

Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of award and field of study:	MSc Craniofacial Trauma Reconstruction
Name of interim award(s):	PG Dip Craniofacial Trauma Reconstruction (120 credits)
Duration of study / period of registration:	2 Years Part Time Distance Learning
QMUL programme code / UCAS code(s):	2 Years Part Time Distance Learning
QAA Benchmark Group:	Clinical Medicine / Dentistry
FHEQ Level of Award :	Level 7
Programme accredited by:	Not Applicable
Date Programme Specification approved:	
Responsible School / Institute:	Institute of Dentistry

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

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Not Applicable

Programme outline

The fundamental objective of the craniofacial trauma and reconstruction programme is to provide a cross specialty integrated training to build a higher level of understanding to facilitate optimum management of the complex facially traumatised patient. Facial trauma management is a rapidly growing and evolving area, and it is crucial to have accessible, applicable programmes emphasising safe clinical practice.

- 1) The programme is designed specifically to provide a core curriculum for clinicians in Oral Surgery, Oral and Maxillofacial Surgery, Plastic and Reconstructive Surgery, Ophthalmology, ENT, and Neurosurgery to gain a higher education qualification and develop safe practice principles in Craniofacial Trauma and Reconstructive Surgery.
- 2) Students will develop clarity in evaluation of basic clinical sciences such as head and neck anatomy
- 3) It will equip clinicians with fundamental knowledge and practical skills to carry out multidisciplinary management of complex facial injuries
- 4) Formulation of a framework for patient assessment and follow up
- 5) Developing a sound knowledge of basic, advanced and combined techniques in craniofacial surgery.

Aims of the programme

- 1) The programme is designed specifically to provide a core curriculum for clinicians to develop an in-depth knowledge of complex multidisciplinary craniofacial traumatic injuries
- 2) Assist students to develop an in- depth scientific knowledge base as the foundation of all aspects of the management of traumatic pathology
- 3) Ensure students illustrate a clear differentiation and knowledge of conservative and operative techniques used in facial trauma
- 4) An ability to appraise and critique relevant literature and demonstrate synthesis of this information through justification of treatment methods used to promote safe clinical practice.
- 5) Develop understanding of the importance of reflective practice. Maintain a current awareness of on-going developments within facial trauma practice scientifically , clinically and medicolegally.
- 6) completion of a self-chosen dissertation will show construction of a balanced critically appraised clinical discussion and identify development of an idea in a structured manner to reach a justifiable conclusion.

What will you be expected to achieve?

On successful completion of the programme students will have gained in-depth critical knowledge and skills in basic, advanced and combined techniques in craniofacial trauma and reconstruction with the emphasis on safe clinical practice.

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:

A 1	Applied patho-physiological sciences presented in all modules.
A 2	Develop core knowledge of anatomy and physiology as applied to aesthetic medicine.
A 3	Adept Use of safe basic , advanced and combination techniques in surgical management and understand prevention and management of complications.
A 4	Formulate comprehensive patient physical and psychological assessment frameworks and refer patients for psychological review appropriately.

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A 5	Critical appraisal of research methodology and ethical issues pertaining to secondary Craniofacial trauma and reconstruction and the aesthetic interface.
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Disciplinary Skills - able to:	
B 1	Application of knowledge of soft and hard tissue physiology, the processes of fracture healing, wound healing and scarring.
B 2	Display a thorough knowledge of timing and sequence of different techniques, potential risks, complications and their management.
B 3	Display a thorough knowledge of timing and sequence of different techniques, potential risks, complications and their management.
B 4	Display a thorough knowledge of timing and sequence of different techniques, potential risks, complications and their management.
B 5	Devise and utilise patient outcome measures to assess clinical practice.
B 6	Display a thorough knowledge of timing and sequence of different techniques, potential risks, complications and their management.
B 7	Develop critical understanding of the importance of the multidisciplinary team, and integrate this knowledge into personal practice.

