

**The Royal College of Surgeons of England**

**Assessment of the  
Diploma in Orthodontic Therapy**

**Guidance for Candidates**

**2018**

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## **Welcome to the Royal College of Surgeons of England**

This document contains essential information for candidates taking the examination for the Diploma in Orthodontic Therapy. The examination is designed to test candidates' knowledge and understanding of all aspects of the syllabus in a fair and structured manner. We are pleased that you are considering taking this examination at the Royal College of Surgeons of England and hope you find the information in this document helpful. If you have any queries regarding the exam, please contact me through the Examinations Department on 020 7869 6281 or email [dentalexams@rcseng.ac.uk](mailto:dentalexams@rcseng.ac.uk).

Good luck!!

Chairman of the Board of the Diploma in Orthodontic Therapy

### **Contents of this guide**

1. Purpose of the examination
2. Application process
3. The examination
4. Examination results
5. The panel of examiners
6. Accommodation
7. Further queries or assistance

### **Appendices**

Appendix A- Assessment regulation

Appendix B- Assessment syllabus

Appendix C- Application form

Appendix D- Assessment Calendar and example written questions (EMQ)

## **1. Purpose of the examination**

- The Diploma in Orthodontic Therapy is part of an accord to protect the public, setting a standard to establish those candidates who are clinically safe, competent, and doing the right thing in the right context.
- The examination assesses knowledge, skills, competencies, behaviours and attitudes.
- The Royal College of Surgeons of England recognises, through the award of the Diploma, those that meet the required standards.
- The course of study and preparation for the examination forms the basis for continuing professional development.

## **2. Application process**

Please see Appendix A for the Regulations which include details of entry criteria and general information on the conduct of the examination. Appendix B gives details of the syllabus and matches it to the relevant section of the examination.

You should ensure that you have read and understood the Regulations before applying to the examination. If you have any queries about any part of the Regulations please contact the Examinations Team using the contact details on the previous page.

The assessment calendar detailing dates for examinations and closing dates for application is available in appendix D of this guide. To enter the examination, completed applications must be received prior to the relevant closing specified on the assessment calendar along with a correctly completed application form (Appendix C) and the full examination fee (please see appendix D for details of the examination fee).

You are also required to submit your Clinical Logbook (signed by the Course Director). This should be accompanied by a signed declaration, counter-signed by the Course Director and Trainer(s), that the Logbook is your own work.

Approximately 2 weeks (10 working days) before the examination, you will be sent an admission letter, which will detail the arrangements for the exam and the times at which you will need to arrive for each component.

Please note that you are required to bring photo ID (either a driving licence or passport) to the actual examination, along with your letter of admission. Evidence of immunisation status is not required for the purpose of the examination.

### **3. The examination**

#### **3.1 Examination arrangements**

The examination will normally take place at:

The Royal College of Surgeons of England  
35-43 Lincoln's Inn Fields  
London  
WC2A 3PE

Candidates will be required to undertake all parts of the examination, which will be taken over two days (please see assessment calendar in appendix D for further information).

Please note that it is not permissible to take mobile phones or any other electronic equipment into the examination. Candidates do not need to bring stationery to the examination as all stationery is provided for them.

Trained staff from the College will be available to help candidates on the examination days and to answer any queries.

#### **3.2 Format of the examination**

The examination has been designed to be as fair as possible and will consist of:

##### **i) Written paper**

This is a 1.5 hour paper consisting of extended matching questions (EMQs). An EMQ is a type of multiple choice question that can test application of knowledge and clinical reasoning.

##### **ii) Logbook assessment**

Candidates will submit their completed logbook with their application for the examination or bring it with them on the first day of the examination.

The GDC has recently published "Preparing for practice Dental team learning outcomes for registration". Candidates will be expected to include in their logbook a reflection on how this logbook provides evidence to show the examiners and the GDC these outcomes for registration have been met. This part of the logbook will be assessed and will be part of your final assessment score. Candidates will be expected to be familiar with the GDC regulations related to their practice as orthodontic therapists including the scope of practice of orthodontic therapists and the learning outcomes for registration.

All candidates will undertake a structured viva voce examination of 20 minutes duration. The viva will consist of questions on the Clinical Logbook and each candidate will be examined by a pair of examiners.

This section of the examination provides candidates with the opportunity to demonstrate a broad range of knowledge. If a candidate is unsure what is being asked they are advised to say so, so that the examiners can clarify their question. Candidates should bear in mind that too slow or hesitant a pace may mean that they are not able to demonstrate their abilities to full advantage.

### **iii) Objective Structured Clinical Examination (OSCE)**

The aim of this section is to assess the candidate's ability to manage situations commonly encountered in the clinical practice of Orthodontics.

This section of the exam will normally comprise a minimum of 13 OSCE stations where a candidate will be asked to complete a practical task or a paper-based exercise that is linked to a competency identified in the curriculum.

Practical tasks are normally observed by an examiner, who will assess the candidate. Candidates may also be asked to undertake communication-based tasks that involve a simulated patient, played by an actor.

## **4. Examination Results**

Candidates will be informed in writing of the outcome as soon as possible after the diet. Candidates will be informed of the date that results will be available at the examination.

Unsuccessful candidates will be informed of the sections of the examination where they did not attain a pass mark. Unsuccessful candidates will also be informed of arrangements for re-sitting the examination.

## 5. Examiners Panel

The Examiners Panel was selected by advertisement and selection based on previous examining experience and proven track record in DCP education and training. The panel includes a number of registered orthodontic therapists.



