

Programme Title: MSc in Dental Public Health, Policy and Leadership



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 in Dental Public Health, Policy and Leadership PGDip in Dental Public Health, Policy and Leadership PGCert in Dental Public Health, Policy and Leadership
Name of interim award(s):	Postgraduate Certificate in Dental Public Health, Policy and Leadership; Postgraduate Diploma in Dental Public Health, Policy and Leadership
Duration of study / period of registration:	MSc (2 years), PG Dip (20 months); PGCert (10 months)
QMUL programme code / UCAS code(s):	A4U2/A4U6/A4U7
QAA Benchmark Group:	Dentistry
FHEQ Level of Award :	Level 7
Programme accredited by:	Not applicable
Date Programme Specification approved:	12/12/2024 (by FMD TLC)
Responsible School / Institute:	Institute of Dentistry

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

Wolfson Institute of Population Health

School of Business & Management

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

None.

Programme outline

Dental Public Health focuses on preventing oral diseases and improving the oral health of populations. Addressing the major oral health issues and the global challenges facing dental care systems in the current political economy requires strategic planning, evidence-informed decision-making and strong public health leadership.

The Dental Public Health, Policy and Leadership Postgraduate Diploma builds on the Postgraduate certificate course by including two additional 15 credit modules and a specialist 30 credit Leadership and Planning in Health and Public Services module in Year 2 of the programme. These second year modules allow students to develop additional "real world" transferable public health skills. Two of the second year modules are run collaboratively with the online MSc in Global Public Health course and the School of Business and Management (SBM) at Queen Mary University of London. These modules will cover the conceptual and theoretical understandings of health systems situated within a social, economic, historical and global context and leadership

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theories and challenges and how to use these competencies to plan and evaluate dental services for a given population. Students will attain 120 credits to gain a Postgraduate Diploma.

MSc students will complete the six compulsory 15 credit modules and select one of three elective 30 credit modules to gain advanced and specialised skills and knowledge. These elective modules include Leadership and Planning in Health and Public Sector Organisations, Qualitative Research Methods and Practice and Oral Health in the Global Context. These modules will support MSc students to complete their 60 credit research projects in Year 2. Students must complete the seven compulsory modules and complete their research project (dissertation) to gain a MSc degree (180 credits).

Aims of the programme

The Institute of Dentistry is committed to developing a dynamic, confident, adaptable and empowered public health workforce using world class innovative dental education and research. The aim is to have a global impact on improving oral health in populations. We will do this by embracing the latest e-learning technologies to enrich the student experience and by using practical assessments that students can apply in their own country setting.

The rationale for the new online programme is to:

- (1) Attract a cohort of UK (home) students who are interested in public health and policy issues as well as continuing to attract international students.
- (2) Remove the financial barriers from students who want to study Dental Public Health at a London university without the high living costs and visa requirements.
- (3) Support students who want the option of pursuing a postgraduate certificate, diploma or master's degree in DPH as standalone qualifications through a flexible one or two-year programme.
- (4) Give students the opportunity to study modules and select from joint modules run by the School of Business and Management and the Wolfson Institute of Population Health to advance and broaden their career prospects.

What will you be expected to achieve?

Students will be expected to cover and achieve the learning outcomes shown below.

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	Critique different definitions of Public Health and Dental Public Health.
A 2	Demonstrate in-depth knowledge, systematic understanding and critical awareness of policy issues in dentistry.
A 3	Define epidemiological terms used to describe oral diseases concepts including prevalence, incidence, aetiology, risk factor, causation and association.
A 4	Justify study designs and sampling approaches used to assess oral diseases and health determinants in populations.
A 5	Critically describe the concepts and principles of Evidence-based Practice (EBP).
A 6	Describe the concepts and principles of critical appraisal of research evidence.
A 7	Analyse the barriers and challenges of applying evidence in clinical and public health practice.
A 8	Present the different components and functions of a health system
A 9	Identify the advantages and disadvantages of private and public financing and delivery of health care and be able to engage with the political and economic issues and academic debate surrounding these.
A 10	Describe major frameworks, indicators and models for conceptualising and measuring the performance of health systems
A 11	Describe the key stages, stakeholders and challenges involved in applying the health care planning cycle in practice.
A 12	Critique different leadership theories, models, frameworks, and leadership tasks and roles.
A 13	Use planning models to design and evaluate oral health promotion activities.
A 14	Discuss the advantages and disadvantages of global oral health surveillance data systems.
A 15	Discuss how oral diseases and oral health inequalities contribute to the global burden of non-communicable diseases.
A 16	Discuss the epistemological and theoretical underpinnings of qualitative research.
A 17	Discuss the criticisms that have been made about qualitative research and approaches to enhance its quality.

