

## Professional Doctorates

### Programme specification

#### Programme definition (approved by Senate June 2014)

A professional doctorate is defined as a programme that requires the creation and interpretation of new knowledge, through original research, advanced scholarship and innovations in professional practice. A professional doctorate programme differs from a 'traditional-route' research degree programme (a PhD) in that candidates are required to make both a theoretical and applied (within the context of the relevant profession or specialism) contribution to knowledge.

Programme Title	<b>Doctorate in Clinical Dentistry in Orthodontics</b>
Duration/mode of study	<b>FT – 3 years</b>
Name of final award	<b>DClinDent</b>
FHEQ level of final award	<b>8</b>
Name of interim awards	<b>PG Certificate in Clinical Dentistry (60 Credits) PG Diploma in Clinical Dentistry (120 Credits) MSc in Clinical Dentistry (180 Credits)</b>
FHEQ level of interim/exit award	<b>8</b>
Proposed start date for first cohort	<b>September 2025</b>
Responsible school(s)/institute(s) (please identify lead dept)	<b>SMD – Institute of Dentistry</b>
Subject Examination Board (that will confirm taught module results)	<b>Dentistry (Clinical)</b>
Name & contact details person responsible for the management of the programme	<b>DR Ahmed ElAngbawi a.elangbawi@qmul.ac.uk 020 7882 8642</b>

#### Programme Outline and Aims

*Please provide a brief description of the programme, summarising the programme content, and the distinctive features it offers students. This should be consistent with the programme descriptions in handbooks, website(s) and prospectus.*

##### Programme outline

This programme is jointly accommodated by the Institute of Dentistry, Barts and The London School of Medicine & Dentistry, and Barts and The London Dental Hospital, Barts Health NHS Trust.

The aims of the programme are to:

- Develop qualified dentist's clinical practice and academic knowledge to a FHEQ level 8 according to the framework for higher education qualifications in England, Wales and Northern Ireland (2014)

- Meet the national and international need for more specialists in Orthodontics
- Offer comprehensive, contemporary and novel knowledge in Orthodontics to a specialist level;
- Provide advanced training to dentists 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
- Promote a critical approach to evaluating relevant literature so as to enable evidence-based practice and novel practices in Orthodontics to specialist level
- Embed the foundations of research
- Instil the need for continuing professional development and lifelong learning

### **Learning Outcomes**

The learning outcomes reflect the Curriculum for Specialist Training in Orthodontics produced by the Specialist Advisory Committee of the Royal Colleges' 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 (2024) and are guided by the Queen Mary Statement of Graduate Attributes.

### **Aims of the Programme**

By the end of the programme students are expected to achieve:

Academic Content:

- Demonstrate the possession of an in-depth and extensive current knowledge in Orthodontics to specialist level;

Disciplinary Skills:

- Undertake independent and proficient clinical practice to specialist level in either primary or secondary care settings
- Accept primary care referrals for advice and treatment in Orthodontics
- 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 patient care

Attributes:

- 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

Other Professional Qualifications:

- Become eligible for entry to sit the membership examination of the Dental Faculties of the Surgical Royal Colleges in Orthodontics.

### **How is the Programme Structured**

*The structure of the programme should be described in detail. Precise details of the modules can be given in a table. All programme proposals must demonstrate how they will meet the requirements of the Queen Mary Professional Doctorates Framework, and that the elements of independent research provide sufficient opportunity for the candidate to be able to demonstrate the depth of research expected of doctoral level studies.*

The programme is full-time over three calendar years.

The components of the programme are:

- A programme of seminars, practical exercises and didactic teaching commencing with an introductory course and reviewing the clinical and scientific scope of the subject to determine its evidence base.
- Supervised clinical and as appropriate laboratory practice in which treatment planning and clinical procedures are performed for selected cases, including a number of complex treatments.
- A research investigation leading to a dissertation in which the candidate is required to demonstrate the application of scientific method to a problem of relevance to the subject area.

The three years of full-time study will provide 540 credits of which 270 credits are directed study element and 270 credits are research element. The indicative components are in the following table. Please note that in research degrees, credits are not given for research. Hence “notional credits” are allocated to give an indication of time and effort spent by students.