### **Stephen Chadwick (Chair of the Orthodontic Therapy Diploma Board)**

Steve is Consultant Orthodontist at the Countess of Chester hospital and the academic programme lead for the postgraduate orthodontic programme at the University of Manchester. He qualified in 1987 from Liverpool and first became a consultant in Manchester in 1997. Since moving to Chester in 1999, Steve has completed a master's degree in clinical education and also acts as an examiner at Edinburgh RCS for MFDS/MOrth and London RCS for IMOrth.



### **Jadbinder Seehra (Chair of the Panel of Examiners)**

Jadbinder is a Consultant Orthodontist at Kings College Hospital NHS Foundation Trust and Honorary Clinical Senior Lecturer at Kings College London. He is actively involved in orthodontic postgraduate student, dental nurse and orthodontic therapist training.



### **Daljit Gill**

Daljit is a Consultant Orthodontist and Honorary Senior Lecturer at UCLH Eastman Dental Hospital and Institute, London. He is extensively involved in postgraduate training and has written a textbook on Orthodontics. Clinically he is heavily involved with multidisciplinary care and is a member of the joint UCLH/Great Ormond Street Craniofacial, Orthognathic and Hypodontia teams. His research interests currently lie in Hypodontia and Smile aesthetics.



### **Janet Gray**

Janet is an Orthodontic Therapist working at Pinderfields Hospital in Wakefield having qualified in 2010 on the Yorkshire Orthodontic Therapy Course. Janet started her orthodontic career in 1992 at Leeds Dental Institute, carrying out various roles including Deputy Senior Dental Nurse and Cleft Palate Co-ordinator. She gained her FEATC, D32/33 and orthodontic post qualification certificate in 2002 and established the orthodontic post qualification course at LDI. Janet became a Dental nurse assessor and trainer at LDI on a full time basis in 2006 and also became an examiner for NEBDN and a committee member for the Orthodontic post qualification certificate. Janet is currently a tutor on the Yorkshire Orthodontic Therapist course and a committee member of the Orthodontic National Group for Dental nurses and Orthodontic Therapists.



### **Helen Griffiths**

Helen qualified as a dentist at Guy's Hospital, London in 1991. Following this she spent a year working in two general dental practices in south-west London and then worked in various hospital posts in Belfast, Chichester and Manchester. Helen began her specialist orthodontic training in Norwich, King's Lynn, and Guy's Hospitals and subsequently went on to further orthodontic training in Bristol and Bath. She was appointed as a Consultant in Harlow, Essex and the Royal London Hospital, Whitechapel in 2004 and is currently Consultant in Orthodontics in Yeovil and Taunton.





### **Nadine Houghton**

Nadine qualified from The University of Liverpool in 1998 and commenced specialist orthodontic training in 2002 at the University of Leeds. After completing specialist training in 2005, she worked for 2 years at Birmingham Dental and Queens Hospital (Burton upon Trent), treating complex orthodontic cases and patients with dento-facial deformity (FTTA). She is currently a consultant Orthodontist at Bradford St Lukes Hospital and also works at Airedale General Hospital. She is also an honorary lecturer at Leeds University (Leeds Dental Institute).



### **Sophie Noske**

Sophie qualified as an Orthodontic Therapist in July 2008 after completing the first Yorkshire Orthodontic Therapy Course. Previously she had worked as a dental nurse for 12yrs and gained various post qualifications including the NEBDN Certificates in Dental Radiography, Oral Health Education and Orthodontic Nursing. She also graduated with a Diploma in Dental Nursing (LCGI, City&Guilds) in May 2007. She enjoys cooking and reading and helping people achieve their goals.



### **Farnaz Parvizi**

After graduating from Bristol University in 1993, Farnaz spent two years undertaking various Maxillofacial and Oral surgery hospital posts in Birmingham, followed by a year of paediatric and restorative dentistry at Birmingham Dental Hospital. After completing her orthodontic training she started working as a specialist orthodontic practitioner at Weston Orthodontic Centre in North Somerset and clinical supervisor at Bristol Dental Hospital. Following a year in Australia working as a specialist practitioner in Melbourne, she was appointed to the post of Senior specialist registrar (FTTA) at Bristol Dental Hospital and Taunton in September 2009.



### **Andrew Pearson**

Andy has been a specialist orthodontic practitioner for over 10 years in Kidlington, just to the north of Oxford. After Qualifying in Dentistry in Sheffield in 1986 he had jobs in Oral Surgery and Restorative Dentistry before doing Orthodontics in Sheffield and Manchester. He has taught Dental Hygienists and Orthodontic Therapists and has an interest in evidence based dentistry.



### **Kathryn Postlethwaite**

Kathy qualified in London and has been a Consultant Orthodontist at the RDE Foundation Trust, Exeter for sixteen years. She first came across orthodontic therapists at work in Sweden in 1989 and was a member of the Joint Response of the Orthodontic Societies Committee responding to the Nuffield Inquiry in 1992. She says that she is delighted to be an Examiner for the new Diploma in Orthodontic Therapy and pleased that there is now a future for orthodontic therapists in the UK.



### **Parmjit Singh**

Parmjit is a Locum Consultant at the Chelsea and Westminster Hospital in London. He also works in Specialist Practices in London and Suffolk. In 2001, he obtained his degree in Dental Surgery from the University of Newcastle and became a Specialist Orthodontist in 2007 after completing his training at The Royal London Hospital. His interest in teaching led him to complete the Certificate in Learning and Teaching and he subsequently became an associate of the Higher Education Academy. He is an examiner for the Royal College of Surgeon's Licence in Dental Surgery (LDS) and also examines for the National Examining Board for Dental Nurses.



