients involves presenting 5 case scenarios or reports and a 20-minute oral examination. Would it be possible to give the students an indication of the length/word limit for these scenarios? I wonder whether a 20-minute oral examination is sufficient to discuss all 5 cases (perhaps the idea is only to choose 3 or 4 cases)? The weighting for the examination of 80% for the written report and 20% for the viva seems quite heavily weighted in favour of the written reports.

The assessment for the module entitled Multidisciplinary care in orthodontic patients involves a ‘clinical portfolio of multidisciplinary patient’. Does this just involve one patient portfolio? Please indicate approximate number of words required to complete the assignment. The weighting for this is presumably 100%.

Admission, Progression and achievement

The course is rightly only available for those postgraduate students who have achieved the highest grades in the MClinDent examination. The programme of study, as designed, offers the student a positive learning experience and encourages presentation and publication of both audit and research; a skill which will enhance their future career development.

Learning resources and facilities

I would expect a third year postgraduate to be regularly reading the major orthodontic journals to keep up-to-date and would include these in the Reading List:

American Journal of Orthodontic and Dentofacial Orthopedics
Angle Orthodontist
European Journal of Orthodontics
Journal of Orthodontics

Some of the recommended textbooks on the reading lists are not the latest editions:

Contemporary Orthodontics by WR Proffit is now in a 4th edition and includes co-authors Henry W. Fields and David M. Sarver.
The following books I would consider to be very good undergraduate/first year postgraduate textbooks, but perhaps not insufficient detail for a third year orthodontic postgraduate:

A Textbook of Orthodontics by WJB Houston, CD Sterphens (sic) & WJ Tulley (2nd Edition)) has not been up-dated since 1992 and there are more contemporary textbooks, such as Handbook of Orthodontics by Cobourne and DiBiase; however this is again a very good undergraduate/first year postgraduate textbook and probably not the appropriate depth for an advanced specialist.

I would recommend the following textbook for advance postgraduate reading:

Evidence-Based Orthodontics Editors Greg J. Huang, Stephen Richmond, Katherine W. L. Vig

to a third year postgraduate.

Student guidance and support

There appear to be very clear guidance for the student and a support network in place, which the student will or may have utilized during their preceding 2-year Masters course

Quality management and enhancement

The quality assurance mechanisms are thorough and appropriate, although there does not seem to be any mention of an External Examiner to scrutinise and moderate the process. I see no reason why this could not be the same individual who QAs the MClinDent.

Dr Philip Benson
Reader/Honorary Consultant in Orthodontics
p.benson@sheffield.ac.uk
28 May 2012
Response to External Advisor report:

RE: Postgraduate Diploma in Orthodontics Queen Mary College, University of London: Programme Organiser: Dr Ama Johal

I welcomed the report submitted by Dr Benson and have amended the program accordingly in the following manner to address the comments raised:

Learning, Teaching and achievement

‘The assessment for the module entitled Advanced clinical diagnostic and treatment planning in orthodontic patients involves presenting 5 case scenarios or reports and a 20-minute oral examination. Would it be possible to give the students an indication of the length/word limit for these scenarios? ‘

RESPONSE: The student’s in fulfilling their requirements to enter the MOrth Examination are required to submit 5 fully documented treated cases, in accordance with the Royal College guidance. The Diploma course now requests they submit all 5 of these case reports in this format.

‘I wonder whether a 20-minute oral examination is sufficient to discuss all 5 cases (perhaps the idea is only to choose 3 or 4 cases)? The weighting for the examination of 80% for the written report and 20% for the viva seems quite heavily weighted in favour of the written reports.’

RESPONSE: The oral examination has been extended to 60 minutes (10 minutes to discuss each case) and this better reflects the % weighting, which remains unchanged.

The assessment for the module entitled Multidisciplinary care in orthodontic patients involves a ‘clinical portfolio of multidisciplinary patient’. Does this just involve one patient portfolio? Please indicate approximate number of words required to complete the assignment. The weighting for this is presumably 100%.

RESPONSE: This has now been further clarified to specify the students are required to present 1clinical portfolio, in the format of a fully documented case report, as per the MOrth examination (which the student is preparing for). The weighting for this is 100%.
Learning resources and facilities

RESPONSE: The Reading List now includes the following Journals:
American Journal of Orthodontic and Dentofacial Orthopedics
Angle Orthodontist
European Journal of Orthodontics
Journal of Orthodontics

The recommended textbooks on the reading lists have been updated to the latest editions and the following books removed for the third year orthodontic student:
A Textbook of Orthodontics by WJB Houston, CD Sterphens (sic) & WJ Tulley (2nd Edition))

The following textbook for advance postgraduate reading has been added:
Evidence-Based Orthodontics Editors Greg J. Huang, Stephen Richmond, Katherine W. L. Vig.

Dr Ama Johal
Senior Clinical Lecturer/Honorary Consultant in Orthodontics
a.s.johal@qmul.ac.uk
28 May 2012
Programme Specification

<table>
<thead>
<tr>
<th>Awarding Body/Institution</th>
<th>Queen Mary, University of London</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Institution</td>
<td>Queen Mary, University of London</td>
</tr>
<tr>
<td>Name of Final Award and Programme Title</td>
<td>Postgraduate Diploma in Orthodontics</td>
</tr>
<tr>
<td>Name of Interim Award(s)</td>
<td>Postgraduate Diploma in Orthodontics</td>
</tr>
<tr>
<td>Duration of Study / Period of Registration</td>
<td>1 yr FT</td>
</tr>
<tr>
<td>QM Programme Code / UCAS Code(s)</td>
<td>A400 Clinical dentistry</td>
</tr>
<tr>
<td>QAA Benchmark Group</td>
<td></td>
</tr>
<tr>
<td>FHEQ Level of Award</td>
<td>Level 7</td>
</tr>
<tr>
<td>Programme Accredited by</td>
<td>Royal Colleges for entry to Membership Orthodontics examination</td>
</tr>
<tr>
<td>Date Programme Specification Approved</td>
<td></td>
</tr>
<tr>
<td>Responsible School / Institute</td>
<td>Institute of Dentistry</td>
</tr>
</tbody>
</table>

Programme Outline
This programme is for those who have passed the two-year MClinDent in Orthodontics course at QMUL and would like to seek further specialist level training. This additional clinical year of education and training would consolidate the candidate with valuable experience to the specialist level endorsed by the Royal Colleges in line with the required 3 years of Clinical training necessary for eligibility to sit the MOrth examination. In addition to academic inputs, the programme offers a major specialist led clinical component in which the students will gain specialist training on multi-disciplinary management for both children and adults who require restorative and surgical treatments. Other components include clinical audit, governance and research consolidation.

Aims of the Programme
The aims are to:
- offer comprehensive, contemporary and advanced knowledge in Orthodontics to specialist level;
- provide advanced training to dentists wishing to attain clinical expertise and proficiency in Orthodontics to specialist level;
- prepare clinicians to be eligible for formal recognition as a Specialist in Orthodontics by the UK regulatory bodies
- meet the national and international need for more Specialists in Orthodontics.
Programme Title: Postgraduate Diploma in Orthodontics

- instill the need for continuing professional development and lifelong learning;
- promote a critical approach to evaluating relevant literature so as to enable evidence-based practice in Orthodontics to specialist level.

What Will You Be Expected to Achieve?

The learning outcomes reflect the Curriculum for Specialist Training in Orthodontics produced by the Specialist Advisory Committee in Orthodontics and approved by the General Dental Council (UK), the relevant QAA benchmark statements and The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008) and are guided by the Queen Mary Statement of Graduate Attributes.

At the end of the programme the student will be able to:
- demonstrate the possession of in-depth and extensive current knowledge in Orthodontics to specialist level;
- undertake independent, proficient and advanced clinical practice in Orthodontics to specialist level in either primary or secondary care settings;
- relate Orthodontic care to other dental and medical specialties;
- utilise problem-solving and decision-making skills to assess, diagnose and treatment plan advanced, multi-disciplinary and complex cases;
- accept secondary referrals for advice and treatment in Orthodontics;
- understand and analyze the literature and research bases for evidence-based clinical care;
- plan and perform research including clinical audits;
- communicate effectively and interact with patients and colleagues in other dental and medical specialties;
- be eligible for entry to sit the membership examination of the Surgical Royal Colleges in Orthodontics.

Academic Content:

| A1 | Advanced principles of Orthodontic diagnosis and treatment planing in children and adults |
| A2 | Advanced clinical mechanics for treating a variety of malocclusions |
| A3 | The current approaches to the scientific method of research |
| A4 | The skill in multi-disciplinary management of children and adults requiring restorative and/or surgical treatment |

Disciplinary Skills - able to:

| B1 | critically appraise scientific papers |
| B2 | reflect on case-studies, the integration of current clinical skills with new knowledge of the discipline |
| B3 | synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline/practice and from a wide range of sources |
| B4 | carry out orthodontic treatment in children and adults to a specialist standard |
| B5 | discuss ethical and governance issues associated with research and patient treatment |
| B6 | apply principles of patient safety and a patient-centred approach to oral health care for children and adults and recognise own limitations and when to seek advice |
Programme Title: Postgraduate Diploma in Orthodontics

Attributes:

| C1  | Demonstrate specialist competency in patient care, skill and knowledge |
| C2  | Show professional judgement to implement clinical solutions in response to problems by developing an evidence-based treatment plan and taking an holistic approach to solving problems and designing treatment plans. |
| C3  | Demonstrate the ability to critically assess scientific papers and available evidence such as guidelines using a variety of information sources. |
| C4  | Evaluate critically the scope and limitations of the various techniques used in Orthodontics |
| C5  | Develop an integrated insight into how the development and impact of their knowledge and skills is of value and relevance to the workplace. |
| C6  | Appraise systematically current evidence in Orthodontics and appreciate research inform practice. |
| C7  | Demonstrate the ability to sustain a critical argument in writing and through oral presentations. |
| C8  | Demonstrate ability to write a scientific paper |

How Will You Learn?

A variety of teaching and learning methods will be employed including:

• Lectures/seminars: given by experts in their field on topics relevant to the advanced science and clinical practice of Orthodontics and related subjects.
• Clinical practice sessions: treating patients under supervision, discussion and review of outcomes.
• Assessment, diagnosis and treatment planning clinics: attendance at Consultant/Specialist-led referral and diagnostic clinics, multidisciplinary clinics for children and adults with Orthodontic needs.
• Self-directed learning: course work, essays and other written assignments, library projects, literature searches and critical appraisal exercises.
• Tutorials: One–to-one for those needing additional support, guidance and help.
• Case reports and presentations: problem-solving exercises, critical analysis of treated cases, discussion on what, how, and why treatment was carried out, reflecting on shortcomings and how it could be improved.
• Literature review and research project: supervised and leading to production of a manuscript for publishing in a peer review journal, and presentations at local/national/international meetings and conferences.
• Reading lists of books and journal papers, e-resources and online materials.

How Will You Be Assessed?

A combination of assessment methods including:

• Formative assessment: formal and informal multi-source feedback regarding performance and achievement of the learning objectives by continual monitoring of activities (seminar performance, case presentations, direct observation of procedural skills, case-based discussions, performance and progress appraisals).
• Summative assessment: case reports and audit projects, literature review and research manuscript for publication.

How is the Programme Structured?

This is a one year modular course with 5 modules which aims to provide the students with updated theoretical background and
Programme Title: Postgraduate Diploma in Orthodontics

high quality clinical training in the field of Orthodontics. It also consolidates student training in the area of research and preparation of manuscripts for scientific publications. Four modules cover semesters 1 and 2 will be subject to summative assessment. The 5th module in Semester 3 will enable students to complete their cases prior to entry for the RCS membership examination.

Academic Year of Study

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced clinical diagnostic and treatment planning in Orthodontic patients</td>
<td></td>
<td>45</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 1 &amp; 2</td>
</tr>
<tr>
<td>Multidisciplinary care in Orthodontic patients</td>
<td></td>
<td>45</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 1 &amp; 2</td>
</tr>
<tr>
<td>Clinical governance and audit</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 1 &amp; 2</td>
</tr>
<tr>
<td>Follow up research and manuscript preparation from MClinDent project</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semesters 1 &amp; 2</td>
</tr>
<tr>
<td>Completion of Clinical Treatment and cases</td>
<td></td>
<td>0</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 3</td>
</tr>
</tbody>
</table>

What Are the Entry Requirements?

The programme is only available for student who has successfully completed MClinDent course in Orthodontics at QMUL. The programme has a limited number of spaces and preferences are given who have obtained a merit grade or above in the clinical component of the MClinDent course.

How Do We Listen and Act on Your Feedback?

Taught postgraduate programmes in the Institute of Dentistry are coordinated through the Masters Course Organisers Group which takes an overview of all taught postgraduate programmes and any issues impacting upon their quality. The quality assurance process will also be supported by the Dental Education Committee. Progression will be managed through the Institute of Dentistry's Clinical Subjects Examination Board.

The quality assurance mechanisms will include:

- Staff-Student Liaison Committee: periodic meetings of this committee to give the students ample opportunity to raise issues
Programme Title: Postgraduate Diploma in Orthodontics

concerning the programme.

- Student feedback mechanisms: informal and two-way feedback will be encouraged throughout the course. Formal feedback will be sought twice-yearly via a standard questionnaire adopted for use by the Institute’s postgraduate programmes, based on the National Student Survey (NSS) contents.
- Personal tutor arrangements: members of the teaching staff will be nominated to act as personal tutors to the students.
- Programme induction: there will be a formal induction at the start, with the programme organiser and teaching staff present to welcome the students and to introduce the various components of the programme. There will also be a tour of the skills laboratory, library and other facilities.
- Programme review: the Programme Organiser/Lead will participate in the annual review and monitoring process. The programme will be reviewed in the Annual Report on Teaching in Dentistry.

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school’s Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students’ views are considered in this process through analysis of the NSS and module evaluations.

### Academic Support

**Academic Support**

- Induction course at the beginning of the programme.
- Personal tutors for each student.
- Supervised clinical practice sessions.
- Supervised literature review and research project.
- Continuous monitoring of academic progress and learning activities.
- Augmented by extensive availability of other learning resources including libraries and online/intranet materials.

### Programme-specific Rules and Facts

**Programme Requirements and Progression**

- Compulsory attendance of all sessions normally expected.
- During clinical practice sessions, treat patients to the highest ethical and technical standards and monitor outcome.
- Attend and participate at Consultant/Specialist-led specialty clinics and related medical and multidisciplinary clinics.
- Attend and participate in theatre sessions.
- Maintain a satisfactory log book record of cases seen and patients treated, which will be subjected to internal appraisal.
- Read, synthesise and critically appraise classical, contemporary and relevant scientific literature.
- Produce a manuscript for publication.
- Carry out an audit project and report.
- Present cases and the results of academic exercises at journal/study club meetings and conferences.
- Successful completion of each module requires that no individual module mark being less than 50%.
- Students must pass all modules to gain an overall pass.
Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
• Finding out if you have a specific learning difficulty like dyslexia
• Applying for funding through the Disabled Students’ Allowance (DSA)
• Arranging DSA assessments of need
• Special arrangements in examinations
• Accessing loaned equipment (e.g. digital recorders)
• Specialist one-to-one "study skills" tuition
• Ensuring access to course materials in alternative formats (e.g. Braille)
• Providing educational support workers (e.g. note-takers, readers, library assistants)
• Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

The programme is jointly hosted by the Institute of Dentistry, Barts and The London School of Medicine & Dentistry, and the Dental Teaching Hospital, Barts Health NHS Trust. A number of the oversea students are sponsored by their government and in completion of the training, they will be able to obtain a senior clinical post. For those who are self-funded, they return to their own country and work as a specialist. This programme is also available to NHS trainees who would like to have more academic input in their training so that they can be develop as clinical academics.

Transferable skills include:
• Become an effective and efficient leader of a multi-professional team practicing Orthodontics
• Undertake audit, peer review and continuing professional development guiding the learning of others.
• Learn independently in familiar and unfamiliar situations with open-mindedness and in a spirit of critical enquiry and knowledge advancement.

Programme Specification Approval

Person completing Programme Specification: Dr Ama Johal

Person responsible for management of programme: Dr Ama Johal

Date Programme Specification produced/amended by School Learning and Teaching Committee: 

Date Programme Specification approved by Taught Programmes Board: 

Queen Mary
University of London
Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

### Section 1 - Summary Information

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Advanced clinical diagnostic and treatment planning in Orthodontic patients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code</td>
<td></td>
</tr>
<tr>
<td>Credit Value</td>
<td>45</td>
</tr>
<tr>
<td>Level</td>
<td>7</td>
</tr>
<tr>
<td>Module Type</td>
<td>MOD</td>
</tr>
<tr>
<td>Scheme</td>
<td>Taught Postgraduate</td>
</tr>
<tr>
<td>Start Date</td>
<td>September 2012</td>
</tr>
<tr>
<td>Proposed JACS Code</td>
<td>A400 Clinical Dentistry</td>
</tr>
</tbody>
</table>

Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

Responsible School / Institute: Institute of Dentistry

Schools which will also be involved in teaching part of the module: n/a

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner: n/a

### Responsible School | Subject Exam Board responsible for the module

SMD: Institute of Dentistry (PG) | Clinical Subject Exam Board (Institute of Dentistry)

### Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2013/14</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2014/15</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a core Module of the Postgraduate Diploma in Orthodontics which consolidates and enhances the student’s ability to clinically diagnose and treatment plan in Orthodontic patient’s with complex needs in both children and adults, helping to critically evaluate treatment options, including multidisciplinary approaches, for these patients.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Institute of Dentistry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• One fully operational dental chair/bay per student</td>
<td></td>
</tr>
<tr>
<td>• Materials and equipment as required</td>
<td></td>
</tr>
<tr>
<td>• Nurses:student per clinic session - 1:2</td>
<td></td>
</tr>
<tr>
<td>• Administrative support for the course and clinics</td>
<td></td>
</tr>
<tr>
<td>• Testing, servicing and maintenance of equipment</td>
<td></td>
</tr>
<tr>
<td>• Consultant/Specialist-led support staff team (equivalent to competitors’ practice) for appropriate clinical supervision and expertise</td>
<td></td>
</tr>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Farida Fortune

Digitally signed by Farida Fortune
DN: cn=Farida Fortune, o=QMUL, ou=Institute of Dentistry, email=dental.dean@qmul.ac.uk, c=GB
Date: 2012.06.07 12:04:40 +01’00’

Head(s) of supporting School

Head(s) of supporting School
Section 2 - Module Specification

Module Title: Advanced clinical diagnostic and treatment planning in Orthodontic patients
Module Code: 

Credit Value: 45 Level: 7 Mode of Delivery: On Campus Semester: Semester 3

Module Organiser: Dr Ama Johal

Pre-requisite modules
Co-requisite modules
Overlapping modules

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This Module consolidate the clinical training that the students obtained in preceding MClinDent course in Orthodontics. It covers key areas in clinical training in the provision of Orthodontics for children and adults to a specialist level. Emphasis is placed on multidisciplinary approaches to providing treatments for these children.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

This module aims to:
- Consolidate the basic and advanced clinical training taught in the Master in Clinical Dentistry (Peadiatric Dentistry) Course
- Provide in-depth clinical training and multidisciplinary approaches in relation to orthodontics
- Expose the student to the complexities entailed in the treatment of different types of oral conditions in children
- Enable the student to apply an evidence-based practice
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Academic Content:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>To enhance clinical skill of students to provide specialist level diagnostic and treatment planning.</td>
</tr>
<tr>
<td>A2</td>
<td>To apply a variety of treatment mechanics in the management of Orthodontic patients</td>
</tr>
</tbody>
</table>

Disciplinary Skills - able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>Provide orthodontic treatment for different categories of malocclusion severity</td>
</tr>
<tr>
<td>B2</td>
<td>Demonstrate specialist competency in diagnosis, treatment planning and treatment for children with a variety of malocclusion</td>
</tr>
<tr>
<td>B3</td>
<td>Understand limitations of Orthodontic treatment</td>
</tr>
</tbody>
</table>

Attributes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>ability to work with professional colleagues to plan the treatment of patients with complex needs</td>
</tr>
<tr>
<td>C2</td>
<td>discuss the risk to benefit aspects of treatment</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

1. Orthodontic Cephalometry. AE Athanasiou
2. Evidence-Based Orthodontics Editors Greg J. Huang, Stephen Richmond, Katherine W. L. Vig.
4. Twin Block Functional Therapy. WJ Clark
5. Journals:
   American Journal of Orthodontic and Dentofacial Orthopedics
   Angle Orthodontist
   European Journal of Orthodontics
   Journal of Orthodontics
### Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

#### 1. Student / lecturer interaction

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

- **Supervised clinical treatment, seminars, Journal reviews, Case-base discussions, Direct observation of Procedures**
  - 270 hours

#### 2. Student independent learning time

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

- **Independent study including:**
  - private study
  - self-analysis of work
  - maintenance log book records
  - preparation of case presentations
  - 180 hours

#### 1. + 2. Total module notional study hours

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

- 450 hours

### Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case portfolios</td>
<td>Coursework</td>
<td>5 case reports in MOOrth College format</td>
<td>80</td>
<td>No</td>
<td>n/a</td>
</tr>
<tr>
<td>Viva</td>
<td>Examination</td>
<td>60 minutes</td>
<td>20</td>
<td>Yes</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.

### Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- ☐ Standard Reassessment
- ☐ Synoptic Reassessment

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synoptic reassessment details</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form

Sections 1 and 2 must be completed in full.
Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Completion of Clinical Treatment and Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code</td>
<td></td>
</tr>
<tr>
<td>Credit Value</td>
<td>0</td>
</tr>
<tr>
<td>Level</td>
<td>7</td>
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<td>Module Type</td>
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<td>Scheme</td>
<td>Taught Postgraduate</td>
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<td>Start Date</td>
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<td>Proposed JACS Code</td>
<td>A400 Clinical Dentistry</td>
</tr>
</tbody>
</table>

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: Institute of Dentistry

Schools which will also be involved in teaching part of the module: n/a

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner: n/a

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
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<td>3</td>
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</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a non-credit bearing Module of the Postgraduate Diploma in Clinical Orthodontics which is designed to enable the students to complete their clinical cases and to prepare them for submission to the specialist examination in the Royal Colleges, so that their employability and career progression can be enhanced.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Institute of Dentistry:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>• Consultant/Specialist-led support staff team (equivalent to competitors’ practice) for appropriate clinical supervision and expertise</td>
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</table>

By any other Queen Mary school or collaborative institution
n/a

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School
Farida Fortune

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School
Section 2 - Module Specification

Module Title: Completion of Clinical Treatment and Cases

Module Code

Credit Value: 0
Level: 7
Mode of Delivery: On Campus
Semester: Semester 3

Module Organiser: Prof. Ferranti Wong

Pre-requisite modules
1. Advanced clinical diagnostic and treatment planning in Orthodontic patients
2. Multidisciplinary care in Orthodontic patients
3. Clinical governance and audit
4. Follow up research and manuscript preparation from MClinDent project

Co-requisite modules

Overlapping modules

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This Module is designed for the students to complete all the essential clinical training in the provision of Orthodontics for children and adults to a specialist level. Emphasis is placed on multidisciplinary approaches in providing treatments for these patients.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

This module aims to:
- Complete the basic and advanced clinical training taught as required by the Royal Colleges
- Provide specialist clinical training and multidisciplinary approaches in relation to Orthodontics
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
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<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
</tr>
<tr>
<td>B2</td>
</tr>
<tr>
<td>B3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

2. Dentistry for the Child and Adolescent (8th Edition) by Ralph E. McDonald (Editor), David R. Avery (Contributor)
3. Oral and Maxillofacial Medicine: The Basis of Diagnosis and Treatment by Crispian Scully 2 edition
5. Clinical Problem Solving in Orthodontics and Paediatric Dentistry by Declan Millett and Richard Welbury
7. Orthodontic Cephalometry. AE Athanasiou
### Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

#### 1. Student / lecturer interaction

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

| Supervised clinical treatment, seminars, Journal reviews, Case-base discussions, Direct observation of Procedures | 252 hours |

#### 2. Student independent learning time

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

Independent study including:
- private study
- self-analysis of work
- maintenance log book records
- preparation of case presentations

148 hours

#### 1. + 2. Total module notional study hours

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

400 hours

### Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only formative assessment</td>
<td>Coursework</td>
<td>n/a</td>
<td>n/a</td>
<td>Yes</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.

### Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

<table>
<thead>
<tr>
<th>Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Description of Assessment</td>
</tr>
<tr>
<td>n/a</td>
</tr>
</tbody>
</table>
Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.
Module Proposal Form

Sections 1 and 2 must be completed in full.
Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Research consolidation and manuscript preparation from MClinDent project
Module Code: 
Credit Value: 15 Level: 7 Module Type: MOD Scheme: Taught Postgraduate
Start Date: September 2012
Proposed JACS Code: A400 Clinical Dentistry

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: Institute of Dentistry

Schools which will also be involved in teaching part of the module
n/a

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner
n/a

Responsible School: Institute of Dentistry (PG)
Subject Exam Board responsible for the module: Clinical Subject Exam Board

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2013/14</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2014/15</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a core Module of the Postgraduate Diploma in Orthodontics which continues the research component in the MCinDent (Orthodontics). This module develops the writing skill of the students to produce a manuscript for submission to a peer review journal from their dissertation. Apart from developing the student’s academic and research attributes, it will also enhance QMUL research profile.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Institute of Dentistry:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Classroom facilities and supervisors</td>
</tr>
<tr>
<td></td>
<td>• Library facilities, including e-journals, databases and other e-resources, and librarian support and help</td>
</tr>
<tr>
<td></td>
<td>• PC facilities and IT support</td>
</tr>
<tr>
<td></td>
<td>• Audio-visual facilities and support</td>
</tr>
</tbody>
</table>

| By any other Queen Mary school or collaborative institution | n/a |

Approval of New Module Proposal
The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Digitally signed by Farida Fortune
DN: cn=Farida Fortune, o=QMUL, ou=Institute of Dentistry, empl=dental.dean@qmul.ac.uk, c=GB
Date: 2012.06.07 12:03:32 +01'00'

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School
Section 2 - Module Specification

Module Title: Research consolidation and manuscript preparation from MClinDent project

Module Code: 

Credit Value: 15

Level: 7

Mode of Delivery: On Campus

Semester: Semester 3

Module Organiser: Dr Ama Johal

Pre-requisite modules: n/a

Co-requisite modules: n/a

Overlapping modules: n/a

1) Content Description

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module consolidates the research that the students carried out in the preceding MClinDent course in order to produce a manuscript for submission to a peer review journal. The modules will develop the student’s further insights in research philosophy and provide them with practical experience in writing a scientific manuscript. The students will also be encouraged to present their work in scientific meetings.

2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The aims are to:
1. consolidate the students critical appraisal skills of literatures and evaluation of original published research paper
2. develop the necessary skills in writing a manuscript
3. develop the ability to present in scientific meetings.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Academic Content:

| A1 | Demonstrate initiative and originality in problem-solving. |
| A2 | Develop skill in writing a scientific paper |

Disciplinary Skills - able to:

| B1 | Demonstrate effective oral presentations to both professional and lay audiences, communicate effectively in writing. |
| B2 | Critically appraise a scientific paper |
| B3 | Produce a clear and coherent manuscript in a scientific journal |

Attributes:

| C1 | To have the attribute of a scientist when confronted with a problem. |
| C2 | To have critical thinking in analysis and interpretation of data |
| C3 | Able to self-reflect on personal strengths and weaknesses. |
| C4 | Able to learn independently, with an open-mind and in the spirit of critical enquiry and knowledge advancement. |

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

1. Reading lists depend on the topics of the research.
3. Irene Hames, Peer Review and Manuscript Management in Scientific Journals: Guidelines for Good Practice, Wiley-Blackwell
Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

<table>
<thead>
<tr>
<th>One-on-one project supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 hours</td>
</tr>
</tbody>
</table>

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

<table>
<thead>
<tr>
<th>Independent study including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• private study</td>
</tr>
<tr>
<td>• review of evidence</td>
</tr>
<tr>
<td>• writing and preparation of manuscript</td>
</tr>
<tr>
<td>100 hours</td>
</tr>
</tbody>
</table>

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

| 150 hours |

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
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<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manuscript</td>
<td>Coursework</td>
<td>Manuscript for publication</td>
<td>100</td>
<td>Yes</td>
<td></td>
</tr>
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</table>

Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.

Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

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Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Clinical governance and audit
Credit Value: 15
Level: 7
Module Type: MOD
Scheme: Taught Postgraduate
Start Date: September 2012
Proposed JACS Code: A400 Clinical Dentistry

Responsible School / Institute: Institute of Dentistry

Schools which will also be involved in teaching part of the module
n/a

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner
n/a

Responsible School | Subject Exam Board responsible for the module
--- | ---
SMD: Institute of Dentistry (PG) | Clinical Subject Exam Board (Institute of Dentistry)

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
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Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

The purpose of the audit project is to provide an opportunity to investigate current practice in a chosen area of Orthodontics. This core module aims to build on students’ basic undergraduate competencies in clinical audit to a managerial level of audit skills. Students will have the opportunity of learning how clinical audit fits into the wider issue of clinical governance which is a key component of the NHS framework. In this core module, students will progress from understanding the key components of clinical audit to its role in the process of quality improvement to enhance patient care and outcomes. The audit project will not only give the student real insight into the philosophy of audit but also the practical experience in managing the process of completing a piece of original work.

Resource Requirements

| Institute of Dentistry:                          | Library facilities, including e-journals, databases and other e-resources, and librarian support and help |
| By school responsible for module               | PC facilities and IT support                                                                   |
| By any other Queen Mary school or collaborative institution | Audio-visual facilities and support                                                             |
| n/a                                                                                           |

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Digitally signed by Farida Fortune
DN: cn=Farida Fortune, o=QMUL, ou=Institute of Dentistry, email=dental.dean@qmul.ac.uk, c=GB
Date: 2012.06.07 12:05:58 +01'00'

Digitally signed by

Head(s) of School

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School
Section 2 - Module Specification

Module Title: Clinical governance and audit

Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 2

Module Organiser: Dr Ama Johal

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

In this module, students will build on the principles of audit and clinical governance using current norms and protocols. The students will select an area of clinical Orthodontics, design a strategy for audit, collect the relevant data and analyze the findings. At the end of this module, the students will be required to produce a structured audit report of their project (2,000 - 5000 words), including recommendations for improvement of the clinical service and plans for re-audit. They will also be required to summarize their project in a PowerPoint presentation of 15 minutes’ duration, at a local, national or international meeting in Orthodontics. It is intended that the students will be guided throughout this process.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The audit project represents the culmination of the programme and, in line with the QMUL Academic Credit Framework Level 7 expectations, with the aims to:

- Enhance the understanding of clinical governance and clinical audit
- Develop the ability to highlight problems in clinical service
- Investigate current practice in a chosen area of orthodontics
- Develop skills in conducting a successful audit project
- Carry out independent learning and problem-solving
- Use clinical audit to ensure that clinical standards are being met to improve patient care
- Improve team working and communication
- Develop skills in oral and written presentations.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Academic Content:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>The principles of internal and external quality assurance</td>
</tr>
<tr>
<td>A2</td>
<td>The importance of clinical governance in maintaining quality of care</td>
</tr>
<tr>
<td>A3</td>
<td>How to manage and carry out an audit</td>
</tr>
<tr>
<td>A4</td>
<td>The process of problem identification in clinical service and the setting of standard criteria</td>
</tr>
</tbody>
</table>

Disciplinary Skills - able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>demonstrate how to evaluate an audit</td>
</tr>
<tr>
<td>B2</td>
<td>carry out an audit and write an audit report</td>
</tr>
<tr>
<td>B3</td>
<td>describe the reasons why it is important in carrying out an audit to improve the provision of clinical services</td>
</tr>
</tbody>
</table>

Attributes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>engage critically in the debate of advantages of clinical audit and clinical governance</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Methodologies for Clinical Audit in Dentistry, Royal College of Surgeons (Eng)
N. Starey, 'What is clinical governance?', Evidence-based medicine, Hayward Medical Communications.
Scottish Intercollegiate Guidelines Network (SIGN)
Clinical Audit for Doctors 2009, Robert Ghosh
Clinical audit: what it is and what it isn’t. (http://www.rcpsych.ac.uk/pdf/clinauditChap1.pdf)
Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

| Lectures and seminars | Audit Meeting | Audit presentation | 50 hours |

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

| Independent study, audit management, writing up reports | 100 hours |

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

| 150 hours |

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
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<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit Report</td>
<td>Dissertation</td>
<td>2000-5000 words</td>
<td>60</td>
<td>Yes</td>
<td>n/a</td>
</tr>
<tr>
<td>Presentation and Viva</td>
<td>Examination</td>
<td>20 minute oral examination</td>
<td>40</td>
<td>Yes</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.

Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

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</thead>
</table>
Section 3 - Alternative Assessment Arrangements for Associate Students

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Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in **Semester A**. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in **Semester B**. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Multidisciplinary care in Orthodontic patients
Module Code: 
Credit Value: 45
Level: 7
Module Type: MOD
Scheme: Taught Postgraduate
Start Date: September 2012
Proposed JACS Code: A400 Clinical Dentistry

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: Institute of Dentistry

Schools which will also be involved in teaching part of the module
n/a

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner
n/a

Responsible School: SMD: Institute of Dentistry (PG)
Subject Exam Board responsible for the module: Clinical Subject Exam Board (Institute of Dentistry)

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
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<tr>
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<td>2014/15</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a core Module of the Postgraduate Diploma in Clinical Orthodontics which consolidates and enhances all the basic and advanced knowledge in Orthodontics that were acquired in the Master of Clinical Dentistry Course. The students would apply the knowledge in specialist level to solve complex clinical problems and to treatment planning for Children and adults requiring multidisciplinary care.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Institute of Dentistry:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Seminar room</td>
</tr>
<tr>
<td></td>
<td>• Audio-visual facilities and support</td>
</tr>
<tr>
<td></td>
<td>• Library and e-resources access</td>
</tr>
<tr>
<td></td>
<td>• IT facilities and support</td>
</tr>
<tr>
<td></td>
<td>• USB flash drives (encrypted)</td>
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<td></td>
<td>• Administration support</td>
</tr>
<tr>
<td></td>
<td>• External speakers</td>
</tr>
<tr>
<td></td>
<td>• Consultant/Specialist-led support staff team for module delivery and expertise</td>
</tr>
</tbody>
</table>

| By any other Queen Mary school or collaborative institution | n/a |

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).
Section 2 - Module Specification

Module Title  Multidisciplinary care in Orthodontic patients
Module Code
Credit Value 45  Level 7  Mode of Delivery On Campus  Semester Semester 3
Module Organiser Dr Ama Johal

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Modules stipulated in the Master in Clinical Dentistry, Orthodontic Course.</td>
<td>Advanced clinical diagnostic and treatment planning in Orthodontic patients</td>
<td></td>
</tr>
</tbody>
</table>

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module builds on the knowledge that the students obtained in preceding M.Clin.Dent course in Orthodontics. It provides students with advanced training in the provision of Orthodontic care for both children and adults through case based discussions, discussion of new treatment modalities through journal reviews and critical appraisals in order to apply knowledge on evidence informed practice. This includes advanced clinical management and multidisciplinary approach of treatment in children and adults requiring restorative and surgical treatments.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

This module aims to:
- build on the clinical knowledge developed in the previous modules and in the M.Clin.Dent. Course
- develop knowledge on specialist skills in making diagnosis and treatment planning for patients with multidisciplinary needs
- develop student's ability to evaluate and appraise literatures in order to formulate appropriate and evidence based treatment options for these patients
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
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<tbody>
<tr>
<td>A1</td>
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<tr>
<td>A2</td>
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</tbody>
</table>

<table>
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<tr>
<th>Disciplinary Skills - able to:</th>
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</thead>
<tbody>
<tr>
<td>B1</td>
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<td>B2</td>
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</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

2. Dentistry for the Child and Adolescent (8th Edition) by Ralph E. McDonald (Editor), David R. Avery (Contributor)
3. Oral and Maxillofacial Medicine: The Basis of Diagnosis and Treatment by Crispian Scully 2 edition
5. Clinical Problem Solving in Orthodontics and Paediatric Dentistry by Declan Millett and Richard Welbury
6. Orthodontic Cephalometry. AE Athanasiou
8. Journals:
   - American Journal of Orthodontic and Dentofacial Orthopedics
   - Angle Orthodontist
   - European Journal of Orthodontics
   - Journal of Orthodontics
**Teaching and Learning Profile**
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. **Student / lecturer interaction**
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

| Seminars, Journal reviews, Case-base discussions, Direct observation of Procedures | 270 hours |

2. **Student independent learning time**
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

| independent study including:  
| - private study  
| - library projects  
| - evidence reviews  
| - essays and other written assignments | 180 hours |

1. + 2. **Total module notional study hours**
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

| 450 hours |

**Assessment Profile**
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Portfolio of a single multidisciplinary patient</td>
<td>Coursework</td>
<td>Full case report in MOrth College format</td>
<td>Yes</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>

Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.

**Reassessment**
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- ☐ Standard Reassessment
- ☐ Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
</table>
Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

n/a
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Amendment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>School of Electronic Engineering and Computer Science</td>
</tr>
</tbody>
</table>
| **Title of Proposal(s) being considered** | BSc(Eng) Telecommunications Engineering with Management (H6N2)  
BSc(Eng) E-Commerce Engineering with Law (H6NF)  
BSc(Eng) Internet of Things Engineering (H6NI) |
| **Outcome requested** | Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer. |
| **Potential issues identified and comments on the proposal(s) from Academic Secretariat** | The following programme amendment presents a proposal to amend the length of exams for all technical modules (apart from law modules) for QM from 2.5 hours to 2 hours.  
No significant issues identified. |
Programme Amendment Form

This form should be used to submit a proposal to change a programme of study, i.e. a proposal that modifies the arrangements originally approved by the College. For example:

- change in the title of the programme - please note that changing the programme title will necessitate the recoding of the programme
- change in the length of the programme of study
- changes in compulsory or recommended modules
- changes in the programme regulations

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

### Summary Information (as previously approved)

<table>
<thead>
<tr>
<th>Programme Title(s)</th>
<th>Programme Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telecommunications Engineering with Management</td>
<td>H6N2</td>
</tr>
<tr>
<td>E-Commerce Engineering with Law</td>
<td>H6NF</td>
</tr>
<tr>
<td>Internet of Things Engineering</td>
<td>H6NI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science (BSc)</td>
<td>Full Time</td>
<td>4 Academic Years</td>
</tr>
</tbody>
</table>

Responsible School / Institute: School of Electronic Engineering & Computer Science

Schools who are also involved in teaching part of the programme

Centre for Commercial Law Studies

Details of any collaborative Higher Education Institution(s) involved in teaching any part of the programme

BUPT

Programme Organiser: Laurie Cuthbert

### 1) Proposed Amendment(s)

Detail the proposed amendments to the programme and attach the updated Programme Specification. If new modules are to be added to the programme(s) or if existing modules are to be removed this should be clearly specified in the space below. Further information regarding the module(s) to be added / removed from the programme(s) can be provided in the table below. Alternatively, this information can be presented in text form in the space below, as long as all of the key information in the table is detailed.

- the length of exams for all technical modules apart from the law modules for QM from 2.5 hours to 2 hours
2) New Programme Title (if applicable)
Please note that changing the programme title will necessitate the recoding of the programme.

3) Proposed Date of Amendment Introduction
September 2012

4) Rationale
Detail the rationale for the proposed amendment(s).

Reduce the examining load for students and improve consistency by making QM modules the same length as BUPT modules.

Ensure consistency in the invigilation process by having the same rules in all exams (apart from Law): BUPT does not allow students to go to the toilet in 2-hour exams (to avoid disruption and the risk of cheating); to have a consistent policy, students taking QM papers are not allowed to leave the room for the first 2 hours, but can go to the toilet thereafter – this causes disruption in the last 30 mins of the examination so a 2-hour common format would prevent this disruption.

It will allow BUPT to schedule 2 exams (for different programmes) in the morning, so reducing the time needed for the overall period of exams and hence allowing more time for marking.

5) Resource Implications of Proposed Amendment(s)
Are there any resource implications linked to the proposed amendment(s)?

N/A

6) Anticipated Practical Implications of Proposed Amendment(s)
Please specify how students’ study patterns might be affected. Have the students been consulted about the proposed amendment(s)?

Exams for all BUPT modules last 2 hours so that wouldn't affect the students.
7) External Examiner(s) and Student Consultation
Have you consulted your External Examiner(s) and Students about the proposed amendments? If so, please detail their comments.

The length of examination papers on the Joint Programme currently varies as follows:
- BUPT papers: 2 hrs
- QM Technical Modules: 2:30 hrs
- QM Law modules: 3:15 hrs
This variety of examination paper length is unsatisfactory because it means that students are expected to approach each variant in a different way and it also has logistical consequences that are considered later.
Having consulted one of the external examiners (Dr Luo, RHUL), his view is that:
"JP exams are too long. Our exams range from 1 1/2 to 2 hours.
1st year course: Time allowed: 1 1/2 hours, Answer ALL questions (4 questions in total)
2nd year course: Time allowed: 2 hours, Answer FOUR questions
3rd year course: Time allowed: 2 hours, Answer THREE questions"
Examination papers at Surrey University (one of the leading EE departments in the UK) are also 2 hours for both 15 credit and 20 credit modules.

A revised Programme Specification must accompany the Programme Amendment. Programme Amendments that are not accompanied by the necessary documentation will not be accepted by the Academic Secretariat.

- If the programme amendment relates to the addition of previously unapproved modules, have module proposal forms for any new module(s) been submitted?
- Has the Programme Specification been revised to take into account the programme amendment?

Approval of Programme Amendment
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Amendment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>William Harvey Research Institute</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>MSc Endocrinology and Diabetes (AS34)</td>
</tr>
<tr>
<td>Outcome requested</td>
<td>Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer.</td>
</tr>
<tr>
<td>Potential issues identified and comments on the proposal(s) from Academic Secretariat</td>
<td>The following programme amendment presents a proposal to amend the assessment weighting for all modules on the programme. As a result equal weighting will now given to the 2 components of assessment (coursework and exam) compared to the previous weighting of 25% coursework and 75% exam.</td>
</tr>
</tbody>
</table>
Programme Amendment Form

This form should be used to submit a proposal to change a programme of study, i.e. a proposal that modifies the arrangements originally approved by the College. For example:

- change in the title of the programme - please note that changing the programme title will necessitate the recoding of the programme
- change in the length of the programme of study
- changes in compulsory or recommended modules
- changes in the programme regulations

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Summary Information (as previously approved)

<table>
<thead>
<tr>
<th>Programme Title(s)</th>
<th>Programme Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc in Endocrinology and Diabetes</td>
<td>AS34</td>
</tr>
<tr>
<td>Postgraduate Diploma in Endocrinology and Diabetes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science (MSc)</td>
<td>Distance Learning (PT)</td>
<td>2 years</td>
</tr>
<tr>
<td>Postgraduate Diploma (PG Dip)</td>
<td>Distance Learning (PT)</td>
<td>4 semesters</td>
</tr>
</tbody>
</table>

Responsible School / Institute: William Harvey Research Institute

Schools who are also involved in teaching part of the programme:
Blizard Institute

Details of any collaborative Higher Education Institution(s) involved in teaching any part of the programme:

Programme Organiser: Dr Maralyn Druce

1) Proposed Amendment(s)

Detail the proposed amendments to the programme and attach the updated Programme Specification. If new modules are to be added to the programme(s) or if existing modules are to be removed this should be clearly specified in the space below. Further information regarding the module(s) to be added / removed from the programme(s) can be provided in the table below. Alternatively, this information can be presented in text form in the space below, as long as all of the key information in the table is detailed.

