

NIMDTA

Northern Ireland

Medical & Dental Training Agency

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Northern Ireland Orthodontic Therapy Course

Trainee Handbook

2026-2027



Royal College
of Surgeons
of England

Table of contents

1. Course outline
2. Course Director and Teaching Staff
3. Student Orthodontic Therapists Obligations
4. Daybook
5. Weekly Log
6. Student Progress Policy
7. Learning Outcomes: How and when they are assessed on the course
8. Direct Observation of Procedural Skills
9. Feedback Guidance
10. Core Course Timetable
11. Study Days Timetable
12. Logbook protocol and checklist
13. Summary of course assessments
14. Final exam at RCS (England)

1.Course outline

This course has been developed to train individuals as Orthodontic Therapists. The General Dental Council has stated that individuals can register and work as orthodontic therapists following completion of an approved course and successfully obtaining a Diploma in Orthodontic Therapy or equivalent. This FDS RCS England Orthodontic Therapy Course has been approved by the General Dental Council as appropriate courses for training Orthodontic Therapists.

What is the format of the course?

The 1-year course is comprised of 2 parts:

- An initial 4–week core course at Northern Ireland Medical and Dental Training Agency (NIMDTA) and then 8 additional study days.
- Workplace training in an approved orthodontic practice or hospital orthodontic practice. The local specialist orthodontist or hospital consultant will act as the workplace trainer.

The student will train as an orthodontic therapist under the close supervision of the local workplace trainer. After completion of the course, including satisfactory workplace reports, successful completion of assessments and clinical activity, the student can apply to sit for the Diploma in Orthodontic Therapy examination.

Who is eligible?

In brief the minimum requirements stated by the General Dental Council are that the student can be a dental nurse with a recognised qualification, a qualified dental hygienist or dental therapist, or a dental technician with appropriate clinical experience. The local trainer must be on the orthodontic specialist list.

What is the format of the core course?

The core course is based at NIMDTA and is run by the course director, Karl Grimes. It involves teaching from a variety of consultants, orthodontic specialists, and orthodontic therapist tutors. The teaching will comprise of a mixture of seminars, lectures, problem-based learning, clinical training and projects covering the essential theoretical aspects of orthodontic therapy. There will then be a further 8 study days throughout the year.

2.Course Director and teaching staff

The course will be headed by one director: Karl Grimes, for delivery of the course in Belfast.

Karl Grimes

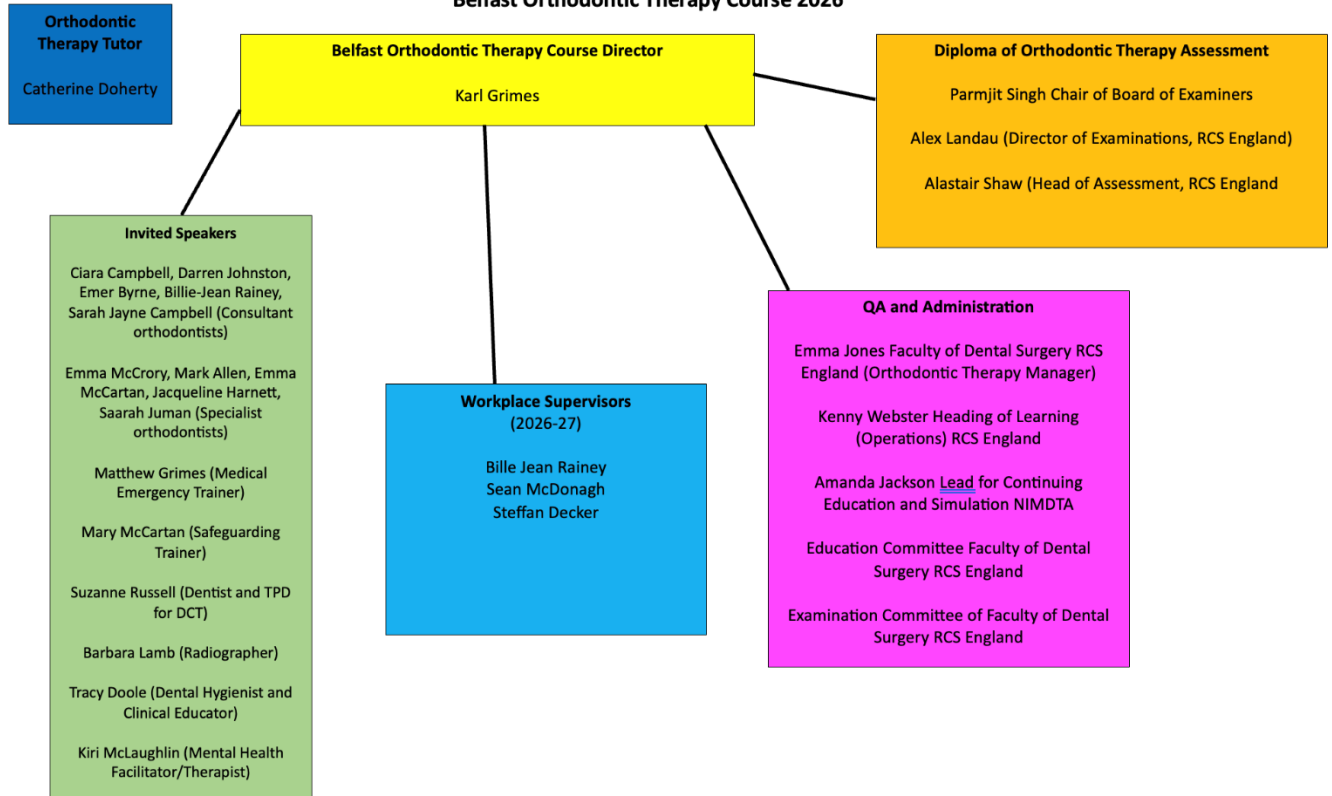
BDS, MFDS (RCPSG), MOrth (RCPSG), DClinDent, FDS (Orth), MSc.

Karl is a Consultant Orthodontist working in the Southern Health and Social Care Trust in Northern Ireland. He also works in specialist practice. He completed his specialty training at the Royal London Hospital and Ashford and St Peters hospital in 2018. During this time, he successfully passed the Membership in Orthodontics examination and completed his Doctorate in Clinical Dentistry through Queen Mary, University of London. He undertook his Post-CCST training in Northern Ireland gaining the Fellowship in Dental Surgery in Orthodontics. In 2022, he completed a Masters in Clinical Education through Queens University Belfast. He is the Belfast Orthodontic Therapy Course Director and Training Programme Director for Orthodontics in Northern Ireland.

In addition, there is support teaching from other consultants, specialists and clinical team members:



**Organogram of Team Delivering Programme and Assessment
Belfast Orthodontic Therapy Course 2026**



3. Daybook

The daybook will form the core of your logbook. This is entered online. Depending on how easy access is to the internet, you may wish to complete this on paper first and then transfer it onto the online logbook

As each patient has to be checked by your trainer or appropriate supervisor, then the result of every patient visit should be recorded.

