



UNIVERSITY OF LEEDS

**Additional information for
examiners appointed to report on
applications for the degree of

Doctor of Paediatric Dentistry**

Regulations for the award of DPaedDent

The [Ordinances, Regulations and Programmes of Study for Research Degrees](#)¹ detail the formal regulations and requirements for all of the University's research degrees. The Learning Outcomes are attached. Examiners are specifically asked to bear in mind that the thesis submitted for examination for the degree of DPaedDent represents part of the requirements for the degree. Candidates are required to complete both research and taught components totalling 540 credits and notional credits over the duration of the period of study. A separate statement about the structure of the DPaedDent degree and the thesis component of the degree is also attached. PGRs must achieve marks at or above 50% in all of the compulsory modules and accrue no less than 240 credits for the taught component overall. **A full module profile of the taught components undertaken by the PGR is provided with the examiners' report form.**

To qualify for the award of the degree of Doctor of Paediatric Dentistry each candidate must complete the requirements of the prescribed programme of study, training and supervised research in paediatric dentistry, must meet the required learning outcomes and satisfy the examiners that his/her achievement is of sufficient merit and that his/her thesis contains evidence of originality and independent critical ability and matter suitable for publication through:

- (a) presenting a thesis on the subject of his/her advanced study and research, and;
- (b) Presenting him/herself for an oral examination and other such tests as the examiners may prescribe.

Types of Recommendation

Examiners are asked to submit one of the following recommendations:

- (a) that the degree of DPaedDent be awarded
- (b) that subject to editorial and presentational corrections, the degree of DPaedDent be awarded
- (c) that subject to the correction of minor deficiencies, the degree of DPaedDent be awarded
- (d) that the application be referred for resubmission for DPaedDent
- (e) that the degree of DPaedDent be not awarded (with no opportunity for resubmission)

No candidate may be recommended for a degree other than that for which he/she has applied.

¹ Ordinance X (Research Degrees) http://ses.leeds.ac.uk/info/22168/student_support-related_policies/646/ordinances

Structure and content of the DPaedDent programme of study

The DPaedDent consists of two parts: taught modules and research. The PaedDent programme of study is published alongside the Ordinance and Regulations and examiners may view this at: http://www.leeds.ac.uk/rsa/handbook_archive.html.

Taught Modules: DPaedDent PGRs are required to study modules totalling 240 credits and must achieve marks at or above 50% in all of the compulsory modules and accruing no less than 240 credits for the taught component overall. The composition of the taught courses is stated in the DPaedDent programme of study: http://www.leeds.ac.uk/rsa/handbook_archive.html. The taught components taken by the PGR are provided as an attachment to the report.

Research: DPaedDent PGRs are required to submit a thesis for examination of up to 50,000 words in the area of their specialist field of study and satisfy the examiners as specified in Ordinance X and its associated Regulations. It is judged on the criteria of originality in its contribution to the field of study, independent critical ability and is expected to contain matter suitable for publication.

Learning Outcomes / Transferable Key Skills / Learning Context / Assessment

The University's learning outcomes/level indicators for its different academic awards have been developed in the expectation that the learning outcomes will be achieved irrespective of the manner and location of the research and/or delivery of the programme followed by the students concerned. These general statements will be subject to continuous review by the Graduate Board.

Achievement is assessed by the examination of the thesis and performance under oral examination. However, examiners will not be expected to monitor/assess all the Learning Outcomes at the time of the viva. The main emphasis of the viva will be upon the research achievement and it may be difficult at that stage to assess expertise in '*generic and subject/professional skills*'. Instead, an ongoing process of monitoring and evaluation should be recorded within the Faculty/School (in the University's system for maintaining a record of the research degree candidature). Within three months of the commencement of study the University requires a training needs analysis to be conducted, and a training plan to be agreed between the PGR and the Supervisor(s). The PGR's progress against the training plan is then reviewed regularly. Examiners may ask that the School make available these records at the viva to enable them to audit the arrangements that have been made. This will typically include the training plan, training record and any relevant extracts from the progress reports where progress with the agreed training plan is reviewed. Examiners are not required to comment on achievement against the learning outcomes as part of their report form, although comments are invited.