### **Anne-Marie Smith**

Anne-Marie qualified from Guy's hospital in 1992 and following VT and SHO jobs in and around the London area, moved to The Royal London Hospital for her specialist orthodontic training, achieving a distinction for her MSc in 1999 and attaining MOrth in 2000. She also won the prestigious Chapman Prize from the BOS for her research paper. She is currently a Consultant Orthodontist the Royal Derby Hospital where she enjoys training Specialist registrars, Dentists with a Special Interest in Orthodontics and Orthodontic Therapists. She also has a small private practice.

## **6. Accommodation**

If you wish to stay overnight in London then there are a number of comfortable hotels near the Royal College of Surgeons of England, details of these can be obtained from any of the usual hotel booking websites.

There is wide choice of good restaurants near the College particularly in the Covent Garden area which is approximately 5-10 minutes walk away.

## **7. Further queries or assistance**

If you are unsure about anything related to the examination please do not hesitate to ask as we will be happy to help!

Please contact the Examinations Department on 020 7869 6281 or [dentalexams@rcseng.ac.uk](mailto:dentalexams@rcseng.ac.uk).

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# **Diploma in Orthodontic Therapy**

## **Assessment Regulations**

### **1. Introduction**

This document contains the regulations for the award of the Diploma in Orthodontic Therapy.

A candidate who passes all parts of the assessment shall be entitled to the designation of Diplomate of Orthodontic Therapy. Successful candidates will be able to demonstrate a sound theoretical knowledge and understanding of the subject of orthodontic therapy, together with demonstrable clinical ability to be able to solve clinical problems independently.

This Diploma will be recognised by the General Dental Council for admission to the Register of Dental Care Professionals as an orthodontic therapist.

Further information about the Diploma and the assessment process can be obtained from the Examinations Departments of the Faculty of Dental Surgery and/or the Faculty of General Dental Practice (UK).

## **2. Eligibility Requirements**

In order to be eligible to enter the assessment, candidates:

- a) Will normally have been engaged in a recognised course of study in accordance with the following requirements:
  - i) any course approved by the Faculty of General Dental Practice (UK) and by the Faculty of Dental Surgery, RCS Eng. Such courses are to comply with the Faculties' requirements for teaching and assessment of participants, the General Dental Council's curriculum for orthodontic therapy and any other requirements that may from time to time be specified by the GDC;
  - ii) any approved programme of training in a School of Dental Care Professionals or equivalent establishment, such courses to comply with the Faculties' requirement for teaching and assessment of participants, the General Dental Council's curriculum for orthodontic therapy and any other requirements that may from time to time be specified by the GDC.
  - iii) Approved programmes should be equivalent to least 45 weeks of full time training in length.
- b) Must provide evidence of completion of the required training as detailed above, signed by the director of the programme.
- c) Must provide a verified logbook containing evidence of satisfactory completion of practical training and demonstration of competency in the areas outlined in the syllabus.

Candidates may take the assessment after completing 80% of his/her chosen programme of study, providing the requirements above can be satisfied. Please note however that the Diploma will only be formally granted once the programme of study is successfully completed.

Each candidate should give notice of his/her intention to sit the assessment by application form, which must reach Royal College of Surgeons of England no later than the closing date on the examinations calendar. Any applications received after the closing date will be returned. Please note that no concessions can be made for postal or any other delays.

Candidates who submit an application form but are subsequently found to be ineligible to enter the assessment will have their fee returned minus administrative charges of 20 percent.

### **3. Format of the Assessment**

#### **a) Log Book**

All candidates will be required to submit a logbook. The logbook should record the clinical work undertaken during the course and must demonstrate that the appropriate level of competency has been attained in all areas as listed under level C in the syllabus document.

The GDC has recently published "Preparing for practice Dental team learning outcomes for registration". Candidates will be expected to include in their logbook a reflection on how this logbook provides evidence to show the examiners and the GDC these outcomes for registration have been met. This part of the logbook will be assessed and will be part of your final assessment score. Candidates will be expected to be familiar with the GDC regulations related to their practice as orthodontic therapists including the scope of practice of orthodontic therapists and the learning outcomes for registration.

The logbook must also be signed as verified by the programme director.

#### **b) Written Paper**

A 1.5 hour paper consisting of extended matching questions (EMQs). The written paper will cover the subject areas as listed in the syllabus document (see annex A).

#### **c) Log book viva examination**

A structured viva voce examination of 20 minutes in length consisting of questions related to the content of the log book

#### **d) Clinical Assessment**

An Objective Structured Clinical Examination (OSCE). This will test the candidates' clinical problem solving ability and will cover the competencies required at level C in the syllabus.

The written and OSCE components will take place over two days; candidates will normally be required to attend on both examination days.

#### **4. Re-sitting the examination**

Candidates who fail one or more parts of the examination are required to re-sit. Candidates who are required to re-sit the examination must update their logbook to demonstrate that they have continued in their professional development between assessments.

Candidates who are required to re-sit the examination may carry forward passes in either the written or OSCE examination. Passes in one part of the exam can be carried forward for up to two re-sit attempts.

#### **5. Withdrawal from the Assessment**

Candidates withdrawing from the assessment before the closing date must do so in writing to the Examinations Department. The examination fee minus an administration charge will be refunded (this is currently 20% of the fee and is subject to revision at any time), provided that notice of withdrawal is received before the closing date as listed on the examinations calendar. Refunds for candidates who withdraw after the closing date will only be given for medical and compassionate reasons, with supporting evidence.

#### **6. Infringement of the Regulations**

The Royal College of Surgeons of England may refuse to admit to or proceed with, the assessment of any candidate who infringes any of these regulations or who is considered by the examiners to be guilty of behaviour prejudicial to the proper management and conduct of the assessment.