Disciplinary Skills - able to:	
B 1	Synthesise and interpret oral health data.
B 2	Develop digital competencies skills.
B 3	Develop a plan to assess the oral health status of a population.
B 4	Develop and critique a dental policy in their own country or practice setting.
B 5	Design an oral health promotion activity applying behaviour change theories and planning models.

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B 6	Develop a protocol and a data analysis plan for a research study.
B 7	Develop academic writing skills.
B 8	Undertake critical appraisal of published evidence.
B 9	Correctly interpret the findings of published research.
B 10	Draw conclusions and make recommendations from a body of evidence.
B 11	Critically analyse the performance of health care systems of various kinds in different contexts based on common indicators of health system performance (e.g. effectiveness, efficiency, accessibility) and on agreed values and principles (e.g. equity, responsiveness, justice)
B 12	Critically reflect on and assess their own leadership progress.
B 13	Use video technology to present information to public audiences.
B 14	Critically appraise approaches that have been used to provide universal oral health coverage in different countries.
B 15	Prepare a position statement justifying the inclusion of oral health in global health policies.

Attributes:	
C 1	Develop effective spoken and written English and in particular be able to write in an academic style appropriate to the field.
C 2	Work individually and collaboratively with others.
C 3	Possess the skills to influence, lead and advocate in a global arena.
C 4	Use information technology, including audiovisual technology, for the retrieval and presentation of information.
C 5	Synthesise complex information and create responses to problems.
C 6	Engage confidently in communication tailored to a non-academic audience.
C 7	Critically reflect on the political and social role of health systems in society and the implications of health systems policy and practice for equity and social justice
C 8	Develop the ability to undertake autonomous and lifelong professional learning, particularly for continuing professional development purposes.
C 9	Demonstrate decision-making in complex and unpredictable contexts.
C 10	Demonstrate self-awareness and confidence in skills transferable to other health care environments.
C 11	Demonstrate critical thinking skills.
C 12	Demonstrate an awareness of the limitations of research methodologies.

How will you learn?

This two-year online part-time programme is a purposefully designed flexible study programme that allows both international and home/EU students to study while working in their home countries. The programme enables students to pace their learning to fit around their life and work commitments. The modules will run sequentially in module blocks with set assignment submission deadlines during the academic year. We expect students to spend 15-17 hours a week on online activities and self-directed study.

The online teaching that students will receive is based on the pedagogically-grounded ABC curriculum design approach developed by the University College London Digital Education Unit [1]. This approach uses tailor-made e-learning teaching activities that incorporate six learning styles specifically developed for each module:

Acquisition - Traditional learning through listening and watching webinars and PowerPoint presentations

Discussion - Learning by engaging and challenging ideas with peers and tutors in moderated online group discussion

Investigation - Learning by critiquing text, papers, videos, documents or by gathering and synthesising information

Collaboration - Learning through working with other to produce group projects.

Practice - Learning through feedback, self-reflection and practice sessions

Production - Consolidated and applied learning to produce a product (i.e. coursework assignment, delivering a presentation, protocol or position statement).

Modules will be taught sequentially to allow students to build on their learning. Each module will have nine weeks of teaching, including assessment and feedback.

Students will have a dedicated two-week online induction programme, which will include an introduction to study skills, a library resources module and online technical workshop to ensure that they are able to access the online resources.

References

1) UCL Digital Education (2016). Introduction to the ABC Learning Design workshop. Retrieved from http://blogs.ucl.ac.uk/abc-ld/files/2018/05/ABC_LD-Toolkit-Intro.pdf

How will you be assessed?

Learning outcomes have been set for each teaching lesson as well as overall learning objectives for each module to align teaching to assessment (constructive alignment).

A mixed format assessment approach will be used for each module. This means that students will complete a range of assessments for each module including coursework, oral presentations, producing videos or audio clips, developing a qualitative research interview topic guide, and completing quizzes and invigilated written examinations in designated countries in students' home countries. This is aimed at testing knowledge, skills and applications, recognising students' learning styles. The assessments are designed to be practical, asking students to prepare or produce outputs that they would produce as public health practitioners.