For PGRs commencing study before 01 September 2011 the University learning outcomes reflected the then RCUK Joint Statement of Skills for postgraduate research students (JSS). The JSS was subsequently superseded by the Researcher Development Framework (RDF). The RDF incorporates the content of the JSS but also expands the statement to cover researcher skills and attributes from postgraduate researcher through to senior academic. The introduction of the RDF led to some minor modification of the University learning outcomes.

Learning Outcomes / Transferable Key Skills / Learning Context / Assessment for the degree of DPaedDent

1. Learning Outcomes

On completion of the programme students should have shown evidence of being able to:

Meet the Learning Outcomes as defined by the University of Leeds Graduate Board. Through a combination of taught components, transferable skills training and research components the student will:

- interpret and communicate knowledge through an extensive piece of original research and scholarship of publishable quality that would satisfy peer review;
- present and defend research outcomes which extend the forefront of Paediatric Dentistry; demonstrate the ability to synthesise and interpret relevant clinical information to provide possible solutions to clinical problems in Paediatric Dentistry;
- demonstrate in-depth, specialist knowledge and mastery of contemporary techniques relevant to Paediatric Dentistry and to demonstrate a sophisticated understanding of the concepts and information at the forefront of Paedodontics, including clinical governance;
- be able to undertake decision-making in complex and unpredictable situations, including diagnosis and treatment planning (together with the limitations of treatment), evaluation and prediction of outcomes and management of the child patient;
- be able to underpin clinical practice in Paedodontics with in-depth theoretical knowledge;
- take a proactive and self-reflective role in working, and develop professional relationships with others, particularly in relation to functioning within a multi-disciplinary team providing paedodontic treatment; be able to articulate complex ideas and discuss them with peers and other professionals;
- critically evaluate current issues, research and advanced scholarship in Paedodontics and the wider dental field;
- understand relevant ethical and legal issues and be able to apply them in their research;
- understand relevant health and safety issues;
- demonstrate responsible working practice.

2. Transferable (Key) Skills

Students will have had the opportunity to acquire the following abilities through the research training and research specified for the programme

- the skills necessary for a career as a researcher and/or for employment in a senior and leading capacity in a relevant area of professional/clinical practice or industry;
- evaluating their own achievement and that of others;
- self-direction and effective decision making in complex and unpredictable situations;
- independent learning and the ability to work in a way which ensures continuing professional development;

3. Learning Context

The learning context will include the critical analysis of, and decision making in, complex and unpredictable professional and/or clinical situations. The structure of the programme will provide research and/or professional training, breadth and depth of study and opportunities for drawing upon appropriate resources and techniques. This will include clinical skills development. Opportunities will be provided for students to:

- develop to a high level interests and informed opinions
- develop to a high level their design and management of their learning activities
- develop to a high level their communication of their conclusions;
- make an original contribution to the field

Students will be expected to engage in the exercise of autonomous initiative in their study and work in professional environments.

4. Assessment

Achievement will be assessed by the examination of the candidate's thesis and performance under oral examination. During the course of the programme there will also be assessment of achievement by a variety of methods in accordance with the learning outcomes of any taught modules specified for the programme. Final assessment will involve the achievement of the candidate in:

- evidencing an ability to conduct original and independent broad and in-depth enquiry within the discipline or within different aspects of the area of professional/clinical practice normally leading to published work;
- drawing on and/or developing a range of research techniques and methodologies appropriate to enquiries into the discipline/area of professional practice;
- demonstrating independent critical ability in the application of breadth and depth of knowledge to complex issues within the discipline or specialist area of professional/clinical practice;
- drawing on a range of perspectives on the area of study;
- evaluating and criticising received opinion;
- making reasoned and well-informed judgements on complex issues within the specialism whilst understanding the limitations on judgements made in the absence of complete data
- the written style and overall presentation of the thesis.