This is not intended to become a time-consuming exercise – rather it is an important record of the treatments undertaken by yourself and also an opportunity to identify your learning needs.

For each patient you will record:

Date

Treatment undertaken

The treatment undertaken should be broad areas e.g. bands cemented or archwire change – the particular brackets bonded or wires used is not required in this daybook. Your trainer will then tick the appropriate coloured box, according to how well the treatment was undertaken:

Green Ticking the green box means that you undertook the procedure perfectly and no improvements could be made

Orange Ticking the orange box means that the majority of the treatment was correct, but there were small areas of improvement that could have been made.

Red Ticking the red box indicates that there were a number of areas of improvement required

The comments box allows the trainer to identify learning needs for you. These comments can be brief, but constructive and can form the basis of discussions between the trainer and trainee away from the clinical environment. If the procedure is anything less than ideal, then an orange or a red must be scored. **Importantly, whenever a red or orange is scored, a brief comment must be made to help the you learn from this, and ensure that next time the same mistake is not repeated.**

At the end of each term the student will collate the records to produce a summary document identifying:

- Types and numbers of treatments undertaken
- Learning needs identified from the daybook
- How the student overcame problems identified by the trainer

4. Weekly log

In addition to completing the Daybook you are also required to complete a weekly log to record and reflect on that week in training

Name of student: Name of trainer:

Week commencing:

Please comment on the week's events:

Tutorial topics:

.....

Experiences:

- Best.....
.....
- Worse.....
.....
- Difficulties.....
- Achievements.....
- Possible future learning needs:

5. Student orthodontic therapist obligations

1. Attend the practice or hospital department for the agreed hours and perform such clinical duties as appropriate for patient care and personal learning needs.
2. Determine personal learning needs in discussion with the trainer.
3. Maintain and keep up to date the logbook and be prepared to submit it for inspection when requested.
4. Take an active part both in weekly tutorials with the trainer and periodic progress review.
5. Attend all of the core course and all study days organised during the training period; normally the only reason for not attending a study day will be sickness [prior written approval from the course director must be obtained for absence from the core course and study days other than sickness].
6. Ensure that holidays do not lead to absence from the study days.
7. If you experience an illness, or other serious personal difficulty, which prevents you from attending study days or completing the course in the time allocated then you will need to discuss any extenuating circumstances and possible extension to your studies providing evidence to support this as necessary.
8. Complete an audit project during the training period
9. Adhere to all the course rules and regulations.

6. Student progress policy

The following explains how we monitor and manage your progress throughout the course

A. Methods of monitoring student progress:

Core course:

Progress is monitored at the following stages through direct observation of the clinical skills undertaken:

- Initial training in photography and impression taking and intra-oral scanning
- Placing brackets on hand-held models
- Clinical Skills laboratory: placing brackets, bonding, ligation, space closing mechanics

Satisfactory progress is required at this stage before you progress to undertaking any procedures on patients.

Formative assessments:

Electronic logbook:

- Satisfactory completion of a daybook where a record of every treatment episode is recorded. The aim of this is to offer you a learning outcome from every patient visit. A traffic light grading system is used highlighting areas to improve on and allowing your trainer to comment if appropriate. You are encouraged on a regular basis to collate this information so you can evaluate your own performance and identify areas where you need to improve.

- Satisfactory completion of Direct Observation of Procedural Skills “DOPS” clinical competency assessments. This assesses your progress in a meaningful way, allowing you to see areas where you have performed well, and identify areas where you can improve. You are assessed in key and meaningful skills against a standard that we would expect you to reach once you have qualified. This is to ensure you always know exactly what you are aiming for and the standard you need to achieve. Descriptors are provided for each DOPS. You are required to complete 2 of each clinical skill, evenly spread throughout their time in the workplace, prior to the summative examination at the Royal College of Surgeons

- Formative assessments. These assess progress on the theoretical aspects of the course and include: Short Answer Questions (SAQs), Problem-Based Learning (PBL), Extended Matched Questions (EMQS), Objective Structured Clinical Evaluations (OSCE)s and vivas. See chapter on ‘Learning Outcomes: How and when they are assessed on the course’.

B. Concerns over student progress:

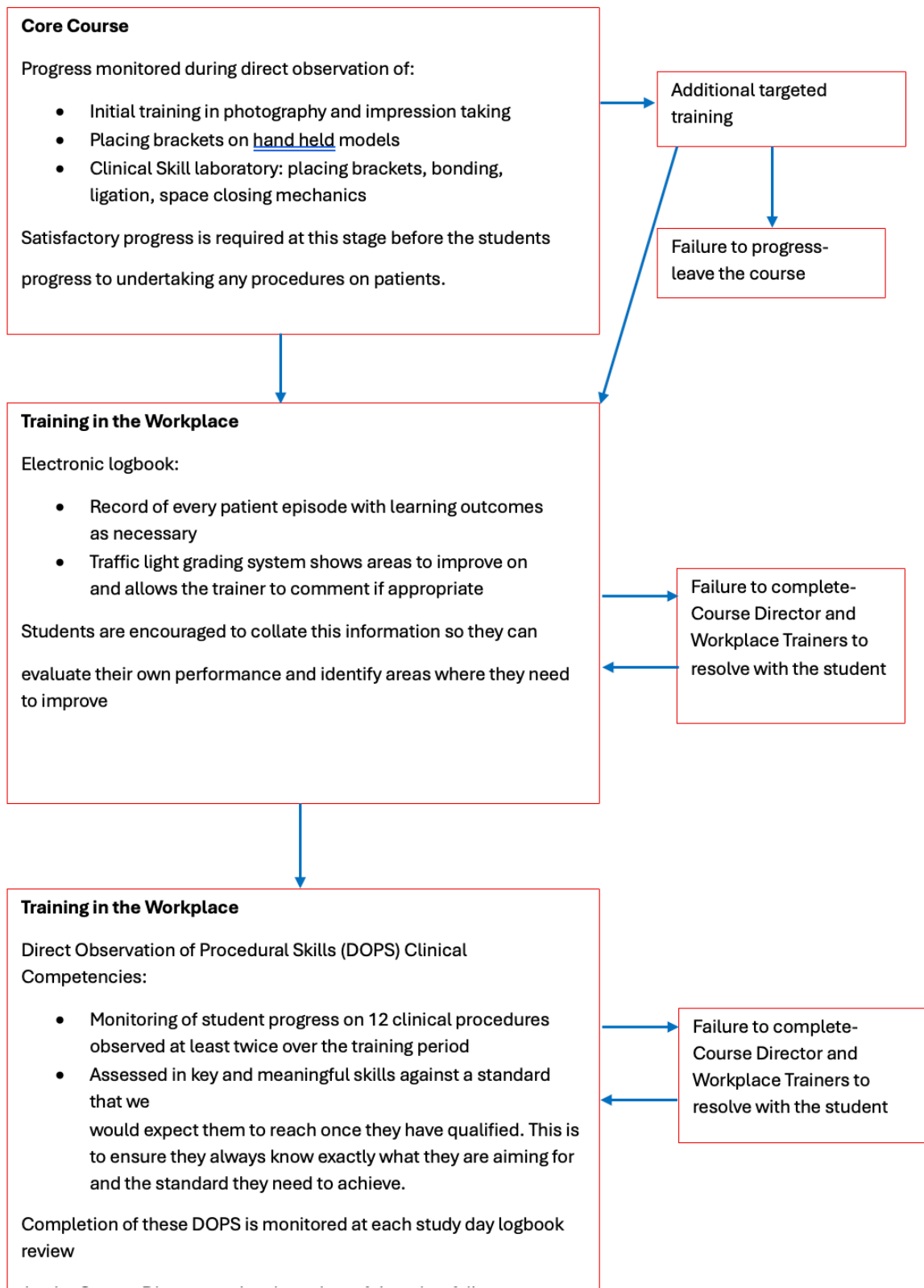
It is acknowledged that there may be some, who for a range of reasons, do not make sufficient progress. The close monitoring over the one-year (pro-rata) NIOTC enables precise and rapid identification of any progress issues. At NIOTC we have a range of additional support available for you to address any issues of under- performance.