The only amendment to the programme proposed is that as part of the strategy, for summative assessment will be as follows:
Taught Programmes Board

Coursework: There will be an assessment task for each module to be completed during the progress of the module and submitted at the end of the module. Assessment techniques will include structured answers, data analysis tasks and longer essay questions (the proportions of each may differ from module to module.) The end of module task will account for 50% of the marks for that module. Online feedback for this assessment will be provided.

There will be an end-of-course summative assessment after completion of all eight modules. The exam will assess content from each of the modules equally and the marks for the exam will be evenly distributed across the modules taught. The marks from the questions from any individual module will account for 50% of the marks for that module. The assessment format will comprise best single answer and best of five questions, short answers and longer essay questions. Material will include case review, data interpretation and questions for discussion.

Thus the only change compared to the initial programme is that there will now be equal weighting given to the 2 components of assessment (coursework and exam) compared to the previous weighting of 25% coursework and 75% exam.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Add / Remove Module from Programme</th>
</tr>
</thead>
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</tbody>
</table>

2) New Programme Title (if applicable)
Please note that changing the programme title will necessitate the recoding of the programme.

Not applicable

3) Proposed Date of Amendment Introduction
September 2012

4) Rationale
Detail the rationale for the proposed amendment(s).

The programme contains a great deal of taught materials and students will benefit from the opportunity to focus more on consolidating their knowledge with assessed coursework while reducing the pressure of the heavily-weighted final examination. This will improve the reliability of assessment by reducing the effect of possible sampling bias in examination questions and is supported by student feedback following the final examinations for the students who enrolled in September 2010.

5) Resource Implications of Proposed Amendment(s)
Are there any resource implications linked to the proposed amendment(s)?

None
6) Anticipated Practical Implications of Proposed Amendment(s)
Please specify how students’ study patterns might be affected. Have the students been consulted about the proposed amendment(s)?

None.
The students from the first intake who have now completed the final examination have provided feedback that they would be supportive of less of a weighting towards examination performance. Faculty / programme management committee members have also been consulted and would be in favour of maintaining a final examination albeit with a lesser weighting of marking allocation.

7) External Examiner(s) and Student Consultation
Have you consulted your External Examiner(s) and Students about the proposed amendments? If so, please detail their comments.

Discussed with external examiner at the subject exam board who has agreed with the proposal.
The amendment will not apply to current students but to the new intake of students commencing September 2012.

A revised Programme Specification must accompany the Programme Amendment. Programme Amendments that are not accompanied by the necessary documentation will not be accepted by the Academic Secretariat.

> If the programme amendment relates to the addition of previously unapproved modules, have module proposal forms for any new module(s) been submitted?  
N/A

> Has the Programme Specification been revised to take into account the programme amendment?  
Yes

Approval of Programme Amendment

<table>
<thead>
<tr>
<th>Programme Organiser*</th>
<th>Maralyn Druce</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

Digital signature: Maralyn Druce
D: cn=Maralyn Druce, o=WHRI, ou=Centre for Endocrinology, email=m.r.druce@qmul.ac.uk, c=GB
Date: 2012.04.03 12:58:53 +01'00'

<table>
<thead>
<tr>
<th>Head(s) of School / Institute**</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Head(s) of supporting School / Institute</th>
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<th>Head(s) of supporting School / Institute</th>
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</table>
Programme Title: Postgraduate Diploma in Endocrinology and Diabetes Mellitus / MSc in Endocrinology and Diabetes Mellitus

Programme Specification

Awarding Body/Institution: University of London
Teaching Institution: Queen Mary, University of London
Name of Final Award and Programme Title: Postgraduate Diploma / MSc
Name of Interim Award(s):
Duration of Study / Period of Registration: PgDip - 4 semesters, MSc - 2 years
QM Programme Code / UCAS Code(s): AS34
QAA Benchmark Group:
FHEQ Level of Award: Level 7
Programme Accredited by: University of London
Date Programme Specification Approved:
Responsible School / Institute: William Harvey Research Institute

Schools which will also be involved in teaching part of the programme
Blizard Institute of Cell and Molecular Science

Institution(s) other than Queen Mary that will provide some teaching for the programme

Programme Outline
The Postgraduate Diploma in Endocrinology and Diabetes is designed both as a complete curriculum in Endocrinology and Diabetes for new entrants into these fields and as an update and extension for those already in it. The programme is delivered entirely by distance learning, on a part-time basis, enabling students to continue working at their home institutions without interruption. The course provides clinicians with a rigorous education in the theoretical and clinically-applied aspects of their discipline.

All students initially register for the taught Diploma course which lasts for 4 semesters. Students who wish to further their knowledge and who are eligible may apply to proceed to MSc which in addition to the above taught elements, includes an independent research project leading to a dissertation. This project is carried out at the home institution (with the appropriate checks and agreements); co-supervised from QMUL by distance learning with a mid-term presentation and a final dissertation and viva.

Aims of the Programme
Postgraduate Diploma
The postgraduate diploma (distance learning) in Endocrinology and Diabetes is designed both as a complete curriculum in Endocrinology and Diabetes for new entrants into these fields and as an update and extension for those already in it. The course
Programme Title: Postgraduate Diploma in Endocrinology and Diabetes Mellitus / MSc in Endocrinology and Diabetes Mellitus

provides clinicians with theoretical and clinically applied aspects of their discipline.

Aims of the course include:
• To enhance awareness of the basic sciences and research techniques underpinning endocrinology and diabetes.
• To develop understanding of the clinical sciences relevant to specialist clinical practice in endocrinology and diabetes.
• To develop knowledge of common and important disorders in endocrinology and diabetes at a level appropriate to underpin clinical experience and support independent practice.
• To develop the problem-solving skills which will enable independent practice as a specialist.
• To develop professional competencies of medical graduates in allied areas to understand the pathophysiology, investigation and management of endocrine disorders
• To develop related skills such as correct use of statistics, use of databases, literature searches, reviewing evidence, critical appraisal of scientific literature, writing papers and articles.

MSc

The Masters course in Endocrinology and Diabetes shares the aims and objectives of the Postgraduate Diploma and in addition aims to:
• To further develop research skills such as literature searches, reviewing evidence, critical appraisal of scientific literature, use of databases, writing papers and articles and correct application of statistics.
• Enable the student to focus on a piece of original research – this may be prospective and involve basic science or clinical skills and techniques or may focus on a detailed review of an area within the curriculum.

What Will You Be Expected to Achieve?

By the completion of the course, the student will be able to:

• Demonstrate their achievement of the specific learning outcomes detailed in each of the modules of the course which relate to each of the endocrine systems of the body.
• Describe the basic sciences and research techniques underpinning the practice of clinical endocrinology and diabetes.
• Search and interpret the literature to apply results from the relevant clinical sciences to the management of the endocrine patient.
• Review evidence, apply the correct use of statistics and critically appraise the scientific literature to draw conclusions about endocrine physiology, pathology and clinical care
• Demonstrate a broad knowledge of common and important disorders in endocrinology and diabetes at a level appropriate to underpin clinical experience and support independent practice.
• Demonstrate knowledge of, and skills in and appropriate attitudes towards the diagnosis, investigation and management of patients with disorders of the hypothalamus and pituitary, thyroid, parathyroids, bone metabolism, reproductive endocrinology, growth and development, energy balance, the adrenal glands and endocrine-related cancers.
• Utilise problem-solving skills in the clinical and research settings which will enable independent practice as a specialists.

Most students will use this distance-learning course to undertake a Postgraduate Diploma (8 modules or 120 credits) in endocrinology and diabetes mellitus.

Students wishing to obtain a full MSc (12 modules, 180 credits) will, in addition, complete an independent research project. This could be either laboratory or clinically-based, or in certain circumstances (for example the performance of a meta-analysis of existing trial evidence), library-based. Before undertaking such a project, the student must be able to demonstrate that their home institution can host the 4-module / 60 credit project and that a suitable on-site supervisor can be identified who is willing to act in this capacity. The student must be able to demonstrate by the approval of the project supervisor and / or lab supervisor that the work done was that of the student. The project proposal together with the above aspects must be approved by the course organiser or designated faculty member / supervisor. The approval process will include the submission of a 400-word project outline covering background, aims and methods, together with the CV and letter of support from the on-site supervisor, and the signed agreement of the host institution that the relevant facilities are available. The student will agree to provide regular emailed updates of the project progress to the designated QMUL faculty member / supervisor.

We anticipate that most students are clinicians completing higher medical training in this field in the UK or overseas. For these students the modules of the taught course will complement the clinical training they receive at their host institution.
Programme Title: Postgraduate Diploma in Endocrinology and Diabetes Mellitus / MSc in Endocrinology and Diabetes Mellitus

Academic Content:

A 1 see above

Disciplinary Skills - able to:

B 1 see above

Attributes:

C 1 see above

How Will You Learn?

Teaching and Learning strategy

The taught course will be delivered online via the SMD e-learning platform.
- Overall course information, including student handbook and timetables, will be distributed through the learning platform
- Induction material and a welcome chatroom session and / or online discussion thread will be set up at the start of the first term between the distance learning students and the Programme Director.
- A variety of teaching strategies will be employed, most of which will be administered via the learning platform
- Each module is presented on-line as:
  - Summary of the module
  - Aims and Objectives
  - Week-by-week Module Plan
  - Plan for assessment
- Additional one-to-one tutorials with individual students will be arranged if required
- Library facilities. All students registered on the course will have access to the college on-line library facilities. This gives access to a large number of relevant journals. Students will have access to other academic literature and journals via an ATHENS log-on in the same way as on-site students.

The materials for each week of the module will be released together along with a list of materials and key papers. The topics for the module-week outlined in the syllabus will be delivered using a variety of methods to include:

1) Lectures – screen capture with audio soundtrack. These lectures will be delivered by members of the course faculty with occasional ‘guest lectures’ for selected topics. Both types of lecture will be captured and presented in the same way.

2) Podcasts. Some of the taught material will be delivered by podcast. In addition some of the exercises (for example guided reading, critical appraisal, guidelines review) may be introduced by podcast together with instructions for the exercise. This material will be presented in audio files (MP3 format) with, where relevant, linked paper-based reading material.

3) Lecture notes and document reading material (word documents and PDF.) Topics will also be covered in the form of guided reading – with a reading list or short series of scientific papers to read followed by questions or exercises.