Students will also be assessed on their online participation and engagement over the six weeks teaching period (5% of module assessment mark). Students will be given the criterion-referenced marking scheme for this online engagement assessment at the start of the module, evaluated by the Module Lead who will monitor student activity using QEngage. .

Students will be given clear instructions about the specific assignments in week 1. Self-directed study time will be allocated in week 7; students submit their assessments in week 8. The final week of all modules will be allocated to marking and giving students individual feedback on the provisional marks of their assessment by the Module Lead.

The reassessment method for the eight modules that include an online engagement assessment will be a synoptic assessment (essay-coursework) since it is not possible for students to recreate six weeks of participation in a standard reassessment.

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 operates on a non-standard academic calendar to support the 2030 QMUL strategy on inclusive learning by

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extending the terms to reduce the expected average weekly study time for full-time working part-time students.

The Postgraduate Certificate is composed of four 15 credit modules. Postgraduate Diploma students will complete an additional two 15 credit modules and a 30 credit specialised Leadership and Planning in Health and Public Sector Organisations module in Year 2. The MSc course options allows students to select one of the three 30 credit elective module alongside a 60 credit research project module.

The PGCert course has four compulsory 15 credit nine-week module teaching blocks in Year 1 in October- December (Semester 1); January - March (Semester 2) and April - July (Semester 3).

PGCert and PGDip students will cover four foundational modules in Year 1: Dental Public Health and Policy (Semester 1); Assessing Oral Health and Diseases in Populations (Semester 2); Evidence Based Dentistry (Semester 2 and 3) and Prevention and Oral Health Promotion (Semester 3).

In year 2, PGDip students will complete the Research Methods module (Semester 1), Health System Policy and Practice (Semester 2) and the 30 credit advanced Leadership and Planning in Health and Public Sector Organisations module (Semester 2 and 3). MSc students will also complete the Research Methods module and the Health System Policy and Practice (Semester 2) and will have the option of selecting one of three 30 credit elective modules in Semester 2 and 3. These module options include Leadership and Planning in Health and Public Sector Organisations, Qualitative Research Methods and Practice and Oral Health in the Global Context.

Research project (60 credits)

MSc students will start working on their research projects at the start of Year 2 and will continue working on these projects alongside the Year 2 modules. They will have one year to complete and submit the written reports on their research projects by the following August.

MSc students who choose to carry out a primary research study in their own country will be required to have a local facilitator to enable them to gain access to data and ethical approval if needed. The QMUL research supervisor will be the primary supervisor providing close one-to-one supervisor at scheduled times via Teams/Zoom with regular monitoring of students' progress.

Academic Year of Study PT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Dental Public Health and Policy	DIN7701	15	7	Compulsory	1	Semester 1
Assessing Oral Health and Diseases in Populations	DIN7702	15	7	Compulsory	1	Semester 2
Evidence-Based Dentistry	DIN7703	15	7	Compulsory	1	Semester 2
Prevention and Oral Health Promotion	DIN7704	15	7	Compulsory	1	Semester 3

Academic Year of Study PT - Year 2

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Research Methods	DIN7705	15	7	Compulsory	2	Semester 1
Health Systems Policy and Practice	IPH7122	15	7	Compulsory	2	Semester 2
Leadership and Planning in Health and Public Sector Organisations	DIN7712	30	7	Compulsory	2	Semester 3
Qualitative Research Methods and Practice	DIN7714	30	7	Compulsory	2	Semesters 2 & 3
Oral Health in the Global Context	DIN7713	30	7	Compulsory	2	Semesters 2 & 3
Research project	DIN7711	60	7	Core	2	Semesters 1-3

What are the entry requirements?

A recognised undergraduate degree at the level of 2:1 or higher or international equivalent degree disciplines such as Medicine, Dentistry, Nursing, Health Sciences, oral Health Sciences, Public Health or Social Sciences will be considered.

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

Applicants must be able to demonstrate a credible commitment to Dental Public Health.

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

The Institute of Dentistry's Dental Quality Assurance Committee (DQAC) will oversee all aspects of the quality of the programme including module evaluations, external examiner comments and regularly reviews of the assessment criteria. Feedback from Module evaluations and the Postgraduate Taught Experience Survey (PTES) are also considered by this Committee.

The Institute of Dentistry also operates an Annual Programme Review of its taught undergraduate and postgraduate provision. This process is normally organised at a Institute-level basis with the Dean for Dentistry responsible for the completion of the school's Annual Programme Reviews. Students' views are considered in this process through analysis of the PTES and module evaluations. Queen Mary also carries out a Periodic Review of education programmes within the Institute of Dentistry and the report, commendations and recommendations are considered by DQAC and the Dental Education Committee.

The Student Voice Committee (SVC) provides a formal means of communication and discussion between the Institute of Dentistry and 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 meets regularly throughout the year. We will invite a student from each distance-learning cohort to serve as a student representative for this course and make options available for the representative to participate in SVC meetings.

The Institute of Dentistry has a Teaching and Learning Committee (Dental Education Committee), which advises the Dean for Dentistry on all matters relating to the delivery of taught programmes at the Institute 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 into this Committee's work in a number of ways, such as through student membership, or consideration of PTES surveys. The School of Medicine and Dentistry also has a Teaching and Learning

Committee (TLC) and students have input into the Institute of Dentistry Teaching and Learning Committee (TLC).

A dedicated in-house E-technologist will work with the teaching staff to ensure that the online teaching content is produced to a high quality.

What academic support is available?

The Student Support Office (SSO) within the Institute of Dentistry will provide personalised online support at scheduled times for students throughout the programme via Skype or telephone. This will be confidential, independent and non judgemental, enabling students to discuss both personal and academic issues including matters related to university procedures and finances. Students will have a structured two week induction programme introducing them to the teaching and technical staff in the first week. The second week will include a specifically designed study skills module, library skills training a suite of videos on technical support. Students will receive an e-handbook, which will outline the appropriate learning outcomes, academic and clinical requirements and relevant assessment and deadlines for completion of coursework and submission. These will be constantly updated on QMPlus for continued reference.

Students will have access to a social "student cafe" to provide peer-to-peer support. Students will be able to post academic questions on a module forum or contact the module lead directly to obtain individualised academic support. Each module will have a designated moderated online student group discussion using Zoom/Teams to provide face-to-face interactions and shared learning. These online student group discussions are typically scheduled a week before a coursework assignment is due to be submitted. In additional, we have introduced a weekly optional module drop-in session for students to interact with other students and to enable them to ask questions throughout the module. This has proved beneficial for auditory learners.

Technical support will be provided by an in-house dedicated e-technologist.

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

A dedicated E-technologist will work with the teaching staff to ensure that the online teaching content is inclusive and accessible for students who have specific learning needs [1]. The full range of accessibility tools will be available on the QMPlus online platform with options to change the colour and size of the text, highlight text and use the text to speech function. This function allows students to have text read aloud. A private YouTube channel will be created to collate all of the videos used for teaching. This will enable students to display captions, save videos as audio files and produce transcripts of videos. The teaching will be delivered using a range of teaching modalities to accommodate different learning styles including H5P interactive videos, voiceover PowerPoint presentations, Articulate 360 and Teams or Zoom online meetings.

Students will also have access to SensusAccess, which Queen Mary University of London (QMUL) has acquired as part of its responsibility under the new Digital Accessibility Standard. This software allows students to convert pdf documents, PowerPoint presentations and other documents into a range of alternate media such as audio files, audio books and digital Braille. Students will be introduced to the range of Dyslexia and learning accessibility apps that they can use as part the study skills module in their induction programme.

The central Disability and Dyslexia Service (DDS) at QMUL will provide specialist one-to-one support and mentoring using SKYPE. The university has a legal obligation to provide reasonable adjustments for assessments as specified under the Equality Act 2010; students can apply for Special Examination Arrangements where applicable.

1) York St John University (2017). Inclusive learning, teaching and assessment framework.

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

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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:

- 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

None.

Links with employers, placement opportunities and transferable skills

Postgraduate Diploma and MSc students will gain transferable skills by completing the increased credit value elective modules that now include explicit opportunities to gain practical skills in self-leadership, qualitative interviewing and oral health advocacy. MSc students have presented their research projects at national conferences and meetings. PGCert students have used the foundational teaching to pursue further clinical specialty training and further MSc course options.

Programme Specification Approval

Person completing Programme Specification:

Dr Vanessa Muirhead

Person responsible for management of programme:

Dr Vanessa Muirhead

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

19 Nov 2024

**Date Programme Specification approved by Taught
Programmes Board:**

12/12/2024 (by FMD TLC)