If a concern is raised regarding your progress the Course Director will always attempt resolution of the concern and where necessary inform the workplace trainer of any concerns to help progress be made. If the concern is serious enough to include the perception that your progress behaviour may be unprofessional, inappropriate, unlawful, or unethical and is, or could be, detrimental to patients, NIOTC, the Royal College of Surgeons, or the student - then the General Dental Council will be informed.

It is ultimately the decision of the Course Director to move the concern into a formal academic review process or to move toward resolution without the formality. A formal academic review process would include broadening the scope of investigation to all those involved in your training in the workplace and other staff members as necessary plus the Therapy Tutor on NIOTC. In some instances, it may make sense for you to be suspended from the NIOTC until resolution is reached – the Course Director together with the Royal College of Surgeons are responsible for making that decision. If at the end of any formal review there are still concerns over your progression then the Course Director have the right to terminate the training.

The following 2 pages show a flow diagram demonstrating student progress.

C. Flow diagram of student progress



Summative assessment

These assess progress on the theoretical aspects of the course and include:

Short Answer Questions (SAQs), Problem Based Learning (PBL),
Extended Matched Questions (EMQs), Objective Structured Clinical Examination (OSCEs) and Vivas.

Appendix 1 of the Student Progress Policy shows learning outcomes are assessed and at what stage to assess student progress.

Concerns over student progress

Close monitoring over the one-year (pro-rata) training enables rapid identification of those students not making sufficient progress.

When a concern is raised regarding a student's progress the Course Director always attempts resolution of the concern and where necessary inform the workplace trainer of any concerns to help progress be made. If the concern is serious enough to include the perception that the students' progress behaviours may be unprofessional, inappropriate, unlawful or unethical and is, or could be, detrimental to patients, NIOTC, the Royal College of Surgeons, or the student-then the General Dental Council will be informed,

If local resolution is not possible then a formal academic process would include broadening the scope of investigation to all those involved in the students training. In some instances, the student may need to suspend their engagement with the NIOTC until resolution is reached-the Course Director together with the Royal College of Surgeons are responsible for making that decision. If at the end of any formal review, there are still some concerns over the progress of a student, the Course Director has the right to terminate the training.

D. Timetable of how your progress is monitored, allowing us to identify any difficulties

Your progress is monitored using information collected from:

- Practical skills: photos, imps and intra-oral scanning (on core course)
- Practical skills: bonding brackets on hand held models (on core course)
- Practical skills: clinical skills lab: placing brackets, bonding, ligation, space closing mechanics (on core course)
- Successful presentation for PBL project (on core course)
- End of core course assessment (SAQs)
- EMQ - first
- Feedback from workplace trainer at end of first term
- OSCE – first
- EMQ – second
- OSCE – second
- Presentation of audit
- Feedback from workplace trainer at end of second term
- Successful completion of DOPS (12 undertaken at least twice each)
- End of course vivas
- Sign off for final Diploma assessment

These are recorded in a central log.

Raising Concerns/Whistleblowing

All of us at one time or another have concerns about what is happening at work and/or at a course. Usually these concerns are easily resolved. However, when you are troubled about something that affects patient safety or professional conduct, it can be difficult to know what to do. You may be worried about raising such an issue, perhaps feeling that it's none of your business or that it's only a suspicion. You may feel that raising the matter would be disloyal to colleagues.

You may have said something but found that you have spoken to the wrong person or raised the issue in the wrong way and are not sure what, if anything, to do next.

NIMDTA encourages you to raise your concerns and is committed to dealing with them in a responsible, open and professional way. To provide the best care for our patients, we need to protect the interests of them, our colleagues and of you. If you are worried about something, please raise it when it is just a concern rather than waiting for proof.

Remember that if you are a healthcare professional you may have a professional duty to report a concern. **If in doubt, please raise it.**

Our commitment to you

Anyone who raises a genuine concern under this policy will be supported and protected from any adverse consequences or reprisals. If you are acting in good faith, it does not matter if you are mistaken or if there is an innocent explanation for your concern. We will not ask you to prove anything. We do not, of course, extend this assurance to someone who maliciously raises a matter they know to be untrue and we will take disciplinary action.

Whistleblowers are protected under the Public Interest Disclosure Act. Your concerns can be further raised with the General Dental Council (GDC).

It is in the interests of NIMDTA that concerns can be raised openly and dealt with fairly and professionally. It is possible for you to raise your concerns anonymously.

If you do not tell us who you are, it will be much more difficult for your concern to be investigated and for us to give you feedback. Although we will consider anonymous reports, our policy is not suited to concerns raised anonymously.

How we will handle the matter

Once you have told us of your concern, we will investigate the matter and interview relevant individuals to assess initially what action, if any, should be taken. This may involve an informal review or a more detailed investigation. We will maintain records of every stage of the investigation and give you as much feedback as we properly can. We may not be able to tell you the precise action we take if this would infringe confidentiality. Please let us know at the outset if you have any personal interest in the matter. If your concern falls more properly within the grievance or another procedure, we will tell you.

E. How do you raise concerns and the “speak up” policy

You have a number of support mechanisms on the course, giving you the opportunity to raise concerns or seek support:

- Course Director for educational and pastoral support. Karl Grimes (karl.grimes@nhs.net)
- Orthodontic Therapy Tutor. Catherine Doherty (catcuffe@gmail.com)
- Lead for Continuing Education and Simulation NIMDTA (amanda.jackson@hscni.net)
- Workplace trainers
- Emma Jones - Secretariat, RCS England (ejones@rcseng.ac.uk). For matters in relation to IT and payment issues.