4) Online Seminars / Tutorials. Some topics will be covered in real-time online seminars, delivered by Skype (or similar technology). These will be based around a topic or around a series of relevant articles from scientific journals. The organisation of such synchronous support by voice / video seminars will depend on the proportion and location of overseas students in order to circumvent any difficulties posed by differences in time zones.
5) Each week of the module will contain clinical case presentations relevant to the topic together with areas for discussion that arise from the cases. The discussion takes place asynchronously via the discussion board, between students and to include comments from the tutor / moderator.

6) Modules will contain an up-to-date review of ‘HOT topics’ in the subject area

7) An ‘ask the expert’ session in which students submit questions during the module via the message board. A discussion of these in interview format with a relevant ‘expert’ will be delivered in the form of a podcast in the final week of the module.

8) Demonstration video. Where specific types of clinical examination or testing are to be demonstrated, delivery will be in the form of short training videos (MP4 format).

9) Online reading lists, linked where possible, to the journals in which the papers appear.

How Will You Be Assessed?

Assessment strategy

Formative Assessment:

Postgraduate Diploma
Informal verbal feedback will be possible during online tutorials which will for part of the time follow a question-and-answer or quiz format. Students will be given feedback about their demonstration of achievement of some of the learning objectives for the module.

Formative assessment will be given in the form of short quizzes with online feedback at the end of each week, based on the learning activities completed that week.

MSc
Formative assessment will be given via feedback on the regular emailed updates on project progress from the student together with planned online update meetings between student and designated course tutor who can also discuss any challenges faced in execution of the project.

Summative Assessment:

Postgraduate Diploma
Coursework: There will be an assessment task for each module to be completed during the progress of the module and submitted at the end of the module. Assessment techniques will include structured answers, data analysis tasks and longer essay questions (the proportions of each may differ from module to module.) The end of module task will account for 50% of the marks for that module. Online feedback for this assessment will be provided.

There will be an end-of-course summative assessment after completion of all eight modules. The exam will assess content from each of the modules equally and the marks for the exam will be evenly distributed across the modules taught. The marks from the questions from any individual module will account for 50% of the marks for that module. The assessment format will comprisne best single answer and best of five questions, short answers and longer essay questions. Material will include case review, data interpretation and questions for discussion.

MSc
The first year of the MSc comprises the taught course which is assessed as described above.
The second year of the MSc comprises an independent research project.
The project will be assessed as follows:
i) Interim report / presentation (which will contribute 10% of the marks for the project)
ii) Dissertation (which will contribute 75% of the marks for the project)
iii) Viva (which will contribute 15% of the marks for the project).
How is the Programme Structured?

The Postgraduate Diploma comprises a taught course of 8 modules. These will be covered in 2 modules per semester over 4 semesters – with a duration of 16 months total study.

All of the modules are core to the Diploma and are studied in order of presentation, commencing with a ‘generic skills and core knowledge’ module which provides a foundation on which the subsequent modules build.

There are no optional modules or alternative pathways, as the course seeks to ensure comprehensive coverage of the ‘Joint Royal Colleges of Physicians Training Board’ (JRCPTB) syllabus for Endocrinology and Diabetes [http://www.jrcptb.org.uk/Specialty/Pages/EndocrinologyAndDiabetesMellitus.aspx](http://www.jrcptb.org.uk/Specialty/Pages/EndocrinologyAndDiabetesMellitus.aspx)

We do not anticipate a demand for study of stand-alone modules at this stage.

The MSc course comprises the taught course described above, with a further component afterwards during the second year of study. This will involve a 4-module / 60 credit independent research project. This project may be either laboratory or clinically-based, or in certain circumstances, library-based. The hypothesis and study design are proposed by the student and are carried out in the student’s home institution. Before undertaking such a project, the student must be able to demonstrate that their home institution can host the 4-module / 60 credit project and that a suitable on-site supervisor can be identified who is willing to act in this capacity. The student must be able to demonstrate by the approval of the project supervisor and/or lab supervisor that the work done was that of the student.

Students will initially register for the Postgraduate Diploma. Progression to MSc will be determined by student preference and successful completion of the taught course.

### Academic Year of Study

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic skills and core knowledge</td>
<td>WHR7001</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hypothalamus and Pituitary</td>
<td>WHR7002</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Thyroid, Parathyroids and Bone</td>
<td>WHR7003</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Pregnancy, Reproductive and Paediatric Endocrinology</td>
<td>WHR7004</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Metabolism, Energy Balance and Lipids</td>
<td>WHR7005</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Adrenal cortex and Medulla</td>
<td>WHR7006</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 3</td>
</tr>
<tr>
<td>Genetics, Oncology and Neuroendocrine Tumours</td>
<td>WHR7007</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 3</td>
</tr>
<tr>
<td>Diabetes Mellitus</td>
<td>WHR7008</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 1</td>
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</tbody>
</table>
Programme Title: Postgraduate Diploma in Endocrinology and Diabetes Mellitus / MSc in Endocrinology and Diabetes Mellitus

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Research Project</td>
<td>WHR7009</td>
<td>60</td>
<td>7</td>
<td>Compulsory</td>
<td>2</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

What Are the Entry Requirements?
Qualification requirements for the course are MB BS or basic medical degree from universities recognised by the University of London.
Candidates should generally have worked for one year after registration (two-three years post qualification).
Applicants may be interviewed prior to acceptance and course entry may be competitive.
Students must have access to a suitable computer and broadband access to the internet. Availability of minimum system specifications for using the online learning platform required.
Non-native speakers must achieve IELTS 7.0; TOEFL paper 610, internet 100; Warwick English Language Test BBB or equivalent and provide certification of this.
Students must be able to sit examinations at a British Council Centre, or a similar approved centre, under invigilation or be able to attend examinations in the UK.

How Do We Listen and Act on Your Feedback?
The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school’s Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students’ views are considered in this process through analysis of the NSS and module evaluations.

Academic Support
Induction
- At the start of the course all students will receive a ‘How to get started’ PDF explaining how to use the ‘Blackboard’ online platform and how to access the learning activities.
- Induction material and a welcome chatroom session will be set up at the start of the first term between the distance learning students and the Programme Director.
- Mechanisms for student support (academic, technical, administrative and pastoral) are all in place and information about this will be available online as part of the induction materials

Personal Tutor arrangements
- Taking the advice of other Programme Directors of programmes with a large Distance Learning Component, the intake for the first year of the course will be limited. This will enable allocation of the Programme Organiser as the personal tutor to all of the students. This will enable a high level of consistency of student experience and a commitment to personal contact. Personal tutor allocations and arrangement will be revised appropriately as the course grows with time.

Feedback
**Programme Title:** Postgraduate Diploma in Endocrinology and Diabetes Mellitus / MSc in Endocrinology and Diabetes Mellitus

- Informal feedback from students will be sought throughout the course, both in discussion, via email and via the message-board system.
- Formal feedback from students will be sought at the end of each module in the form of a questionnaire.
- Feedback will be sought about a number of areas including:
  i. course content
  ii. course delivery
  iii. technical aspects of accessing the learning experiences
  iv. quality of associated materials
- This feedback will be used to make alterations to the forthcoming modules as well as to the course overall for the following year.
- More detailed formal feedback about course structure will be sought at the end of each term and at the end of the year.

**Monitoring**
The programme will be managed by a Programme Management Committee (PMC) comprising the Programme coordinator, Head of Department, Institute Manager and programme administrator. The PMC will meet termly.

**Programme Review**
All activities will be monitored by the PMC to maintain the quality of the course. In addition to ongoing review, content and delivery will be reviewed formally annually and together with outcomes of student assessment and student feedback and changes made to the programme accordingly.

### Programme-specific Rules and Facts

not applicable

### Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students’ Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one “study skills” tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

### Links With Employers, Placement Opportunities and Transferable Skills

There are no formal links with employers. However, there are several ways in which such a qualification might inform employers about graduates’ qualities and skills:
- An opportunity for rigorous endocrine teaching with a structured syllabus is currently lacking in the UK, and may be welcomed by employers as evidence of a breadth of understanding of the subject. In addition it is planned that the course will cover the curriculum in Endocrinology and Diabetes outlined in the ‘Joint Royal College of Physicians Training Board’ (JRCPTB). This should
Programme Title: Postgraduate Diploma in Endocrinology and Diabetes Mellitus / MSc in Endocrinology and Diabetes Mellitus

Therefore help the performance of students in the knowledge-based assessment set by the Royal College of Physicians. This assessment forms part of the criteria for completion of a Certificate of Completion of Training in the UK for all trainees commencing in 2007 and beyond – 2009 saw this examination administered for the first time and the pass rates were noted to be unexpectedly low.

• Some more junior students (ST level) may wish to use this type of qualification to demonstrate their commitment to the specialty and provide an advantage when applying for specialist training rotations. This is applicable when the specialty is highly oversubscribed or for trainees wishing to secure a competitive post.

• Achievement of the specialty training certificate is also desirable for overseas students to enhance their training and job opportunities. Overseas students formed the majority of those taking the RCP exam and this group also had a significantly lower pass rate than home students. Particularly for overseas candidates, exposure to the clinical material covered by the curriculum may be limited and an endocrinology course may be both valuable in itself as a qualification, as well as a useful way of working through the exam syllabus.

• For students who complete the full MSc, the completion of the independent research project may provide an entry point and pathway into higher research training.

Programme Specification Approval

<table>
<thead>
<tr>
<th>Person completing Programme Specification</th>
<th>Dr Maralyn Druce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person responsible for management of programme</td>
<td>Dr Maralyn Druce</td>
</tr>
<tr>
<td>Date Programme Specification produced/amended by School Learning and Teaching Committee</td>
<td></td>
</tr>
<tr>
<td>Date Programme Specification approved by Taught Programmes Board</td>
<td></td>
</tr>
<tr>
<td>Nature of proposal(s)</td>
<td>Collaborative Proposal</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Owning School / Institute</td>
<td>School of Languages, Linguistics &amp; Film</td>
</tr>
<tr>
<td>Academic lead: Dr Maria Tavares (year abroad co-ordinator in Portuguese)</td>
<td></td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>Collaborative proposal with the <strong>Pontifícia Universidade Católica</strong> in Rio de Janeiro (PUC-Rio)</td>
</tr>
<tr>
<td>Outcome requested</td>
<td>The Taught Programmes Board (TPB) is asked to consider and approve the proposal and the partner institution.</td>
</tr>
<tr>
<td>Partnership Proposal, Due Diligence and Risk Assessment Forms are attached.</td>
<td></td>
</tr>
<tr>
<td>Should any conditions or recommendations be attached to the approval arising from discussion at the Board these will be clearly stipulated in the TPB minutes and relayed to the proposer</td>
<td></td>
</tr>
<tr>
<td>Potential issues identified and comments on the proposal(s) from Academic Secretariat</td>
<td><strong>Nature of collaboration:</strong> An agreement between SLLF and the Department of Letters and Communication in PUC-Rio to enable exchange of students and faculty members from both institutions. The agreement will used as part of the compulsory Year Abroad for Hispanic and Portuguese Studies students, who currently do not have a study option in Brazil.</td>
</tr>
<tr>
<td>The collaboration will also provide an opportunity to develop research collaboration between lecturers and researchers and to promote joint scientific events.</td>
<td></td>
</tr>
<tr>
<td><strong>Start date:</strong> August 2012. Students who will spend the first semester of the academic year 2012/13 at PUC-Rio need to start in August.</td>
<td></td>
</tr>
<tr>
<td><strong>Financial arrangements:</strong> these are detailed under point 3 of the Partnership Proposal. Exchange students pay tuition fees at the home institutions except for fees associated with specific classes and orientation.</td>
<td></td>
</tr>
<tr>
<td><strong>Comments on the partner:</strong> The Risk Assessment and Due Diligence process indicate low level of risk. A number of joint scientific activities between the two institutions are already taking place. A visit carried out to the Partner institution has assessed that there are appropriate facilities in place for the QM students.</td>
<td></td>
</tr>
<tr>
<td><strong>QMSE:</strong> strategic approval of the proposal is being sought at its meeting on 19 June.</td>
<td></td>
</tr>
<tr>
<td><strong>Next steps:</strong> following TPB and QMSE approvals, the Memorandum of Agreement will be prepared for signature by the Principal.</td>
<td></td>
</tr>
<tr>
<td>No significant issues identified.</td>
<td></td>
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</tbody>
</table>
Stage 1
Partnership Proposal Form

This form is used to seek approval to enter into a collaborative relationship with a new external partner. All sections must be completed in full and be accompanied by supplementary information on the proposed partner(s) using the Due Diligence form.

Plans to develop new partnerships should usually be identified in the context of the Planning and Accountability Review (PAR). Stage 1 proposals should be sponsored by the Faculty Vice-Principal and submitted to the Academic Secretariat who will arrange for Queen Mary Senior Executive (QMSE) strategic approval of the partnership. Taught Programmes Board (TPB) will consider the due diligence and risk assessment and will give formal approval of the new partner.

Following QMSE approval the Academic Secretariat will arrange for the Memorandum of Understanding to be signed by all parties. The new collaborative activity should then follow the applicable development route. Further information on this can be found on the collaborative provision web pages.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

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Summary Information

Proposed Partner Institution

| The Departments of Letters and Communication of the Pontifícia Universidade Católica do Rio de Janeiro |

Type of Proposed Collaborative Activity

Exchange Agreement

Proposed Start Date

June 2012

Associated Deadlines

Deadline set by the partner to approve the collaboration: end of June.

Anticipated Student Numbers

2 per year

Responsible School / Institute

School of Languages, Linguistics & Film

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1) Summary of the Proposed Collaboration

This is an agreement between The School of Languages, Linguistics and Film at Queen Mary, University of London and The Departments of Letters and Communication of Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio) with a view to enabling the exchange of undergraduate students, graduate students, and/or faculty members. This agreement shall be valid for three (3) years from the date of signing, being automatically renewed for an equal period unless communication is received by one of the parties up to ninety (90) days before its expiration date.
2) Partnership Rationale
Details of the rationale for the proposed partnership activity. Indicate the key benefits of the partnership to the School/Institute and QMUL.

This partnership between The School of Languages, Linguistics and Film at Queen Mary, University of London and The Departments of Letters and Communication of Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio) fully fits the QMUL Strategic Plan, as well as the School’s plans, as it provides opportunities for Knowledge Dissemination, through the exchange of students of undergraduate and graduate levels, aiming at allowing them to enhance their educational experience within the context of a wider higher education community, which will ultimately enable them to have a more diverse, meaningful and valuable educational experience. It is worth mentioning that Brazil is currently one of the target markets of QMUL for recruitment of new students, which only reinforces the relevance of this agreement. It also provides opportunities for Knowledge Creation through the collaboration between lecturers and researchers regarding the development of research; the promotion of scientific events, conferences and seminars, orientation and co-orientation of dissertations and theses for Master and/or Doctoral degrees; the participation in examining boards and commissions, and other activities of an academic character; and the exchange of bibliographic material.

3) Resources
Provide an initial assessment of the financial implications of the proposal. Indicate whether additional resources will be required (internally and externally) and the status/progress of this.

Any financial proceeding must be agreed relatively to the particular activity to which it applies and shall be subject to the availability of funds on the part of both institutions. Each institution reserves the right to seek supplementary funds along with funding agencies for any activity to be developed within the ambit of this Agreement.

FINANCIAL ARRANGEMENTS
The following procedures should be followed:

A) During the period of exchange, each exchange student will pay any tuition or other academic or administrative fees at the home institution and will not be assessed additional tuition or other academic or administrative fees by the host institution, except for fees associated with specific classes or specific orientation;
B) In case of any inequality in the number of exchanged undergraduate students, the student will be enrolled in the condition of Special Students, i.e. fee paying students, thus, the student will pay tuition at the host institution during the months of stay;
C) Whatever amount related to the participation of the student in the Program shall be stipulated and levied by the institution of origin;
D) PUC-Rio shall charge all incoming exchange students a registration fee upon their arrival; students registered for a year or students who request extension of the student exchange period from 6 months to 1 year, will pay the renewal of the registration fee charged during the deadline for the Exchange Period Extension.
E) In case of any inequality in the number of exchanged students, students will be enrolled in the condition of Special Students, in such cases, the registration fee charged will be correspondent; students registered for a year or students who request extension of the student exchange period from 6 months to 1 year, will pay the renewal of the registration fee charged during the deadline for the Exchange Period Extension.
F) Payment for extension courses, extra classes, cultural activities and any other activity that is not a regular course offered by the host institution in which the student is officially registered shall not be covered by the items A) and B) of this Additional Term, above;
G) Whatever course offered by the host institution at the request of the institution of origin and restricted to its students can be subject to extra fees;
H) Each exchanged student shall be responsible for the costs of student visa, travel, lodging, food, local transportation, acquisition of study materials and whatever personal expenses he/she perceives as being desirable or necessary throughout the period of exchange.
4) Agency Agreements only -
Provide details of the QMUL programmes that the Agency will be recruiting to.

Approval of Stage 1 Partnership Proposal

Confirmation of approval is required from the Queen Mary Senior Executive (QMSE). The signature of the Heads of School/Institute will confirm that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Queen Mary Senior Executive

Vice-Principal and Executive Dean

Head(s) School/Institute

Ruediger Goerner

Head(s) of supporting School/Institute

Digitally signed by Ruediger Goerner
DN: cn=Ruediger Goerner, o=Queen Mary, ou=School of Languages, Linguistics and Film, email=r.goerner@qmul.ac.uk, c=GB
Date: 2012.05.31 09:01:50 Z

Once a proposal has passed Stage 1 approval the Memorandum of Understanding can be signed.
Due Diligence Check-List

The purpose of the due diligence process is that the College can be satisfied about the good standing of the prospective partner and of its capacity to fulfil its designated role in the proposed arrangement. QMUL will only enter into partnerships with institutions of equal standing which will enhance its academic reputation. In some cases a Risk Assessment Form may also be required (please refer to the Collaborative approval table).

Where there is more than one partner please provide a complete set of information for each on separate sheets. If drawing from web pages please insert link.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

1. Name, address and web site of proposed partner organisation

<table>
<thead>
<tr>
<th>Name</th>
<th>Pontifícia Universidade Católica do Rio de Janeiro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Rua Marquês de São Vicente, 225, Gávea - Rio de Janeiro, RJ - Brasil - 22451-900 Cx. Postal: 38097</td>
</tr>
<tr>
<td>Web site</td>
<td><a href="http://www.puc-rio.br/index.html">http://www.puc-rio.br/index.html</a></td>
</tr>
</tbody>
</table>

2. Details and Title of contact at proposed partner organisation

<table>
<thead>
<tr>
<th>Name</th>
<th>Linda Cristina Sousa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role</td>
<td>Incoming Student Coordinator</td>
</tr>
<tr>
<td>Telephone Number</td>
<td>(0055 21) 3527-1577 / 3527-1578</td>
</tr>
<tr>
<td>E-mail Address</td>
<td><a href="mailto:incoming-ccc@puc-rio.br">incoming-ccc@puc-rio.br</a></td>
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</tbody>
</table>

3. Details of Head of Institution/Signatory

<table>
<thead>
<tr>
<th>Name and Title</th>
<th>Father Josafá Carlos de Siqueira, S.J.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position</td>
<td>Rector</td>
</tr>
</tbody>
</table>

4. What is the status of the proposed partner organisation (please select as appropriate)

<table>
<thead>
<tr>
<th>Status</th>
<th>International</th>
<th>Other (please state)</th>
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</thead>
<tbody>
<tr>
<td>HEI with degree awarding powers</td>
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<td></td>
</tr>
<tr>
<td>HEI without degree awarding powers</td>
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<tr>
<td>Further Education College</td>
<td></td>
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<tr>
<td>Private training provider or company</td>
<td></td>
<td></td>
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<tr>
<td>Research Institute</td>
<td></td>
<td></td>
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<tr>
<td>Agent</td>
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</tbody>
</table>
5. Written statement describing the legal status of the partner institution. Please include the basis on which the organisation has the authority/legal right to enter into collaborative partnerships.

Faculdades Católicas, a philanthropic association, declared of public utility by Federal Decree n. 43.454/58, recognized as a non-profit association by the Social Assistance National Council, sponsor of Pontifícia Universidade Católica do Rio de Janeiro, registered under the number 200812021626028, in January 9th, 2009, in the CNPJ/MF under the number 33.555.921/0001-70, state inscription number 10.005.205, municipal inscription number 00.819.271, located at Marquês de São Vicente street.

6. Partner institution's Mission Statement, where available; any significant future developments (if known).

The Catholic University of Rio de Janeiro is a private non-profit institution that is very much at the frontline when it comes to the production and transmission of knowledge, aiming above all at benefiting society. PUC-RIO strives for excellence in research, teaching and extension for the training of competent professionals, able to fully perform their functions. These professionals are inserted in the Brazilian reality and trained to put science and technology to the service of Men working through the knowledge acquired at the University to build a better world.

(text translated from the institution's official website: http://www.puc-rio.br/sobrepuc/historia/)

7. Standing in relevant national and international league tables. For non-UK institutions: is the proposed partner subject to the scrutiny of national governments, external agencies/organisations? If yes, what has been the published outcome of such scrutiny (please provide web addresses if applicable). Evidence of the standing could be based on information published by organisations such as the British Council, National Academic Recognition Information Centre (NARIC), the Organisation for Economic Co-operation and Development (OECD) or in the in the following league tables:

- Times Higher Education World University Rankings
- QS World University Rankings (Quacquarelli Sydmonds)
- Academic Ranking of World Universities (ARWU)
- The Times Good University Guide
- The Guardian University Guide

If the proposed collaboration is at subject level, subject level rankings should also be provided if available.