Module Number	Title	Credit value	FHEQ Level	Year of study
1 – DIN7821	Core Knowledge and Clinical Skill in Orthodontics	60	7	1
2 – DIN8101	Research I – Research Project progression report I + Clinical Portfolio initial report	30	8	1
	<b>TOTAL</b>	<b>90</b>		
3 – DIN8102	Advanced Knowledge and Clinical Skill in Orthodontics	90	8	1-2
4 – DIN8103	Research Project Progression Report II, Clinical Portfolio and Service Evaluation Preliminary Reports	30	8	1-2
	<b>TOTAL</b>	<b>120</b>		
5 – DIN8104	Consolidated Knowledge and Clinical Skill in Orthodontics	120	8	2-3
6 – DIN8105	Research III – Dissertation – Research Project Final Report + Service Evaluation Final Report + Clinical Portfolio Final Report	210	8	2-3
	<b>TOTAL</b>	<b>330</b>		

### Modules and Assessment

*Please ensure that you identify the core modules that will be necessary for progression on to subsequent years. If students are able to exit the programme with an interim award, please ensure that the core modules needed to be eligible for this award are clearly indicated. Please include any compulsory placements/practice-based modules that need to be undertaken.*

*Please include the credit value of each module, both taught modules and the research dissertation / research elements.*

The programme aims to promote teaching, learning and research enriched by original scholarship 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 study design, data analysis and critical thought. Assessments are outlined below.

In addition to the formal seminar and clinical programme, time is set aside for review, discussion and problem solving to support student research projects, for innovative practical exercises, clinical audit and for feedback and evaluation of the course itself. Students receive a comprehensive reading list at the start of the programme.

The course aims to offer a high teacher/student ratio so that access to advice and ease of communication can be assured. Clinical sessions will be supervised by experienced clinical academics and NHS staff. Two staff members will supervise each student research project.

Assessment.

### Summative Assessment Methods and Procedure

The assessment structures are outlined in the table below:

Module Number	Module	Credit	Assessment
1 - DIN7821	Core Knowledge and Clinical Skill in Orthodontics	60	Written examination – 100%
2 –DIN8101	Research I – Research Project progression report I + Clinical Portfolio initial report	30	Research Project Protocol, 2,000 words 30% Research Protocol 25 minute viva 30% Clinical portfolio - log book (incl 2 case reports), 5,000 words 20% Clinical Portfolio 20 minute viva 20%
3 – DIN8102	Advanced Knowledge and Clinical Skill in Orthodontics	90	Written examination – 75% Oral examination (Diagnostic) – 25%
4 – DIN8103	Research Project Progression Report II, Clinical Portfolio and Service Evaluation Preliminary Reports	30	Service evaluation interim report (15%) Service evaluation viva (15%) Interim clinical portfolio (15%) Clinical portfolio viva (15%) Research project interim report (20%) Research project viva (20%)
5 – DIN8104	Consolidated Knowledge and Clinical Skill in Orthodontics	120	Written examination – 50% Oral examination (Diagnostic)– 50%
6 - DIN8105	Research III – Dissertation – Research Project Final Report + Service Evaluation Final Report + Clinical Portfolio Final Report	210	Service evaluation final report (10%) Service evaluation viva (10%) Final clinical portfolio (20%) Clinical portfolio viva (20%) Final research dissertation (20%) Research dissertation viva (20%)

Assessments are managed by a QMUL examination board and an external examiner (appointed according to QMUL regulations) who will moderate achievement within and between different courses. As this is a hybrid programme, assessment procedures will be managed internally both by the teaching and research faculties and externally through an external examiner. The assessments take place over three years for full time students. For the taught component, the students will be examined at the end of each year according to PGT regulations. For the research element, the students will be examined in a manner similar to the 9 and 18 months progressions in the first 2 years, and the final Dissertation at the end of the third year, according to the PGR regulations.

The assessment structures are in the following table. All the components of all the modules are core and students must pass all the components of the modules to gain an overall pass.

**Grading Criteria for Summative Assessments:**

- The grading criteria for the taught components will follow the QMUL regulations. However, as this is a research degree, there is no final classification mark, the final award will either be a pass or fail. The need to award module marks is for the purposes of progression and for exit awards only.

**Appointment of external examiners:**

- The appointment of external examiner(s) will follow QMUL procedures.

**Marking and Moderating:**

- Students will be required to make clear declarations as to the originality of the work submitted for the in-course assessment and the project dissertation.
- The written examination paper will be doubled marked by two internal examiners and moderated by an external examiner. The oral examinations for the PGT and PGR components will be marked by one internal and one external examiner. At the discretion of the examiners and providing the examination regulations allow, a student may be given credit for one part of the examination and asked to redo the others.

**Feedback to Students:**

- Formative assessment exercises with feedbacks are carried out during the course. Students will have to carry out clinical work base assessments. They may be required to submit several short essays (up to 2000 words) on a variety of topics to be determined by teaching staff. The students will have opportunity to give oral presentations based on progress in the research projects, clinical audits and clinical works. Candidates will have regular 1:1 contact with clinical tutors and supervisors. Their reflective logs will regularly be reviewed and discussed. Clinical supervisors will also monitor that candidates have an appropriate case load and patient mix in line, where required, with Royal College and NHS Guidelines.