Attributes:	
C 1	Engagement and critical application of in-depth knowledge and skills in complex craniofacial trauma.
C 2	Demonstrate clarity of thought and sound intellectual development.
C 3	Demonstrate core principles of patient safety in all management decisions.
C 4	Demonstrate core understanding of knowledge and maintain a holistic and empathetic approach in the management of facially traumatised patients.
C 5	Establish a drive for continued learning and development in this area.

How will you learn?

The programme will be delivered by a group of surgeons with extensive experience in facial trauma management and with a proven track record in education within this field.

Archived, anonymised and consented material will be used which will both illustrate each module but also integrate between modules.

The expectation is that the maximum senior lecturer to student ratio is 1:5 - this allows for a personalised tutorial system and enables dedicated one to group meetings every two weeks for an hour and one to one virtual meetings on an ad hoc basis to provide additional support if required. This will also allow the student to discuss management of their own cases, and mentoring longitudinally for their audit / research project. All of the senior staff are experienced in managing and supporting various levels of trainee and students. Students will develop their knowledge and understanding of individual regions in a structured program which will then integrate to an analytical and evidence approach to the whole craniofacial skeleton.

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Learning methodologies will include:

- Structured distance learning (modules)
- Webinar based tutorials

Each module will include online seminars with summative module assignments which will be submitted via the virtual learning environment (QMPLU) as well as formative self-assessment MCQs and EMQs.

How will you be assessed?

The Module Pass Marks is determined by QMUL Academic Regulations.

As assessment is a known driver for learning with assignments - For each module there will be:

- one written assignment for each module 1500 words
- one oral examination for each module

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The programme will be offered on a part-time basis only via distance learning.

The MSc will consist of eight Level 7, 15 credit modules (120 credits in total) and one Level 7, 60 credit dissertation module.

Module 1 Initial Assessment (15 credits) 4 x webinars of around 1 hour each

Module 2 MANAGEMENT OF THE FRACTURED MANDIBLE (15 credits) 4 x webinars of around 1 hours each

Module 3 MANAGEMENT OF FRACTURES OF THE LATERAL MIDFACE (15 credits) 4 x webinars of around 1 hours each

Module 4 MANAGEMENT OF FRACTURES OF THE CENTRAL MIDDLE THIRD (15 credits) 4 x webinars of around 1 hours each

In year two students will undertake modules to cover

Module 5 MANAGEMENT OF CRANIOFACIAL FRACTURES (15 Credits) 4 x webinars of around 1 hours each

Module 6 MANAGEMENT OF ACUTE FACIAL SOFT TISSUE INJURIES (15 credits) 4 x webinars of around 1 hours each

Module 7 PRINCIPLES OF SECONDARY RECONSTRUCTION (HARD TISSUE) (15 credits) 4 x webinars of around 1 hours each

Module 8 PRINCIPLES OF SECONDARY RECONSTRUCTION (SOFT TISSUE) (15 credits) 4 x webinars of around 1 hours each

In the second semester of your final year you will propose a dissertation topic with the assistance of the programme team and work on the final 60 credit dissertation module in semester 3 of your second year.

All module are compulsory and must be taken to be eligible for award.

Academic Year of Study PT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Initial presentation and assessment	DIN7250	15	7	Compulsory	1	Semester 1
Management of the fractured mandible	DIN7251	15	7	Compulsory	1	Semester 1

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Management of fractures of the lateral midface	DIN7252	15	7	Compulsory	1	Semester 2
Management of fractures of the central middle third	DIN7253	15	7	Compulsory	1	Semester 2

Academic Year of Study PT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Management of craniofacial fractures	DIN7254	15	7	Compulsory	2	Semester 1
Management of acute facial soft tissue injuries	DIN7255	15	7	Compulsory	2	Semester 1
Principles of secondary reconstruction (hard tissue)	DIN7256	15	7	Compulsory	2	Semester 2
Principles of secondary reconstruction (soft tissue)	DIN7257	15	7	Compulsory	2	Semester 2
Dissertation	DIN7258	60	7	Core	2	Semester 3

What are the entry requirements?