The proposed partner is subject to the scrutiny of the national government and external agencies/organizations. See, for example, the following links:

http://www.capes.gov.br/servicos/sala-de-imprensa/36-noticias/5097-instituicoes-brasileiras-sao-reconhecidas-por-contribuicao-cientifica

(In 2011 PUC-Rio was selected by Editora Elsevier and CAPES - Coordenação de Aperfeiçoamento de Pessoal de Nível Superior - as one of the nine Brazilian Universities that contributes the most for the development of the country. As such, the Scival Prize was awarded to the proposed partner institution for its outstanding International Collaboration with other universities)

http://www.topuniversities.com/institution/pontificia-universidade-catolica-do-rio-de-janeiro

(World University Rankings - 2011 Overall Ranking: 551-600; Arts & Humanities: 342)
8. Financial standing (for non-publicly funded entities only): Provide evidence where available of the good financial standing of the partner institution. This could include partner institution's most recent Annual Report and Accounts. Free copies of reports may be available from the partner's website. Other online sources of financial information include The Annual Reports Library and Company Annual Reports Online (CAROL).


9. How long has the proposed partner been in existence in its current form? 1941

10. Does the proposed partner have any current or previous links with QMUL? Please state.

Taking into consideration the affinity between both institutions and the strong interest of students, Professor Else Vieira made a successful visit to the proposed partner institution in 2010 with a view to establish a primary contact and examine the possibilities of setting up an exchange term between QMUL and PUC-Rio.

In addition, Dr Márcia Martins, an Assistant Professor at the proposed partner institution, is currently a Visiting Research Scholar at QMUL (from March until August 2012), working with Professor Else Vieira. The collaboration has resulted in a seminar by Dr Martins, at the SLLF, in March 2012, a forthcoming one by Professor Vieira at PUC-Rio, and the production of the first anthology of Translation Theory to be published by Brazilians.

11. Does the proposed partner have any current or previous links with other UK or overseas HE institutions? Please state.

Yes. Please check the following website for a list of PUC-Rio's partner universities all over the world, including five in the UK:

http://www.puc-rio.br/ensinopesq/ccci/universidades.html

12. Include information on any cultural, academic or other issues that you think relevant to assess the good standing of the proposed partnership, or which might raise issues of concern.


So as to provide students with enriching activities during their stay in Rio de Janeiro, orientation/activities fee is charged to all exchange students (exchange students: R$400 for one semester and R$600 for two semesters). This fee covers the following activities among others:

- Airport pick-up (on the dates);
- One week orientation;
- Assistance at the Federal Police (Immigration);
- Welcome lunch;
- Tourist / cultural activities;
- City tour in Rio de Janeiro;
- One day field trip;
- Convivências project;
- Fare-well cocktail, with live Brazilian music.
PUC-Rio does not have accommodation on campus. The Housing Service department (housing-ccci@puc-rio.br) is responsible for placing students in family houses. In general each student has a private room in a family home recommended by CCCI where they pay R$1,050,00 (Reais) per month. They are allowed to use the kitchen and laundry facilities and telephone although visits must be arranged by the student with the family. Most families live near the university, about 15 minutes by city bus (R$ 2,50 fare). CCCI will assist students in case they have any issues concerning the family and the place they will be living in.

Students will also be able to do Volunteer Work (e.g., a long-standing and successful work developed within the favelas in Rio), if they so wish, and there is also the possibility for them to apply for paid work (e.g., Vision Lab at Barra da Tijuca: TV Globo, Cinema and Video).

13. **For joint awards only: Does the proposed partner have the legal authority to award joint degrees?**

   NA

14. **In the case of outgoing student exchanges: Confirmation that a site visit has been carried out to the Partner institution and that there are appropriate facilities in place for QMUL students.**

   A visit has been carried out to the Partner institution, within the scope of the Science Without Borders Programme, on the 6th March 2012 and there are appropriate facilities in place for QMUL students.

15. **For overseas partners: Are there any current FCO concerns regarding personal safety, health and travel to the area in question? (check Foreign and Commonwealth Office [Country Profile and Travel Advice](http://www.fco.gov.uk/en/travel-and-living-abroad/travel-advice-by-country/south-america/brazil1)).**

   There are no travel restrictions in place in Brazil. British nationals can normally enter Brazil without a visa as tourists. For further information see the website of the Brazilian Consulate in London.

   Regarding personal safety, there is an underlying threat from international terrorism. Attacks, although unlikely, could be indiscriminate, including in places frequented by expatriates and foreign travellers. Levels of violence and crime are high. Shanty-towns ("favelas") exist in all major Brazilian cities; they are characterised by poverty and extremely high levels of violent crime. The state government has implemented a Pacifying Police Force (Unidade de Policia Pacificadora (UPP) in several "favelas" throughout Rio de Janeiro. This has brought more safety to these areas.

   With reference to health-related concerns, foreign nationals are entitled to unforeseen emergency medical treatment in Brazilian public hospitals. However, you are not obliged to offer treatment for existing illnesses or care after you have been stabilised. Public hospitals in Brazil, especially in major cities, tend to be crowded. Private hospitals will not accept you unless you can present evidence of sufficient funds or insurance. Due to the rainy season (December – March) and the elevated temperatures in the summer it is common for the number of dengue cases to increase. You should exercise normal precautions to avoid exposure to HIV/AIDS. You should seek medical advice before travelling to Brazil and ensure that all appropriate vaccinations are up-to-date.

   Information taken from:

16. **Details and Title of contact at academic lead at QMUL**

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr Maria Tavares</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role</td>
<td>Year Abroad Co-ordinator in Portuguese</td>
</tr>
</tbody>
</table>
Telephone Number 020-7882-7373 / 07980162545
E-mail Address m.tavares@qmul.ac.uk
Queen Mary Collaborative Provision
Risk Assessment Form

The following types of collaborative proposals require the Risk Assessment:
- Articulation and Progression Agreements
- Single Taught Award
- Split-site research degree programmes
- Exchange Agreement
- Joint/Dual Award Agreement

Insert Name
Exchange Agreement between The School of Languages, Linguistics and Film at Queen Mary, University of London and The Departments of Letters and Communication of Pontifícia Universidade Católica do Rio de Janeiro

The Context
- Student Language

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<tr>
<td>English second language (UK-based)</td>
<td>2</td>
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<td>English second language (overseas)</td>
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- Cultural and educational context

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<td>EU</td>
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<tr>
<td>US/Canada/Australia/NZ</td>
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The Proposed Partner
- Status

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<td>Public funded FE College</td>
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- Resources

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<td>Well resourced small organisation</td>
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<tr>
<td>Any size with limited resources</td>
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• **Role of partner in delivery**

| Administrative support (for distance or e-learning) | 1 |   |
| Study support (for distance or e-learning) | 2 |   |
| Delivery of teaching & assessment | 3 |   |

• **Partner's expertise in this field**

| At this level | 1 |   |
| At lower level | 2 |   |
| None | 3 |   |

• **Partner's previous collaboration with UK (or other) HEIs**

| At this level | 1 |   |
| At lower level | 2 |   |
| None | 3 |   |

The Proposed Programme

• **Collaborative 'history'**

| Established collaborative programme | 1 |   |
| Established at QMUL only | 2 |   |
| New programme | 3 |   |

• **HEQF level**

| Level 3 | 1 |   |
| Level 4,5,6 | 2 |   |
| Level 7,8,9 | 3 |   |

• **QA processes of partner institution**

| Defined/comparable | 1 |   |
| Defined/some level of concern | 2 |   |
| Not known | 3 |   |

**Total Score** 17

Add up the individual scores: 1 = low risk; 2-3 = medium risk; 4 = high risk

**Overall risk scores:** 10 – 15 = low; 16 -21 = medium; 22 – 31 = High

The overall total score of any proposal will lie between 9 (min) and 31 (max), with 9 – 15 regarded as ‘low risk’; 16 – 21 as ‘medium risk’; and 22 – 31 as ‘high risk’.

**Note:**

Proposals with high risk assessment scores will require careful consideration and scrutiny before a decision to proceed is given.

In addition to completion of the Collaborative Risk Assessment Form, QMUL staff or students proposing to travel to the partner institution's country should consult QM policy on safe business travel and emergency procedures which you can find on the Procurement web pages on [http://connect.qmul.ac.uk/travel/index.html](http://connect.qmul.ac.uk/travel/index.html)
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<td>Taught Programmes Board (TPB) is asked to note the proposals that have been approved by Schools/Institutes since its last meeting.</td>
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<tr>
<td>Comments from the Academic Secretariat</td>
<td>The arrangements for programme and module approval in 2011/12 devolve to School/Institute Learning and Teaching Committees (or equivalent) decision making for minor programme amendments, standard module proposals, module amendments, and module withdrawals.</td>
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<td></td>
<td>The attached report covers decisions taken by School/Institute Learning and Teaching Committees from 02/05/2012 - 06/06/2012.</td>
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<tr>
<td>Module Amendment</td>
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### Module Proposal

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### Module Withdrawal

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<td>September 2012</td>
<td>Following</td>
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<td>HST5315</td>
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<td>HST5319</td>
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### Programme Amendment

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<tr>
<th>Programme</th>
<th>Notes</th>
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<tr>
<td>L1S5, L1S9</td>
<td>MSc Finance and Econometrics</td>
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<tr>
<td>L2G7, L2G8</td>
<td>BA German and Russian (European Studies)</td>
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<tr>
<td>X4EC</td>
<td>Postgraduate Certificate in Academic Practice</td>
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### Module Withdrawal Total

- Module Proposal: 46
- Module Withdrawal: 30
- Programme Amendment Total: 3
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<tr>
<th>Approval Body</th>
<th>School/Institute L&amp;T Committee / Head of School/Institute</th>
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<tbody>
<tr>
<td>Report Period</td>
<td>Period 7</td>
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<tr>
<td>Programme Amendment</td>
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<td>Business and Management</td>
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<td>N154 MSc Accounting &amp; Finance</td>
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<td>Minor change to programme diet to allow more student choice</td>
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<td>Report from the Marketing, Recruitment and Admissions Group (MRAG)</td>
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<td>Taught Programmes Board (TPB) is asked to note the proposals that have been approved by MRAG.</td>
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<td>MRAG considers and approves proposals to withdraw programmes and these are reported to TPB for information.</td>
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<td>Study School/Institute</td>
<td>Programme/Module title</td>
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<tr>
<td>Sci&amp;Eng Biological and Chemical Sciences</td>
<td>Chemistry with Business Management</td>
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<tr>
<td>Sci&amp;Eng Biological and Chemical Sciences</td>
<td>BSc Molecular Biology</td>
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<tr>
<td>Sci&amp;Eng Biological and Chemical Sciences</td>
<td>BSc Zoology with Aquatic Biology (with Foundation)</td>
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<tr>
<td>Sci&amp;Eng Biological and Chemical Sciences</td>
<td>BSc Zoology with Aquatic Biology</td>
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