**Extensions and Deferrals, and Extenuating Circumstances:**

- <https://arcs.qmul.ac.uk/media/arcs/policyzone/academic/Academic-Regulations-2022-23.pdf> (policy document containing information on handling such circumstances).
- Students with disability will be offered assistance by QMUL Disability & Dyslexia Service.
- Extenuating circumstances will be considered by the relevant examinations board. This applies to both the modules and the final submission of the thesis where only RDPEB can authorise the extension.
- In extreme circumstances, where medical circumstances may have adversely affected examination performance, a medical certificate should be presented to the Course Organiser. Any other extenuating circumstance for extensions and deferrals must be submitted to the Subject Examination Board for consideration according to the QMUL regulations.

**Supervision: Academic and Clinical:**

- The research components will be supervised by QMUL research active academic staff. The taught and clinical components will be supervised by both QMUL and Barts Health NHS Trust clinical specialists and staff including specialty registrars in the department.

**Research**

*Please cover:*

- *Description of research components and how this meets the Qualification Descriptors for a research degree*

- Explain how the elements of independent research provide sufficient opportunity for the candidate to be able to demonstrate the depth of research expected of doctoral level studies.
- Supervision of research dissertation / projects
- Expectations of the dissertation / research project portfolio (e.g. maximum word limit)

This professional doctorate programme follows the FHEQ level 8 descriptor which is to: 'make a significant and original contribution to a specialised field of inquiry, demonstrating a command of methodological issues and engaging in critical dialogue with peers and accepting full accountability for outcomes'.

The research component in this programme differs from that of the traditional hypothesis driven PhD format as it has an application of knowledge to clinical practice. It is composed of three parts:

1. Research project report – the candidates are to produce a traditional research thesis to demonstrate they can critical review scientific literature and carry out a hypothesis base research. They must produce dissertations that are of publishable standard. The dissertation must not exceed 50,000 words. Two supervisors will be assigned for each student. The project may include development of a new dental material, dental caries progression and prevention, dental genetics, meta- analysis and systematic reviews, and other related projects that fulfil the QAA level 8 criteria.
2. Clinical portfolio report – the candidates are to produce a portfolio report of 4 clinical cases covering the full breadth and depth of paediatric dentistry of patients whom they have treated during their training. The portfolio must include detail documentation of the treatments that they have provided, a critical appraisal, including evidence base analysis, of the treatments, the novelty of the treatments, evaluation of its success and proposal of future follow-up. A summary of how their cases contribute to the advanced/innovative practice in paediatric dentistry. This report must not exceed 10,000 words.
3. Service evaluation - the candidates are to produce a service evaluation report (e.g. clinical audit) that they have designed and carried out. This report must include aims, methods, results and discussion with proposal for future audit and research in the field. Two cycles of audits must be completed. This report must not exceed 10,000 words.

### Entry Requirements

*Provide the entry requirement for the proposed programme as agreed at Part one stage and published on the course finder. This should include the level of English Language and any selection criteria for admission?*

- A recognised dental degree (BDS or equivalent) and two years full time equivalent of post-qualification experience working as a dental surgeon, with at least 6 months experience in Orthodontics, and/or Paediatric Dentistry or Oral Surgery.
- An IELTS score of 7.0 is required including a minimum score of 6.0 in writing and a minimum score of 6.0 in either reading, listening or speaking. (A minimum IELTS score of 6.5 is required at the point of submission in order for an application to be considered, but an IELTS score of 7.0 must be achieved before the course starts. Pre-sessional English course is available to improve the score by 0.5 if a conditional offer is given).
- For candidates seeking a Certificate of Completion of Specialist Training (CCST), they must hold a Specialist Registrar (StR) post with an NTN (National Training Number). These candidates will only be accepted for FT study under postgraduate training arrangements agreed with Higher Education England.

### Links with External Partners

N/A

### Links to Queen Mary Policies

The programme should be designed and administered with reference to the following documents:

[Academic Regulations](#)

[Research Degrees Code of Practice for Students](#)

[Support for students with disabilities, SpLD and mental health issues](#)

[Student Appeals and Complaints Policy](#)

Person completing programme specification	Mrs Lorraine Low, Quality & Assessments Officer
Person responsible for management of research degree programme	Dr Ahmed El-Angbawi
Date programme specification produced/amended by School/Institute/Lead Department	31October 2024
Date programme specification approved by Research Degree Programmes and Examinations Board	