#### **7. Representations and Appeals**

Candidates who wish to make representations regarding the conduct of their assessment, must address them to the Faculties at the Royal College of Surgeons of England. Representations must be received by the College within 21 days of the situation giving rise to the complaint. Appeals will be considered which allege maladministration, bias or improper conduct, whether in the conduct or the determination of the result of the assessment. Please note that appeals which dispute the academic judgement of examiners will not be allowed.

For further information about the appeals procedure, please contact the Examinations Department at the Royal College of Surgeons of England.



## **Orthodontic Therapy Diploma: Assessment Syllabus**

The table below lists the scope of the assessment. The level of knowledge required for each subject is indicated. The three levels are:

Level A: Familiarity with the basic principles of the subject and its relevance to orthodontic therapy.

Level B: A more in depth, working knowledge of the subject and its application to the practice of orthodontic therapy.

Level C: Demonstration of competency attained through practical experience and training.

X indicates the parts of the examination where a subject area is likely to feature.

This syllabus reflects the General Dental Council's curriculum for Orthodontic Therapists, which can be obtained from **The General Dental Council, 37 Wimpole Street, London, W1G 8DQ.**

Subject area	Level of knowledge	Assessment of logbook	Written paper	Logbook viva	OSCE
<b>CLINICAL</b>					
<b><u>Individual Patient Care</u></b>					
<b>Foundations of Practice</b>					
The registrant will be able to apply to the practice of Orthodontic therapy principles that derive from the biomedical, behavioural and materials sciences	<b>A</b>		<b>x</b>		<b>x</b>
The registrant will recognise and take account of the needs of different patient groups including children, adults, older people, and those with special care requirements throughout the patient care process	<b>C</b>	<b>x</b>		<b>x</b>	

<b>Subject area</b>	<b>Level of knowledge</b>	<b>Assessment of logbook</b>	<b>Written paper</b>	<b>Logbook viva</b>	<b>OSCE</b>
Describe the principles of an evidence-based approach to learning, clinical and professional practice and decision making	<b>B</b>		<b>x</b>		<b>x</b>
Explain the range of normal human structures and functions with particular reference to oral disease and treatment	<b>A</b>		<b>x</b>		
Explain the aetiology and pathogenesis of oral disease	<b>A</b>		<b>x</b>		<b>x</b>
Describe relevant dental, craniofacial and oral anatomy and explain their application to patient management	<b>B</b>			<b>x</b>	<b>x</b>
Describe relevant physiology and discuss its application to patient management	<b>B</b>		<b>x</b>	<b>x</b>	
Explain the potential routes of transmission of infectious agents in dental practice, mechanisms for the prevention of infection, the scientific principles of decontamination and disinfection and their relevance to health and safety	<b>C</b>	<b>x</b>		<b>x</b>	
Describe the scientific principles underpinning the use of materials and biomaterials and evaluate their limitations and selection, with emphasis on those used in dentistry	<b>B</b>		<b>x</b>		<b>x</b>
Explain the scientific principles of medical ionizing radiation and statutory regulations	<b>B</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>
Describe psychological and sociological aspects of health, illness, behavioural change and disease	<b>A</b>		<b>x</b>		
<b>Comprehensive patient assessment</b>					
Explain the need for an accurate and contemporaneous patient history	<b>C</b>	<b>x</b>		<b>x</b>	
Recognise the significance of changes in the patient's reported oral health status and take appropriate action	<b>B</b>		<b>x</b>		<b>x</b>

<b>Subject area</b>	<b>Level of knowledge</b>	<b>Assessment of logbook</b>	<b>Written paper</b>	<b>Logbook viva</b>	<b>OSCE</b>
Recognise the early stages of mucosal abnormality and the importance of appropriate and timely referral	<b>A</b>		<b>x</b>		
Assess patients' levels of anxiety, experience and expectations in respect of dental care	<b>B</b>		<b>x</b>		<b>x</b>
Contribute to relevant special tests and diagnostic procedures	<b>C</b>	<b>x</b>		<b>x</b>	
Discuss the importance of each component of the patient assessment process	<b>B</b>			<b>x</b>	
<b>Responding to the treatment plan</b>					
Explain the principles of obtaining valid patient consent	<b>C</b>			<b>x</b>	
Obtain valid consent from the patient	<b>A</b>		<b>x</b>		<b>x</b>
Carry out care as prescribed by the dentist and plan the delivery in the most appropriate way for the patient	<b>C</b>	<b>x</b>		<b>x</b>	
Identify where patients' needs may differ from the treatment plan or prescription and refer patients for advice where appropriate	<b>A</b>				<b>x</b>
Discuss the role of the orthodontic therapist and other members of the dental team in the treatment plan	<b>C</b>			<b>x</b>	
<b>Patient management</b>					
Treat all patients with equality, respect and dignity	<b>C</b>	<b>x</b>		<b>x</b>	
Explain the impact of medical and psychological conditions in the patient	<b>A</b>		<b>x</b>		<b>x</b>
Recognise the need to monitor and review treatment outcomes	<b>C</b>	<b>x</b>		<b>x</b>	<b>x</b>
Manage patient anxiety through effective communication, reassurance and relevant behavioural techniques	<b>B</b>	<b>x</b>		<b>x</b>	

Subject area	Level of knowledge	Assessment of logbook	Written paper	Logbook viva	OSCE
Recognise the need for appropriate follow-up care	C	x	x	x	
Recognise the management and organisation of local referral networks, local clinical guidelines and policies	A				x
Describe the role of the orthodontic therapist and other members of the dental team in the patient management process	C			x	
<b>Patient and public safety</b>					
Recognise the risks around the clinical environment and manage these in a safe and efficient manner	C	x		x	
Implement and perform effective decontamination and infection control procedures	C	x	x	x	x
Take responsibility for ensuring compliance with current best practice guidelines	C	x	x	x	x
Recognise and manage medical emergencies	C	x	x	x	x
Explain the importance of and maintain accurate, contemporaneous and comprehensive patient records in accordance with legal and statutory requirements and best practice	C	x		x	
Recognise the signs of abuse or neglect and describe local and national systems and raise concerns where appropriate	C	x		x	
<b>Treatment of acute conditions</b>					
Recognise and manage patients with acute oral conditions ensuring involvement of appropriate dental team members	C		x		x
<b>Health promotion and disease prevention</b>					
Describe the principles of preventive care	C		x	x	

<b>Subject area</b>	<b>Level of knowledge</b>	<b>Assessment of logbook</b>	<b>Written paper</b>	<b>Logbook viva</b>	<b>OSCE</b>
Underpin all patient care with a preventive approach that contributes to the patient's long-term oral and general health	<b>C</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>
Describe the health risks of diet, drugs and substance misuse, and substances such as tobacco and alcohol on oral and general health and provide appropriate advice, referral and support	<b>C</b>		<b>x</b>		<b>x</b>
<b>Management of the developing and developed dentition</b>					
Identify normal and abnormal facial growth, physical, mental and dental development and explain their significance	<b>A</b>		<b>x</b>		<b>x</b>
Explain the aetiology of malocclusion	<b>A</b>		<b>x</b>		<b>x</b>
Describe how to undertake an orthodontic assessment and explain how treatment need is assessed	<b>B</b>			<b>x</b>	<b>x</b>
Recognise and explain to patients the range of contemporary orthodontic treatment options, their impact, outcomes, limitations and risks	<b>B</b>		<b>x</b>		<b>x</b>
Recognise common problems related to orthodontic treatment and take appropriate action	<b>C</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>
Undertake orthodontic procedures as prescribed by the referring practitioner	<b>C</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>
Describe the basic principles of a population health approach including demographic and social trends, UK and international oral health trends, determinants of health and inequalities in health, the ways in which these are measured and current patterns	<b>A</b>		<b>x</b>		
Describe the dental and wider healthcare systems dental professionals work within including health policy and organisation, delivery of healthcare and equity	<b>A</b>		<b>x</b>		

Subject area	Level of knowledge	Assessment of logbook	Written paper	Logbook viva	OSCE
<b><u>Population-based health and care</u></b>					
Describe and evaluate the role of health promotion in terms of the changing environment and community and individual behaviours to deliver health gain	<b>A</b>		<b>x</b>		
Describe evidence-based prevention and apply appropriately	<b>C</b>				<b>x</b>
Describe the principles of planning oral health care for communities to meet needs and demands	<b>A</b>		<b>x</b>		
<b>COMMUNICATION</b>					
<b><u>Patients their representatives and the public</u></b>					
Communicate appropriately, effectively and sensitively at all times with and about patients, their representatives and the general public and in relation to: <ul style="list-style-type: none"> <li>• patients with anxious or challenging behaviour</li> <li>• referring patients to colleagues, particularly where patients are from diverse backgrounds or there are barriers to patient communication</li> <li>• difficult circumstances, such as when breaking bad news, and when discussing issues, such as alcohol consumption, smoking or diet</li> </ul>	<b>B</b>		<b>x</b>		<b>x</b>
Recognise the importance of non-verbal communication, including listening skills, and barriers to effective communication	<b>B</b>		<b>x</b>		
Explain and check patients' understanding of treatments, options, costs and informed consent	<b>C</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>
Obtain informed consent	<b>A</b>		<b>x</b>		

Subject area	Level of knowledge	Assessment of logbook	Written paper	Logbook viva	OSCE
<b><u>Team and the wider Healthcare environment</u></b>					
Communicate appropriately with colleagues from dental and other healthcare professions in relation to the direct care of individual patients, including oral health promotion	<b>C</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>
Explain the role of appraisal, training and review of colleagues, and giving and receiving effective feedback	<b>B</b>		<b>x</b>		
Give and receive feedback effectively to and from other members of the team	<b>B</b>		<b>x</b>		
<b><u>Generic communication skills</u></b>					
Communicate appropriately, effectively and sensitively by spoken, written and electronic methods and maintain and develop these skills	<b>B</b>			<b>x</b>	
Explain the importance of and maintain accurate, contemporaneous and comprehensive patient records in accordance with legal and statutory requirements and best practice	<b>C</b>			<b>x</b>	
Recognise the use of a range of communication methods and technologies and their appropriate application in support of clinical practice	<b>B</b>		<b>x</b>		
Recognise and act within the principles of information Governance	<b>B</b>			<b>x</b>	
<b><u>PROFESSIONALISM</u></b>					
<b><u>Patients and the public</u></b>					
Put patients' interests first and act to protect them	<b>C</b>			<b>x</b>	
Act with integrity and be trustworthy	<b>C</b>			<b>x</b>	
Respect patients' dignity and choices	<b>C</b>			<b>x</b>	

Subject area	Level of knowledge	Assessment of logbook	Written paper	Logbook viva	OSCE
Protect the confidentiality of all personal information	C		x		x
Recognise and respect the patient's perspective and expectations of dental care and the role of the dental team, taking into account issues relating to equality and diversity	B		x		
<b><u>Ethical and legal</u></b>					
Recognise and act within the GDC's standards and within other professionally relevant laws, ethical guidance and systems	B		x		x
Recognise and act upon the legal and ethical responsibilities involved in protecting and promoting the health of individual patients	B	x		x	
Act without discrimination and show respect for patients, colleagues and peers and the general public	B		x		x
Take responsibility for and act to raise concerns about their own or others' health, behaviour or professional performance as described in <i>The Principles of Raising Concerns</i>	B		x		
<b><u>Teamwork</u></b>					
Describe and respect the roles of dental and other healthcare professionals in the context of learning and working in a dental and wider healthcare team	C	x		x	
Co-operate effectively with other members of the dental and wider healthcare team in the interests of patients	C	x	x	x	x
Explain the contribution that team members and effective team working makes to the delivery of safe and effective high quality care	B			x	



Subject area	Level of knowledge	Assessment of logbook	Written paper	Logbook viva	OSCE
<b><u>Development of self and others</u></b>					
Recognise and demonstrate own professional responsibility in the development of self and the rest of the team	<b>C</b>	<b>x</b>		<b>x</b>	
Utilise the provision and receipt of effective feedback in the professional development of self and others	<b>B</b>			<b>x</b>	
Develop and maintain professional knowledge and competence and demonstrate commitment to lifelong learning	<b>C</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>
Recognise and evaluate the impact of new techniques and technologies in clinical practice	<b>B</b>		<b>x</b>		<b>x</b>
Accurately assess own capabilities and limitations in the interest of high quality patient care and seek advice from supervisors or colleagues where appropriate	<b>C</b>	<b>x</b>		<b>x</b>	
Describe and demonstrate the attributes of professional attitudes and behaviour in all environments and media	<b>C</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>
<b><u>MANAGEMENT AND LEADERSHIP</u></b>					
<b><u>Managing self</u></b>					
Put patients' interests first and act to protect them	<b>C</b>		<b>x</b>	<b>x</b>	
Effectively manage their own time and resources	<b>C</b>	<b>x</b>		<b>x</b>	
Recognise the impact of personal behaviour and manage this professionally	<b>C</b>			<b>x</b>	
Recognise the range of skills and knowledge that contribute to effective management and leadership	<b>C</b>			<b>x</b>	
When appropriate act as an advocate for patient needs	<b>C</b>		<b>x</b>	<b>x</b>	<b>x</b>
Take responsibility for personal development planning, recording of evidence, and reflective practice	<b>C</b>		<b>x</b>	<b>x</b>	

Subject area	Level of knowledge	Assessment of logbook	Written paper	Logbook viva	OSCE
Ensure that all aspects of practice comply with legal and regulatory requirements	C				x
Demonstrate appropriate continuous improvement activities	C		x	x	
<b><u>Working with others</u></b>					
Take a patient-centred approach to working with the dental and wider healthcare team	C	x		x	
Recognise and respect own and others' contribution to the dental and wider healthcare team and demonstrate effective team working	B			x	x
Recognise and demonstrate personal accountability to patients, the regulator, the team and wider community	B		x	x	x
Recognise and comply with the team working requirements in the <i>Scope of Practice</i> and <i>Standards</i> documents	B		x	x	
Recognise, take responsibility for and act to raise concerns about their own or others' health, behaviour or professional performance as described in <i>The Principles of Raising Concerns</i>	B		x	x	
<b><u>Managing the clinical and working environment</u></b>					
Recognise and comply with systems and processes to support safe patient care	B			x	x
Recognise the need for effective recorded maintenance and testing of equipment and requirements for appropriate storage, handling and use of materials	B			x	x
Recognise and apply the procedures for handling complaints as described in the <i>Principles of Complaints Handling</i>	C			x	x

<b>Subject area</b>	<b>Level of knowledge</b>	<b>Assessment of logbook</b>	<b>Written paper</b>	<b>Logbook viva</b>	<b>OSCE</b>
Describe the legal, financial and ethical issues associated with managing a dental practice	<b>A</b>			<b>x</b>	
Recognise and comply with national and local clinical governance and health and safety requirements	<b>B</b>			<b>x</b>	



Please attach a passport sized photograph of yourself here.

### Application for assessment- Diploma in Orthodontic Therapy

#### Contact Details

Title:	Last name:	Other names:	GDC No.

<b>Address, including post code: (FOR EXAMINATION NOTIFICATION)</b>	
Date of birth:	
Home telephone no:	Please tick if you have any special educational requirements for the examination. <input type="checkbox"/>  Please provide brief details and relevant evidence (on a separate sheet):
Work telephone no:	
Mobile telephone no:	
Email address:	

<b>Details of your training:</b>  Name of School /Course:  Dates of Training: Have you ever previously submitted an application for the final examination for the RCS (Eng) Diploma in Orthodontic Therapy (RCSEng DipOT). Please delete as applicable.  Yes/ No  If yes, please provide dates of previous applications: I hereby apply to be admitted for the assessment of the RCS (Eng) Diploma in Orthodontic Therapy on .....(please insert date here)  <b>Submission date of application:</b>  <b>Examination Venue:</b>  <b>Declaration- to be signed by all candidates</b>  I can confirm that I have read and understood the regulations for the award of the RCS (Eng) Diploma in Orthodontic Therapy and that I have completed the appropriate training required for entry to the assessment in accordance with the regulations for the award of the Diploma.  Signed..... Date.....
--

**Payment Form**

Please charge **£520** to my Visa/MasterCard (delete as appropriate)

Card number:

Expiry date:

Issue no, if switch:

Start date:

Security code:

Alternatively, please enclose a cheque for £520, payable to "The Royal College of Surgeons of England".

**Confirmation of training (to be completed by programme director/ course head of the Orthodontic Therapy training programme)**

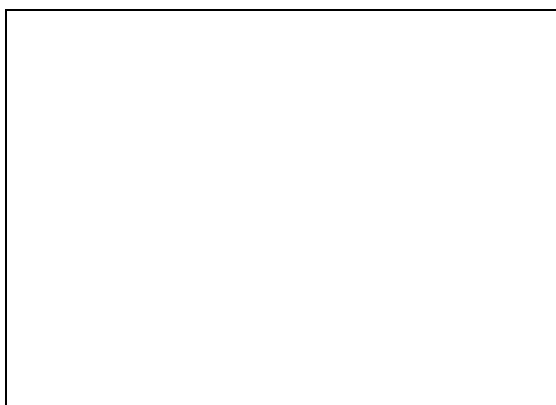
I can confirm that..... has completed an appropriate training programme in Orthodontic Therapy in accordance with the regulations for the award of the RCS (Eng) Diploma in Orthodontic Therapy.

**Signature of Programme Director**.....

**Name (print)**..... **Date**.....

**Name of programme and institute**

Official School Stamp:



**PRIVACY STATEMENT**

The information you have given on this form will be held by the Examinations Department of the Royal College of Surgeons of England on a compartmented secure server in accordance with the General Data Protection Regulation (GDPR), and will be used only in connection with the purposes that you originally contacted us for. The information is kept by The Royal College of Surgeons of England and will be available to all members of staff within the same department, and will not be shared throughout the wider organisation unless instructed otherwise. Your information will be held in line with the relevant College retention schedule.

## **CANDIDATE CHECKLIST**

**Is your application form complete?**

**Failure to provide the documentation listed below may result in your application form being returned.**

**Have you included the following?**

1. Complete and up-to-date contact information
2. A recent passport sized photograph
3. Certified confirmation that you have completed the requirements for entry into this examination
4. Full assessment fee

## Important Information

### Applying for the examination

- Applications will be provided by the candidate must be made to the joint dental diplomas examinations office by the date published.
- All applications must be accompanied by the appropriate examination fee or evidence of how this fee will be paid.
- We regret that we cannot accept applications received by fax or email.
- Applications will only be accepted from candidates following an approved recognised training programme.
- Applications must be certified by the Director/Course Lead of the training programme.

### Withdrawal from the Examination:

In the circumstance where the candidate is unable to sit the examination, the following procedure must be followed:

*The transfer of examination fees to future diets will only be granted under exceptional circumstances, such as on medical or compassionate grounds or other similar event beyond the candidate's control. Requests for transfer of fees must be accompanied by a supporting letter from the candidate's general medical practitioner, or the Director or course head in order to be considered.*

### Refund of fees:

*Requests for a refund under exceptional circumstances, such as on medical or compassionate grounds or other similar events beyond the candidate's control must also be accompanied by a supporting letter from the candidate's general medical practitioner, or the Director or course head in order to be considered. The supporting material must also explain the reasons why the fees cannot be deferred.*

*Failure to comply with the regulations, or failure to meet the eligibility requirements, will not be considered sufficient grounds for a refund.*

*The Faculty of General Dental Practice & Faculty of Dental Surgery reserve the right to review admission to the examination on an individual basis in exceptional circumstances.*

No Refunds will normally be allowed to candidates who fail to attend examinations.

### Assessment of the Examinations and Examiners:

As part of its commitment to Quality Assurance the Royal College of Surgeons of England is now in the process of assessing the structure of its examinations and how these are conducted as well as assessing the examiners to make sure that they are all following proper practices and examining to the same standard.

Therefore, when you come for your examination you may find that there is appointed quality assurance assessors involved in the examination. You may also find that newly appointed examiners are present to observe the examination.

Observers may be in the room when you are being examined but it is important to realise that they will take no part in your examination. They are there to watch, listen to and report on the examiners and will not ask you any questions or comment on your response to any questions.



## Royal College of Surgeons of England

### Equal Opportunities

#### Guide for Candidates

The Royal College of Surgeons of England aims to ensure fair and equitable treatment in relation to admission and assessment of examination candidates. The College aims to assess candidates on the basis of merit, competency and potential, regardless of gender, colour, ethnic or national origin, race, disability, age, socio-economic background, religious or political beliefs, family circumstances, marital status, sexual orientation or other irrelevant distinction.

To achieve this, the College has implemented the following strategies:

- Formal mechanism for training examiners;
  - Improved equal opportunities awareness for departmental staff with regard to examinations practice and customer service;
  - Monitoring admissions and examination results in relation to changes in the candidate population profile;
- Independent monitoring of modes of assessment and examiner behaviour;
- A review of results and appeals procedure;
- Review of policies and practices for fairness and relevance;
  - Special arrangements policy for candidates with disabilities and/or other specific requirements;
- Policy for consideration of candidates' exceptional circumstances.

The College will not accept behaviour from staff, members, examiners or candidates which constitutes sexual or racial harassment, or which results in unlawful discrimination on any grounds.

The College adheres to the provision for the protection of the rights of the individual within the following legislation:

- The Sex Discrimination Acts 1976 and 1986
- The Disability Discrimination Act 1995
- The Race Relations Act 1976
- The Human Rights Act 1998

The College maintains the right to discriminate lawfully in the interests of the surgical/dental profession, and this policy encompasses any regulations applied by relevant statutory or regulatory bodies such as the GMC and GDC.

Please contact us for information about:

- Procedures for the examination of candidates with disabilities and/or other specific requirements
- Procedures for the examination of candidates with mitigating circumstances
- Procedure for appeals and reviews of results

**IT IS THE RESPONSIBILITY OF THE CANDIDATE TO NOTIFY THE EXAMINATIONS DEPARTMENT IN ADVANCE OF ANY SPECIAL REQUIREMENTS**

**EQUAL OPPORTUNITIES MONITORING – MJDF PART 1**

The Royal College of Surgeons of England aims to ensure fair treatment in relation to admission and assessment of examination candidates. Completing this form will allow us to monitor our statistics and ensure that we are delivering a fair examination to all candidates.

In line with UK legislation and good practice guidelines, we are asking all applicants to complete this section. You are not obliged to provide any of the information in this section, but if you do so, it will enable us to monitor our business processes and ensure that we provide equality of opportunity to all.