The course is relevant to any surgical specialist practising within complex facial trauma. The course would provide significant support to a trainee at the stage of higher surgical training, but would also be relevant to those aspiring to specialisation.

Established consultants developing an interest in facial trauma would also find the programme advantageous.

Completion of Medical or dental Degree (MBBS, BDS or MD) recognized by Queen Mary University of London. Overseas degrees in Medicine and Dentistry will be considered provided they are equivalent to UK 2.1 degree.

Applicants must be able to demonstrate a credible commitment to the practice of craniofacial trauma surgery within their subspecialty.

English requirements are IELTS (overall score of 6.5 overall with 6.0 in each of Writing, Listening, Reading and Speaking or equivalent if English is not your first language).

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The Student Voice Committee (SVC) provides a formal means of communication and discussion between schools/institutes 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. The SVC meet regularly throughout the year.

All lectures will have feedback documentation.

Each school/institute 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 the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review (APR) of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery who work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the Postgraduate Taught Experience Survey (PTES) and module evaluations.

What academic support is available?

Academic support will be from the course director and other academic / Trust staff within the Institute of Dentistry. Students will be designated a personal tutor as well as a designated dissertation supervisor, this will enable them to progress their coursework and their dissertation.

How inclusive is the programme for all students, including those with disabilities?

The Institute of Dentistry will provide the following:

Student Support

The Student Support Office (SSO) offers confidential, independent, and non-judgmental advice on personal, academic, and financial matters, including university procedures and student funding. The SSO is committed to ensuring students receive the support they need to succeed.

Disability and Dyslexia Service (DDS)

Queen Mary's Disability and Dyslexia Service (DDS) supports all students with disabilities, learning difficulties, or mental health conditions whether full-time, part-time, undergraduate, postgraduate, UK, or international students across all campuses. The DDS provides guidance and assistance in the following areas:

- Assessment for specific learning difficulties (e.g., dyslexia)
- Applying for Disabled Students' Allowance (DSA).
- Arranging DSA assessments of need
- Organizing special examination arrangements
- Access to loaned equipment (e.g., digital recorders)
- Specialist one-to-one study skills tuition
- Providing course materials in alternative formats
- Educational support workers (e.g., note-takers, readers)
- Specialist mentoring for students with mental health issues or Autism Spectrum Disorders

Support for Specific Learning Disabilities:

- Regular one-to-one study skills sessions with a dyslexia specialist
- Lecture notes provided in advance through QMPlus or email
- Q-Review lecture access, or permission to record non-Q-Review sessions (e.g., Clinical Skills Laboratory sessions on Phantom Heads/the use of Haptics)
- Specialist software with text-to-speech functionality to aid concentration and reduce fatigue

Support for Physical Disabilities:

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- Speech recognition software for dictation
- Accessible lab and clinic environments, including ground-floor clinics, lifts to higher floors, and ramps

Inclusive Education

We are committed to providing all students with equal access to learning opportunities. Inclusivity ensures that all students are valued and supported, regardless of their background or circumstances, in line with the QMUL 2030 Strategy, which emphasizes "progressive, inclusive" teaching and curriculum design centred on the student experience.

To achieve these goals, inclusive pedagogical practices recognize the importance of diverse knowledge, identities, and ways of learning. This approach shifts the focus from student deficits to individual abilities and needs, ensuring that institutional practices do not alienate certain groups of students.

Programme-specific rules and facts

N/A

Links with employers, placement opportunities and transferable skills

There is the potential to support the student at their own unit to conduct their dissertation as well as providing support on reflection of their own management of cases.

Programme Specification Approval

Person completing Programme Specification:

Mrs Lorraine Low, Quality & Assessments Officer

Person responsible for management of programme:

Prof Simon Holmes

Date Programme Specification produced / amended by School / Institute Education Committee:

11 Oct 2024

Date Programme Specification approved by Taught Programmes Board: