**PROGRAMME SPECIFICATION**

<table>
<thead>
<tr>
<th>Awarding body/institution:</th>
<th>Queen Mary, University of London</th>
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<tbody>
<tr>
<td>Teaching institution (if different from above):</td>
<td>Institute of Dentistry, Barts and The London, Queen Mary’s School of Medicine and Dentistry.</td>
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<tr>
<td>Name of the final award and Programme title:</td>
<td>Master of Clinical Dentistry in Orthodontics M.Clin.Dent. in Orthodontics</td>
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<tr>
<td>Duration of Study/Period of Registration</td>
<td>Two years full-time</td>
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<td>UCAS code:</td>
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<td>QAA Benchmark Group</td>
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<tr>
<td>Academic Department/s involved in programme delivery</td>
<td>Institute of Dentistry</td>
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If accredited by a professional/statutory body, please give the name, date of last accreditation visit, approximate date of next visit and details of exemptions that will be given to QMUL graduates.

**Criteria for admission to the programme**

A dental qualification, two years clinical experience and MJDF (RCS). Evidence of English language competence (minimum IELTS = 7) is required of overseas students.
## Aims of the programme

The general objectives of the taught postgraduate courses are to provide students with the skills to:

- conduct literature searches, and evaluate original published research.
- design research protocols, execute a supervised research project, analyse and report findings supported by references.
- demonstrate a range of transferable and specialised skills.

The specific course objectives are to enable students to:

- Understand the biomechanical principles of tooth movement.
- Understand the development, growth and influence of the skeletal and soft tissues on the dentition
- Understand the importance of materials science in Orthodontics
- Formulate a diagnosis of malocclusion and appropriate treatment plan
- Apply the theory and practice of clinical orthodontics to treat a variety of malocclusions

## Learning outcomes for the programme

### Development of Knowledge and Understanding:

The learner:

- **Knowledge base**: has depth and systematic understanding of knowledge in specialised / applied areas and / across areas and can work with theoretical / research-based knowledge at the forefront of their academic discipline
- **Ethical issues**: has the awareness and ability to manage the implications of ethical dilemmas and work proactively with others to formulate solutions
- **Disciplinary methodologies**: has a comprehensive understanding of techniques / methodologies applicable to their own work (theory or research-based)

### Cognitive/Intellectual skills

The learner:

- **Analysis**: with critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively
- **Synthesis**: with critical awareness, can synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of their discipline / practice
- **Evaluation**: has a level of conceptual understanding that will allow her/him critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches
- **Application**: can demonstrate self direction and originality in problem solving. Can act autonomously in planning and implementing tasks at a professional or equivalent level
Key/transferable skills
The learner:

- **Group working**: can work effectively with a group as leader or member. Can clarify task and make appropriate use of the capacities of group members. Is able to negotiate and handle conflict with confidence
- **Learning resources**: is able to use full range of learning resources
- **Self evaluation**: is reflective on own and others’ functioning in order to improve practice
- **Management of information**: can competently undertake research tasks with minimum guidance
- **Autonomy**: is independent and self critical learner, guiding the learning of others
- **Communications**: can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently
- **Problem solving**: has independent learning ability required for continuing professional study, making professional use of others where appropriate

Practical skills
The learner:

- **Application of skills**: can operate in complex and unpredictable, possibly specialised contexts, and has an overview of the issues governing good practice
- **Autonomy in skill use**: is able to exercise initiative and personal responsibility in professional practice
- **Technical expertise**: has technical expertise, performs smoothly with precision and effectiveness; can adapt skills and design or develop new skills or procedures for new situations

Teaching, learning and assessment strategies

The programme aims to promote teaching and learning enriched by original scholarship and dental research, to encourage students to become independent learners. Students will accept responsibility for their own learning and will be encouraged to develop powers of critical thought and reflection. Key skills in information technology and oral and written presentations will be enhanced. The course will offer students the opportunity to enhance their knowledge and clinical skills in orthodontics and become familiar with the issues of experimental study design, laboratory-based research, data analysis and critical thought.

In addition to the formal seminar and clinical programme, time is set aside for particular readings and reviews, discussion and problem solving for student projects, for practical exercises, and for feedback and evaluation of the course itself. Students will receive a course booklet at the start of teaching.

The course aims to offer a high teacher/student ratio so that access to advice and ease of communication can be assured.
Assessment
Assessment procedures will be managed internally by the teaching faculty and externally through an intercollegiate University of London examiner and an external examiner.

Assessments are linked to modules as follows:

- Statistics, Ethics and Research Methods – Written examination
- Growth and Development – In course short essay and a written examination
- Malocclusion – Essay and written examination
- Mechanics of Tooth Movements, Stability and Retention – In course short essay, written examination and a laboratory based practical
- Diagnosis and Treatment Planning – In course short essay, oral examination and in-course assessment
- Fixed and Adjunctive Appliances - In course short essay, oral examination and in-course assessment
- Multidisciplinary Interface - In course short essay, oral examination and in-course assessment
- Research Project – Dissertation and oral examination

Assessments will take place during and/or at the completion of each module in line with the Academic Regulations of the Queen Mary University of London.

Registration
Students are responsible for registering for the modules associated with their programmes of study by the published deadline and in accordance with the stated procedure. Students who have not registered for a particular module will not normally be permitted to partake in any learning or assessment for that module.

A student may not be admitted to the invigilated examination for any module from which he/she has been deregistered or withdrawn.

Taking a module
A candidate who registers for a module is deemed to be taking that module or have taken it whether or not deregistration/withdrawal follows.

A mark is always awarded for a module that has been taken, in cases of deregistration/withdrawals. The mark awarded is normally the mark for any completed assessment up to the point of deregistration/withdrawal or 0%. There is no right of re-sit where deregistration/withdrawal occurs.

Completing a module
A candidate is deemed to have completed a module where one of the following outcomes occurs: pass the module, fail the module, deregistration, withdrawal from the module. Completion of a module is not contingent on passing it. Successful completion of a module is contingent on it being passed.

Award of academic credit
The award of academic credit relates to achievement in individual modules. Academic credit is awarded to candidates who have met the requirements to pass the module in question.
The academic credit awarded is that approved for the module; the amount of academic credit awarded does not vary in accordance with the level of achievement. The Module Mark reflects the level of achievement.

It is possible to award academic credit in the event of module failure where the Academic Regulations provide for it. The outcome is known as 'fail condoned, academic credit awarded'.

The pass mark for a module and dissertation/project for a postgraduate programme is 50%. This is irrespective of the academic level of the module.

A module may comprise a number of elements of assessment and requirements that must be completed in order to pass. The pass mark for any element of assessment for a postgraduate module is 50%. The Module Regulations specify those elements of assessment that must be passed, those that must be taken and those that are not compulsory.

In order to pass a module, a candidate is required to undertake the approved assessment for the module, meet all requirements for a pass as specified in the module regulations, and achieve a mark of 50% or more. Where the module comprises more than one element of assessment, these elements of assessment are normally aggregated to one overall mark for the module. The elements of assessment may be weighted as specified in the module regulations.

Programme structure(s) and requirements, levels and modules

The programme will be full-time over two years and begin in October of each year with an induction programme organised in collaboration with the other taught postgraduate courses in the Institute of Dentistry, during the first year.

The programme will be taught in modules as follows:
- Statistics, Ethics and Research Methods
- Growth and Development
- Malocclusion
- Mechanics of Tooth Movements, Stability and Retention
- Diagnosis and Treatment Planning
- Fixed and Adjunctive Appliances
- Multidisciplinary Interface
- Research Project – Dissertation and oral examination

Further details of each module, together with a package of essential core readings, will be provided in the course handbook.

Students will also take part in the Institute of Dentistry’s Core Course Module for taught postgraduate students in Term I and a critical evaluation of the literature course in Term II of their first year. These will contribute towards the award of the Master’s Degree.

Opportunities will be provided to attend: regular Journal club, audit and clinical case
presentation meetings and, where appropriate, relevant undergraduate and postgraduate core seminars provided by other courses, the School of Medicine and Dentistry Graduate School lecture programme and scientific meetings at other London-based Research Institutes.

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<tr>
<th>Quality assurance mechanism (please include details of: SSLC meetings, student feedback mechanisms, personal tutor arrangements, programme induction, programme review and monitoring.)</th>
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| Programme Committees  
Reports from external examiners  
Periodic programme |

Employers Links  
Please provide details of any links with employers e.g.
- Details of advisory panels that include current or potential employers;
- Organisations that regularly employ graduates from this programme and the roles that graduates undertake.
- Student prizes donated by organisations that may offer employment to graduates from this programme.

If there are no links with employers consider the learning outcomes and transferable skills and explain how these might be used to inform employers about the qualities and skills a graduate from this programme might be expected to have.

The principle employer of graduates from this programme is the NHS and they have an integral role in ensuring the qualities and skills of the graduate meet their expectation through the London Deanery appraisal system and the need for a pass grade from an Intercollegiate Examination of the Royal College of Surgeons.
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<thead>
<tr>
<th>Person Completing Programme Specification</th>
<th>Dr A Johal</th>
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<tbody>
<tr>
<td>Person responsible for management of programme</td>
<td>Dr A Johal</td>
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<tr>
<td>Date programme specification agreed by Department or teaching and learning committee</td>
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<tr>
<td>Date of approval by Faculty Board/SMD Education Board</td>
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<td>Date of update/amendment</td>
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