This information will be recorded electronically with your other data in accordance with the Data Protection Act 1998, but used only for monitoring our business practices.

**Gender**

- ☐ Female
- ☐ Male
- ☐ Transgender
- ☐ Prefer not to say

**Ethnicity**

Choose one selection from the list below to indicate your ethnic group or background.

**a) White**

- ☐ English/Welsh/Scottish/Northern Irish/British
  - ☐ Irish
  - ☐ Gypsy or Irish Traveller
  - ☐ Any other White background (write in)
- 

**b) Mixed / Multiple Ethnic Groups**

- ☐ White and Black Caribbean
  - ☐ White and Black African
  - ☐ White and Asian
  - ☐ Any other mixed background (write in)
- 

**c) Asian or Asian British**

- ☐ Bangladeshi
  - ☐ Chinese
  - ☐ Indian
  - ☐ Pakistani
  - ☐ Any other Asian background (write in)
- 

**d) Black / African / Caribbean / Black British**

- ☐ African
  - ☐ Caribbean
  - ☐ Any other Black / African / Caribbean / Black British (write in)
- 

**f) Other Ethnic Group**

- ☐ Arab
  - ☐ Any other ethnic background (write in)
- 

- ☐ Prefer not to say

**Do you consider your first language to be English?**

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

**Do you have a disability** under the terms of the Equality Act 2010? (The Equality Act defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term negative effect on your ability to do normal daily activities).

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

**What is your sexual orientation?**

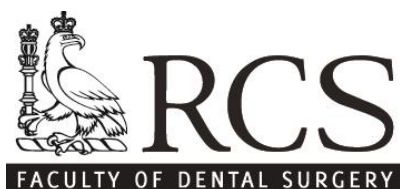
- ☐ Bisexual
- ☐ Heterosexual
- ☐ Lesbian or Gay
- ☐ Prefer not to say

**Marital Status**

- ☐ Single
- ☐ Married
- ☐ Cohabiting
- ☐ Civil partnership
- ☐ Separated/divorced
- ☐ Widowed
- ☐ Prefer not to say

**What is your religion or belief?**

- ☐ Buddhist
- ☐ Christian
- ☐ Hindu
- ☐ Jewish
- ☐ Muslim
- ☐ Sikh
- ☐ Other religion/belief
- ☐ No religion
- ☐ Prefer not to say



## Diploma in Orthodontic Therapy

### Examinations Calendar 2017

Examination date	Wednesday 7 <sup>th</sup> June 2017
Closing date for application	Friday 21 <sup>st</sup> April 2017

- Candidates should note that, should the examination run over two days, they are required to attend on both days. In this instance they will sit the written paper on day 1 and logbook viva and Objective Structured Clinical Examination (OSCE) on day 2.
- Applications must arrive at the Examinations Department, The Royal College of Surgeons of England, 35-43 Lincoln's Inn Fields, London WC2A 3PE by 5pm on the closing date for application. Late applications will not be accepted under any circumstances.
- Candidates should submit with their application the full assessment fee of £520 and their completed logbook which should be signed by the programme director. If paying by cheque this should be payable to the 'Royal College of Surgeons of England.'
- For further information, please contact the Examinations Department on 020 7869 6281 or [dentalexams@rcseng.ac.uk](mailto:dentalexams@rcseng.ac.uk)



### **Sample Written Paper**

The following two pages are an example of the format and layout of extended matching questions (EMQs) as they appear on the written paper:

**Orthodontic assessment**

- A. 3a
- B. 3d
- C. 4a
- D. 4c
- E. 4h

For each case scenario, select the single most appropriate answer from the options list above.

Each option may be used once, more than once, or not at all.

1. A 14-year-old patient attends the orthodontic practice where you work as an orthodontic therapist. The orthodontist has assessed the patient and feels the absent upper lateral incisors is the most significant feature of the malocclusion. Which of these IOTN grades would fit this situation?
2. A 12-year-old patient attends the orthodontic practice where you work as an orthodontic therapist. The orthodontist has assessed the patient and feels the 5mm overjet is the most significant feature of the malocclusion. Which of these IOTN grades would fit this situation?
3. A 13-year-old patient attends the orthodontic practice where you work as an orthodontic therapist. The orthodontist has assessed the patient and feels the displacement on mandibular closure greater than 2mm is the most significant feature of the malocclusion. Which of these IOTN grades would fit this situation?

**Orthodontic assessment**

- A. 27°
- B. Less than 27°
- C. Greater than 27°
- D. Less than 93°
- E. Greater than 93°
- F. Less than 109°
- G. Greater than 109°

For each case scenario, select the single most appropriate answer from the options list above.

Each option may be used once, more than once, or not at all.

- 4. A 14-year-old patient attends the orthodontic practice where you work as an orthodontic therapist. The orthodontist has assessed the patient and feels the patient has reduced vertical proportions. What is the likely value of the maxillary-mandibular plane angle (MMPA) in this situation?
- 5. A 16-year-old patient attends the orthodontic practice where you work as an orthodontic therapist. The orthodontist has assessed the patient and feels the patient has increased vertical proportions. What is the likely value of the maxillary-mandibular plane angle (MMPA) in this situation?
- 6. A 11-year-old patient attends the orthodontic practice where you work as an orthodontic therapist. The orthodontist has assessed the patient and feels the the lower incisors are retroclined. What is the likely value of the lower incisor angle in this situation?
- 7. A 15-year-old patient attends the orthodontic practice where you work as an orthodontic therapist. The orthodontist has assessed the patient and feels the the upper incisors are proclined. What is the likely value of the upper incisor angle in this situation?