The course has a “speak up” policy, meaning that we support open and transparent culture, where you should all feel comfortable about raising any concerns that are related to patient safety or training issues.

Equality and Diversity

Equality

It is a common misconception that treating everyone the same creates equality. Although this is well intentioned, we all have different needs, based on our particular circumstances. Equality therefore is about **treating people fairly** – creating a fairer society in which everyone can participate and has the same opportunity to fulfil their potential. Equality is backed by legislation designed to address unfair discrimination.

Diversity

Diversity is about the recognition and valuing of difference - creating working practices and cultures that recognise, respect and value difference for the benefit of both the organisation and also for individuals

The Equality Act 2010 came into force in October 2010 and replaced all existing anti-discrimination laws with a single act. The Equality Act provides legal protection from discrimination on the grounds of:

Age; disability; race; sex; sexual orientation; religion or belief; pregnancy and maternity; gender re-assignment (transgender); and marriage and civil partnerships

These nine groups are called '**protected characteristics**'

As a public sector organisation, we have a duty to provide accessible services to all our patients and service users. In addition, the Trust is committed to fulfil its duty to provide equal opportunities for all existing staff and prospective employees.

The General Equality Duty requires public authorities to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

Discrimination can be either Direct or Indirect

1. Direct Discrimination – is when someone receives less favourable treatment because of a protected characteristic, for example a woman not being offered a post because she is pregnant, despite being the best person for the job.

2. Indirect Discrimination – is putting in place a rule or way of doing things that applies to everyone, but has a worse impact on someone with a protected characteristic than someone without one, when this cannot be objectively justified. An example of this might be a hospital catering department deciding to put a cap on the cost of patient meals. If implemented the effect of this change would be that halal or kosher meals could not be provided for patients as they are supplied externally and are more expensive

3. Harassment - Bullying and harassment are terms that describe the same kinds of behaviours, which could include verbal aggression, physical intimidation, or excluding or undermining someone. The behaviour is termed harassment when the reason for the negative behaviour relates to the person's protected characteristic eg bullying someone because of their religious belief, disability etc

4. Victimisation is treating someone unfavourably because they have taken, or might be taking, action under the Equality Act or supporting someone else in doing so.

What is NIOTC doing about equality?

- Delivering training to both student OT and their trainers
- Monitoring and managing complaints brought to our attention regarding equality issues
- Review of our policy at annual QA meeting

DIGNITY AT WORK

What do we mean by Dignity at Work?

If someone is treated with Dignity it would mean that as a member of staff, or as a patient/relative or member of the public they are treated with respect and courtesy and recognised as an individual. Importantly for staff it means that they are able to work in an environment free from harassment and bullying

Impact of Inappropriate Behaviours

An individual who is subjected to inappropriate or bullying behaviours is likely to feel frightened, uncomfortable or angry. On-going bullying can lead to stress, depression or other illnesses: this can result in frequent sickness absence, or ultimately someone may choose to leave their job.

In the workplace, these kinds of poor behaviours can lead to a negative organisational culture with high sickness levels and turnover; low morale resulting in poor performance and failure to meet targets; increased patient complaints and potential claims for work-related stress.

Legal Issues

Personal Liability – we are all personally accountable for our actions and need to ensure that we behave appropriately. Harassment at work is a disciplinary offence and may also be a criminal one

Organisational Liability – the workplace has a duty of care to its staff and must do everything possible to provide a safe working environment free from harassment, bullying or violence and aggression.

Vicarious Liability – this means that the employer can be liable for any acts of bullying or harassment committed by any employee against another in the course of employment.

In the Course of Employment doesn't have to mean **at work**. In a high profile case where a female police officer was subjected to sexual harassment by a colleague, at social events outside the workplace, the Employment Tribunal took the view that these actions were committed in the course of employment and social events were an extension of the workplace.

Inappropriate behaviour outside the workplace remains a Trust issue when it affects relationships in the workplace. “Cyber-bullying” is the use of electronic media to pass inappropriate comments such as through social networking sites or message boards. Where an individual believes that their dignity has been compromised and this could affect working relationships, the Trust will investigate accordingly and may instigate disciplinary proceedings.

NIOTC students are asked to ensure that they

- Understand their legal responsibilities and act accordingly
- Treat colleagues, patients and relatives with dignity and respect
- Challenge and report inappropriate behavior
- Speak to the Course Director/ask advice as appropriate

Equality, Diversity and Dignity at Work – Sources of Support

- Your **employer** would usually be the first point of contact for advice or support
- The Royal College of Surgeons (England) can provide advice and a confidential ‘listening ear’ and can discuss with students the options for resolving dignity at work issues
- The Royal College of Surgeons (England) can signpost students who may find a counseling service of benefit

Patient Safety

Patient Safety is extremely important to NIMDTA. It is important to ensure that the GDC standards are followed to ensure the safety of all patients.

GDC Standards

Standards for the Dental Team.

The principles are all equally important and are not listed in order of priority. They are supplemented by additional guidance documents which can be found on the GDC website at www.gdc-uk.org and which must be followed.

Each dental professional has the responsibility to behave professionally and follow the principles at all times. If you do not meet these standards, you may be removed from the GDC register and not be able to work as a dental professional.

The 9 Principles

1. Put patients' interests first
2. Communicate effectively with patients
3. Obtain valid consent
4. Maintain and protect patients' information
5. Have a clear and effective complaints procedure
6. Work with colleagues in a way that is in patients' best interests
7. Maintain, develop and work within your professional knowledge and skills
8. Raise concerns if patients are at risk
9. Make sure your personal behaviour maintains patients' confidence in you and the dental profession

As in line with GDC registration is up to you to ensure you are registered with the GDC and follow indemnity procedures.

7. Direct Observation of Procedural Skills

Directly Observed Procedural Skills (DOPS) is a method, designed by the Royal Colleges for the assessment of procedural skills. The process requires an assessor to observe directly the student undertaking the whole procedure being assessed, make judgments about specific structured tasks, and then grade the performance of these specific pre-determined components of the procedure. These include generic skills such as consent and communication in addition to the details of the practical aspects of the procedure under assessment. Strengths and areas of development should be identified following each DOPS encounter.

Who can be an assessor?

The assessor does not need to be your trainer and does not need to have prior knowledge of you. The assessor should be an orthodontist on the specialist list and must have read this document before undertaking the assessment.

How should it work?

Please ensure that the patient is aware that DOPS is being carried out. The process is led by you, the student. You can choose the assessor and the procedure. The encounter should however be representative of your workload. The observed process should take no longer than 30 minutes (so for example, for a bond-up a single arch procedure could be observed). Immediate feedback should take no longer than 5 minutes.

Below are explanations of how the DOPS form is to be completed together with a blank example of the DOPS form.

Clinical Task

Please indicate which clinical task is being assessed:

1. Placement of **separators**
2. Taking **impressions** – this should include appropriate technique, appropriate bite registration cross-infection, patient instructions and laboratory prescription
3. **Bite registration** for a functional appliance
4. **Banding teeth** – this should include appropriate band selection and fitting.
5. **Bond-up** – this should include appropriate etching, primer, bracket positioning and curing, placing appropriate archwire, appropriate ligation and patient instructions.
6. **Space closure mechanics** – inserting appropriately co-ordinated archwires and ligation appropriate to space closure, with space closing mechanics and patient instructions.
7. **Debonding** – this should include safe debonding of brackets and bands and removal of residual cement
8. **Fitting a functional appliance** - this should include appropriate adjustments and patient instructions
9. **Fitting a removable retainer** – this should include appropriate adjustments and patient instructions
10. **Fitting a bonded retainer** – this should include appropriate adjustments, correct bonding technique and patient instructions

11. **Photographs** – taking full set of intra-oral and extra-oral photos.
12. **Casual appointment** – seeing and successfully treating someone attending for an extra visit

During the course you should complete 2 of each of these scenarios.

Number of previous DOPS observed

This question is to explore the impact of familiarity/experience on rater performance using DOPS as part of the quality assurance process. The assessor will score how many DOPS they have ever observed with any student.

Complexity of case

The assessor will score the difficulty of the clinical case (low, average or high)

Using the scale

The assessor should use the full range of the rating scale (1-3). Comparison should be made with a student therapist who is ready to successfully complete the course. It is expected that ratings below 'meets expectations for course completion' will be in keeping with your level of experience early in each year. It is important that the student is giving learning outcomes from the process and there will always some areas they need to improve on initially.

Feedback

The assessor should give an open and honest opinion of your performance, with reference to the procedure in question. Constructive feedback should be given on areas of strength and how to perform the task better on the next occasion. This should be completed in the box – or continued on the back of the sheet if required.

The feedback is absolutely key to the process. The completed DOPS forms will act as a learning tool for you as you will look back at the forms to remind yourself what you did well, and where to improve. It is vital that constructive advice of how to do things better next time is included.

Satisfaction with process and time taken – how fair was it?

Both the assessor and you need to grade how satisfied how fair you were with this particular DOPS assessment. This should be graded from 1 (not at all) to 10 (highly satisfied). Please also note the time taken for the process and the feedback. **This is NOT a measurement of the overall performance – it is a recording of how appropriate and fair you and the assessor are with the assessment.**

Please note this is not a score of how well you performed...this is a score to assess how *fair* the assessment was. It is safety check put in place, to ensure you are only assessed in appropriate conditions.

Direct Observation of Procedural Skills (DOPS)

Student Therapist:

Assessor:

Clinical Task: **Separators** **Impressions** **Functional bite registration** **Banding teeth**
 Bond-up **Space closure** **Debonding** **Fitting Functional**
 Fitting removable retainer **Fitting bonded retainer**
 Photographs **Casual appointment**

Number of previous DOPS undertaken by assessor: 0 1 2 3 4 5-9 >9

Complexity of case: Low Average High

Please grade the following areas using the scale	Below expectation for course completion (1)	Borderline for course completion (2)	Meets expectation for course completion (3)	Not assessed
Demonstrates understanding of indications and techniques of procedure				
Obtains appropriate consent				
Demonstrates adequate preparation pre-procedure				
Technical ability				
Appropriate cross-infection technique				
Seeks help where appropriate				
Post procedure management				
Communication skills				
Professionalism				
Overall ability to perform procedure				

Please use this space to record areas of strength or any suggestions for development

(continue on back if required)

Student satisfaction with fairness of DOPS (grade from 1 (not at all) to 10 (highly)):

Assessor satisfaction with fairness of DOPS (grade from 1 (not at all) to 10 (highly)):

Time taken for observation (in mins):

Time taken for feedback (in mins):

Assessor Signature: _____

Assessor name printed: _____

Date: _____

8. Learning Outcomes: How and when they are assessed on the course

Learning Outcome (LO) / Behaviours	<i>When is the LO or behaviour assessed / monitored?</i>	<i>How is the LO or behaviour assessed / monitored?</i>
DOMAIN A: CLINICAL KNOWLEDGE AND SKILLS		
Clinical knowledge and its application to patient management		
C 1.1 Explain the aetiology, pathogenesis and epidemiological trends of oral and dental disease and their application to patient management	End of core course exam (1 month) 4 th Study day (5 months) 7 th Study day (9 months)	SAQs written paper at end of core course EMQs (4 th and 7 th study day)
Describe and identify the clinical presentations of oral and dental diseases relevant to the role of an orthodontic therapist and explain the principles underpinning their diagnosis, prevention, and treatment	End of core course exam (1 month) 4 th Study day (5 months) 7 th Study day (9 months)	SAQs written paper at end of core course EMQs (4 th and 7 th study day)
C 1.3 Explain the variance in disease presentation across diverse cultural and social groups and those with protected characteristics, and how this impacts diagnosis, prevention and treatment	End of core course exam (1 month) 4 th Study day (5 months) 7 th Study day (9 months)	SAQs written paper at end of core course EMQs (4 th and 7 th study day)
C 1.4 Explain general and systemic diseases and psychological conditions, and their relevance to oral health and impact on clinical treatment, patient compliance, self-care, and outcomes	End of core course exam (1 month) 4 th Study day (5 months) 7 th Study day (9 months)	SAQs written paper at end of core course EMQs (4 th and 7 th study day)
C 1.5 Identify relevant and appropriate dental, oral, craniofacial and general anatomy (recognising the diversity of anatomy across the patient population) and explain their relevance to patient management	End of core course exam (1 month) 4 th Study day (5 months) 7 th Study day (9 months)	SAQs written paper at end of core course EMQs (4 th and 7 th study day)

Learning Outcome (LO) / Behaviours	<i>When is the LO or behaviour assessed / monitored?</i>	<i>How is the LO or behaviour assessed / monitored?</i>
C 1.6 Describe relevant physiology and discuss its application to patient management	End of core course exam (1 month) 4 th Study day (5 months) 7 th Study day (9 months)	SAQs written paper at end of core course EMQs (4 th and 7 th study day)
C 1.7 Describe psychological and sociological concepts and theoretical frameworks of health, illness, behavioural change and disease and how these can be applied in clinical practice	4 th Study day (5 months) 7 th Study day (9 months) 8 th Study day (10 months)	EMQs (4 th and 7 th study day) Vivas (8 th study day)
C 1.8 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	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
C 1.9 Explain the need for effective recorded maintenance and testing of equipment and requirements for appropriate storage, handling and use of materials	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
C 1.13 Evaluate the health risks of prescribed, non-prescribed and recreational drug use and misuse on oral and general health and how to provide appropriate advice and support including signposting or referral	End of core course exam (1 month)	SAQs written paper at end of core course
C 1.14 Describe the scientific principles underpinning the use of materials and biomaterials and evaluate their limitations and selection, with emphasis on those used in orthodontics	End of core course exam (1 month) 4 th Study day (5 months) 7 th Study day (9 months)	SAQs written paper at end of core course EMQs (4 th and 7 th study day)
C 1.15 Explain the scientific principles of medical ionizing radiation and statutory regulations and how these are applied to clinical practice	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio

Learning Outcome (LO) / Behaviours	<i>When is the LO or behaviour assessed / monitored?</i>	<i>How is the LO or behaviour assessed / monitored?</i>
	in relation to orthodontic clinical practice	
C 1.16 Explain the principles of obtaining valid patient consent	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
C 1.17 Discuss the importance of each component of the patient assessment process	End of core course exam (1 month) 4 th Study day (5 months) 7 th Study day (9 months) 8 th Study Day (10 months)	SAQs written paper at end of core course EMQs (4 th and 7 th study day) Vivas (8 th study day)
C 1.23 Identify the signs of abuse, neglect or emotional trauma, explain local and national systems that safeguard the welfare of children and adults and understand how to raise concerns and act accordingly	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
C 1.24 Explain the principles of preventive care	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
C 1.25 Underpin all patient care with a preventive approach that takes account of patient compliance and self-care to contribute to the patient's long-term oral and general health	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
C 1.26 Describe the importance of achieving a healthy oral environment prior to introduction of orthodontic treatment	4 th study day (5 months) 8 th study day (10 months)	OSCEs (4 th and 8 th study day) Vivas (8 th study day)

Learning Outcome (LO) / Behaviours	<i>When is the LO or behaviour assessed / monitored?</i>	<i>How is the LO or behaviour assessed / monitored?</i>
C 1.27 Explain how diet and nutritional status can influence oral and general health and how to provide appropriate advice and support	End of core course exam (1 month)	SAQs written paper at end of core course
C 1.28 Describe, take account of and explain to the patient the impact of their periodontal health, including compliance with oral healthcare advice, potential effect on general health and the need for self-care in the overall treatment plan and how this influences their treatment outcome	End of core course exam (1 month) 4 th Study day (5 months) 7 th Study day (9 months)	SAQs written paper at end of core course EMQs (4 th and 7 th study day)
C 1.31 Describe the common signs and symptoms of oral cancer and explain the importance of raising a concern and early referral	End of core course exam (1 month) 4 th Study day (5 months) 7 th Study day (9 months)	SAQs written paper at end of core course EMQs (4 th and 7 th study day)
C 1.32 Identify the signs of normal and abnormal facial growth, physical, mental and dental development milestones and explain their significance	8 th study day	Vivas (8 th study day)
C 1.33 Explain developmental or acquired occlusal abnormalities	8 th study day	Vivas (8 th study day)
C 1.34 Explain the range of contemporary orthodontic treatment options, their impact, outcomes, limitations and risks	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
C 1.35 Identify and explain the principles of timely interception and interceptive orthodontics and refer when and where appropriate	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio

Learning Outcome (LO) / Behaviours	<i>When is the LO or behaviour assessed / monitored?</i>	<i>How is the LO or behaviour assessed / monitored?</i>
C 1.36 Explain how to manage urgent limited orthodontic appliance procedures	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
C 1.38 Explain the roles and organisation of various referral networks, clinical guidelines and policies and local variation	8 th study day	Vivas (8 th study day)
C 1.40 Explain the responsibilities of the dental team as an access point to and from wider healthcare	8 th study day	Vivas (8 th study day)
C 1.45 Explain how to undertake an orthodontic assessment and how treatment need is assessed	End of core course exam (1 month) 4 th Study day (5 months) 7 th Study day (9 months) 8 th Study Day (10 months)	SAQs written paper at end of core course EMQs (4 th and 7 th study day) Vivas (8 th study day)
C (B)1 Adopt an evidence-based approach to clinical practice	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
Assessment, Diagnosis and Treatment Planning		
C 2.1.1 Obtain, record and interpret a comprehensive and contemporaneous patient history taking into account social and/or cultural sensitivities	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio DOPS
C 2.1.3 Assess patients' levels of anxiety, experience and expectations in respect of dental care and oral health	8 th study day (10 months)	Vivas (8 th study day)

Learning Outcome (LO) / Behaviours	<i>When is the LO or behaviour assessed / monitored?</i>	<i>How is the LO or behaviour assessed / monitored?</i>
C 2.1.5 Contribute to relevant special investigations and diagnostic procedures	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
C 2.1.6 Undertake an orthodontic assessment	End of core course exam (1 month) 4 th Study day (5 months) 7 th Study day (9 months) 8 th Study Day (10 months)	SAQs written paper at end of core course EMQs (4 th and 7 th study day) Vivas (8 th study day)
C 2.1.10 Obtain valid consent from patients explaining all the relevant factors and taking into account the legal requirements where appropriate within scope of practice	End of core course exam (1 month) 4 th & 8 th study day (5 & 10 months) 8 th study day Throughout clinical training	SAQs (end of core course written) OSCEs (4 th & 8 th study days) Vivas (8 th study day) Daily logbook
C 2.1.11 Assess own capabilities and limitations and refer patients for treatment or advice when and where appropriate	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
Patient Management		
C 2.2.2 Manage patient anxiety appropriately, effectively and safely	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio Daily logbook DOPS
C 2.2.5 Monitor and review treatment outcomes and patient response to advice, providing aftercare, follow-up and ongoing preventive advice and intervention	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio

Learning Outcome (LO) / Behaviours	<i>When is the LO or behaviour assessed / monitored?</i>	<i>How is the LO or behaviour assessed / monitored?</i>
C 2.2.7 Identify changes in the patient's reported oral health status and take appropriate action	4 th study day (5 months) 8 th study day (10 months)	OSCEs (4 th and 8 th study day) Vivas (8 th study day)
Safe Clinical Environment		
C 2.3.1 Identify and explain the risks within and around the clinical environment and manage these in a safe and effective manner	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio Daily logbook
C 2.3.2 Implement, perform and manage effective decontamination and infection control procedures according to current guidelines	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio DOPS Daily logbook
Acute Conditions		
C 2.4.1 Identify, assess and manage medical emergencies	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
C 2.4.2 Manage patients' acute oral conditions ensuring involvement of appropriate dental team members	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio Daily logbook
Oral Health / Prevention		
C 2.5.1 Provide patients/carers with comprehensive, personalised preventive advice, instruction and intervention in a manner which is accessible, promotes self-care and motivates patients/carers to comply with	End of core course exam (1 month)	SAQs written paper at end of core course

Learning Outcome (LO) / Behaviours	<i>When is the LO or behaviour assessed / monitored?</i>	<i>How is the LO or behaviour assessed / monitored?</i>
advice and take responsibility to maintain and improve oral health		
Orthodontic Treatment		
C 2.9.1 Identify common problems related to orthodontic treatment and take appropriate action	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
C 2.9.2 Undertake orthodontic procedures as prescribed by the referring practitioner	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
<p>DOMAIN B: INTERPERSONAL SKILLS</p> <p><i>Uses interpersonal skills and emotional awareness to enable effective communication with all patients and colleagues which is underpinned by behaving in a caring, compassionate, empathic, and respectful way. Demonstrates effective team working and helps foster wellbeing of others.</i></p>		
Effective Communication		
I 1.1 Describe the use of a range of communication methods and technologies and their appropriate application in support of clinical practice	8 th Study Day	Vivas (8 th study day)
I 1.2 Describe the importance of non-verbal communication, including listening skills, and the barriers to effective communication	4 th & 8 th study day (5 & 10 months) 8 th study day Throughout clinical training	OSCEs (4 th & 8 th study days) Vivas (8 th study day) DOPS Daily logbook
I 1.3 Communicate effectively and sensitively, tailoring to context, by spoken, written and/or electronic means with all patients, including patients whose first language is not	4 th & 8 th Study day (5 & 10 months) 8 th study day Throughout clinical training	OSCEs (4 th and 8 th study day) Vivas (8 th study day) DOPS Daily logbook

Learning Outcome (LO) / Behaviours	<i>When is the LO or behaviour assessed / monitored?</i>	<i>How is the LO or behaviour assessed / monitored?</i>
<p>English (using representatives or interpreters where necessary), in relation to:</p> <ul style="list-style-type: none"> • patients with anxious or challenging behaviour or special considerations such as emotional trauma • difficult circumstances, such as breaking bad news or discussing issues such as alcohol consumption, smoking or diet 		
<p>I 1.4 Communicate effectively and sensitively by spoken, written and electronic means with the public</p>	<p>4th & 8th study day</p> <p>Ongoing with electronic portfolio</p> <p>5 months</p>	<p>OSCEs (4th & 8th study day)</p> <p>Course Director assessing electronic portfolio</p> <p>Feedback from patient satisfaction questionnaire</p>
<p>I 1.5 Communicate effectively by spoken, written and electronic means with colleagues from dental and other healthcare professions in relation to:</p> <ul style="list-style-type: none"> • the direct care of individual patients • oral health promotion • raising concerns when problems arise, including where patients cause distress to staff 	<p>Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice</p>	<p>Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio</p>
<p>I 1.7 Communicate appropriately and effectively in professional discussions and transactions</p>	<p>4th & 8th Study day (5 & 10 months)</p> <p>8th study day</p> <p>Throughout clinical training</p>	<p>OSCEs (4th and 8th study day)</p> <p>Vivas (8th study day)</p> <p>DOPS</p> <p>Daily logbook</p>
<p>I 1.8 Give feedback effectively to other members of the team</p>	<p>8th Study day</p>	<p>Vivas (8th study day)</p>

Learning Outcome (LO) / Behaviours	<i>When is the LO or behaviour assessed / monitored?</i>	<i>How is the LO or behaviour assessed / monitored?</i>
I 1.9 Explain the professional expectations, potential impact and consequence of using social media as a communication tool	8 th Study Day	Vivas (8 th study day)
I (B)1 Communicate with care, compassion, empathy and respect in all professional interactions with patients, their representatives, the public and colleagues	4 th & 8 th Study day (5 & 10 months) 8 th study day Throughout clinical training	OSCEs (4 th and 8 th study day) Vivas (8 th study day) DOPS Daily logbook
Teamwork and Wellbeing of Others		
I 2.1 Explain the responsibilities and limitations of delegating to other members of the dental team	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
I 2.2 Explain the role and professional responsibilities associated with appraisal; training and review of colleagues; provision of and receipt of effective feedback in the context of developing members of the dental team	8 th Study day	Vivas (8 th study day)
I 2.3 Describe the roles of dental and other healthcare professionals in the context of learning and working in a dental and wider healthcare team	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
I 2.4 Explain the contribution that team members and effective team working makes to the delivery of safe and effective high-quality care, including the benefits of working in culturally diverse teams	During core course (3 weeks) End of core course (1 month) 8 th study day	PBL SAQs written paper at end of core course Vivas (8 th study day)
I 2.5 Describe the team working guidance provided by the GDC and other relevant bodies	During core course (3 weeks) End of core course (1 month) 8 th study day	PBL SAQs written paper at end of core course Vivas (8 th study day)

Learning Outcome (LO) / Behaviours	<i>When is the LO or behaviour assessed / monitored?</i>	<i>How is the LO or behaviour assessed / monitored?</i>
I 2.6 Describe the impact of Direct Access on each registrant group and the impact on the application of each group's scope of practice	During core course (3 weeks) End of core course (1 month) 8 th study day	PBL SAQs written paper at end of core course Vivas (8 th study day)
I 2.7 Describe the scope of practice of each member of the dental team and how the roles interact for effective teamwork and patient care	During core course (3 weeks) End of core course (1 month) 8 th study day	PBL SAQs written paper at end of core course Vivas (8 th study day)
I 2.8 Explain the need to ensure that those who raise concerns are protected from discrimination or other detrimental effects	During core course (3 weeks) End of core course (1 month) 8 th study day	PBL SAQs written paper at end of core course Vivas (8 th study day)
I (B)2 Respect the roles of dental and other healthcare professionals in the context of learning and working in a dental and wider healthcare team	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
I (B)3 Demonstrate effective team working	During core course (3 weeks) End of core course (1 month) 8 th study day	PBL SAQs written paper at end of core course Vivas (8 th study day)
I (B)4 Contribute to your team in providing dental care for patients	During core course (3 weeks) End of core course (1 month) 8 th study day	PBL SAQs written paper at end of core course Vivas (8 th study day)
I (B)5 Take a patient-centred approach to working with the dental and wider healthcare team	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio

Learning Outcome (LO) / Behaviours	<i>When is the LO or behaviour assessed / monitored?</i>	<i>How is the LO or behaviour assessed / monitored?</i>
I (B)6 Where appropriate manage and refer/delegate work according to the scope of practice of members of the dental team in line with competence and professional practice	8 th study day (10 months)	Vivas (8 th study day) Daily logbook

DOMAIN C: PROFESSIONALISM

Demonstrates professionalism and integrity by behaving ethically, shows leadership and social accountability. Is committed to advocating for oral health, promoting good oral health and understands the importance of sustainable service provision in the population and across communities and addressing priority health needs for the communities.

Ethics and Integrity

P 1.1 Explain the importance of contemporaneous, complete and accurate patient records in accordance with legal requirements and best practice	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio Daily Logbook
P 1.2 Describe the legal responsibilities of maintaining and protecting patients' information	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
P 1.3 Describe diversity, equality, inclusion and discrimination and the underpinning legislation, and explain how to apply these principles to manage patients with protected characteristics and work within the dental team (noting that this legislation may differ in England, Scotland, Wales and Northern Ireland)	During core course (3 weeks) End of core course (1 month) 8 th study day	PBL SAQs written paper at end of core course Vivas (8 th study day)
P 1.4 Explain cultural competence and its relevance in assessing the needs and planning care for patients from diverse backgrounds	During core course (3 weeks) End of core course (1 month) 8 th study day	PBL SAQs written paper at end of core course Vivas (8 th study day)

Learning Outcome (LO) / Behaviours	<i>When is the LO or behaviour assessed / monitored?</i>	<i>How is the LO or behaviour assessed / monitored?</i>
P 1.5 Describe the GDC's expectations and requirements as set out in regulations and guidance and other relevant laws, ethical guidance and systems (In addition to the above legal frameworks)	During core course (3 weeks) End of core course (1 month) 8 th study day	PBL SAQs written paper at end of core course Vivas (8 th study day)
P 1.6 Explain the importance of having appropriate indemnity arrangements in place for both the professional and patient	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
P 1.7 Explain the importance of candour and effective communication with patients when things go wrong or when dealing with a complaint	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
P 1.8 Explain how and where to report any patient safety issues which arise	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
P 1.9 Explain the personal responsibility and the mechanisms for raising concerns about your own or others' health, behaviour or professional performance as described in GDC guidance	During core course (3 weeks) End of core course (1 month) 8 th study day	PBL SAQs written paper at end of core course Vivas (8 th study day)
P 1.10 Explain the attributes of professional attitudes and behaviour in all environments and media, including interaction with social media	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
P 1.11 Explain the principles and procedures for good complaints handling	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio

Learning Outcome (LO) / Behaviours	<i>When is the LO or behaviour assessed / monitored?</i>	<i>How is the LO or behaviour assessed / monitored?</i>
	in relation to orthodontic clinical practice	
P 1.12 Describe the responsibility that dental practices and individual practitioners have in compliance with legal and regulatory frameworks	End of core course 8 th study day	SAQs written paper at end of core course Vivas (8 th study day)
P (B)1 Treat your patients, members of the public and your colleagues with dignity and respect and without discrimination	During core course (3 weeks) 8 th study day	PBL Vivas (8 th study day)
P (B)2 Support patients to make informed decisions about their care, making their interests your first concern	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice 4 th & 8 th study day (5 & 10 months) Throughout clinical training	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio OSCEs (4 th & 8 th study days) Daily logbook
P (B)3 Demonstrate cultural competence, accepting and respecting the diversity of patients and colleagues	During core course (3 weeks) End of core course (1 month) 8 th study day	PBL SAQs written paper at end of core course Vivas (8 th study day)
P (B)4 Provide the best possible outcome for your patients by using your knowledge and skills, acting as an advocate for their needs where appropriate	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
P (B)5 Speak up to protect others from harm	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio

Learning Outcome (LO) / Behaviours	<i>When is the LO or behaviour assessed / monitored?</i>	<i>How is the LO or behaviour assessed / monitored?</i>
	in relation to orthodontic clinical practice	
P (B)6 Raise concerns where appropriate about your own or others' health, behaviour or professional performance	During core course (3 weeks) End of core course (1 month) 8 th study day	PBL SAQs written paper at end of core course Vivas (8 th study day)
P (B)7 Comply with systems and processes to support safe patient care	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
P (B)8 Act in accordance with current best practice guidelines	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
P (B)9 Act in accordance with national and local clinical governance and health and safety requirements	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
P (B)10 Act within the legal frameworks which inform personal behaviour, the delivery of healthcare and the protection and promotion of the health of individual patients	8 th study day	Vivas (8 th study day)
P (B)11 Maintain contemporaneous, complete and accurate patient records in accordance with legal requirements and best practice	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio

Learning Outcome (LO) / Behaviours	<i>When is the LO or behaviour assessed / monitored?</i>	<i>How is the LO or behaviour assessed / monitored?</i>
P (B)12 Act with integrity and ensure your actions maintain the trust of colleagues, patients, and the public in you, your team, and the profession across all environments and media	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
P (B)13 Proactively address discriminatory language, behaviour and microaggressions from colleagues, patients and other professionals	During core course (3 weeks) 8 th study day	PBL Vivas (8 th study day)
P (B)14 Demonstrate personal accountability to patients, the regulator, the team and wider community	During core course (3 weeks) End of core course (1 month) 8 th study day	PBL SAQs written paper at end of core course Vivas (8 th study day)
P (B)15 Work in partnership with colleagues to develop and maintain an effective and supportive environment which promotes the safety and wellbeing of the patient and dental team	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
Leadership		
P 2.1 Describe the differences between management and leadership	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
P 2.2 Describe own management and leadership role and the range of skills and knowledge required to do this effectively	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
P 2.3 Describe how to take responsibility for the quality of services and devices provided to the patient as relevant to your scope of practice	8 th study day	Vivas (8 th study day)

Learning Outcome (LO) / Behaviours	<i>When is the LO or behaviour assessed / monitored?</i>	<i>How is the LO or behaviour assessed / monitored?</i>
P (B)16 Where appropriate lead, manage and take professional responsibility for the actions of colleagues and other members of the team involved in patient care	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
Social Accountability		
P 3.1 Discuss 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, and the ways in which these are measured and current patterns	8 th study day	Vivas (8 th study day)
P 3.2 Describe the dental and wider healthcare systems dental professionals work within including local and national health policy and organisations, delivery of healthcare and equity	8 th study day	Vivas (8 th study day)
P 3.3 Describe and evaluate the role of health promotion in terms of the changing environment, community and individual behaviours to deliver health gain	8 th study day	Vivas (8 th study day)
P 3.4 Evaluate evidence-based prevention at a community / population level	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
P 3.5 Explain the principles of planning oral health care for communities to meet needs and demands	8 th study day	Vivas (8 th study day)

Learning Outcome (LO) / Behaviours	<i>When is the LO or behaviour assessed / monitored?</i>	<i>How is the LO or behaviour assessed / monitored?</i>
P 3.6 Describe the principles and limitations of the currently available options for funding of dental healthcare provision for individual patients	8 th study day	Vivas (8 th study day)
P 3.7 Discuss the ethical challenges associated with providing patient care within the current dental healthcare systems	8 th Study day	Vivas (8 th study day)
P 3.8 Describe the considerations of the management of resources in provision of care decisions including appropriate use of primary and secondary care networks	8 th study day	Vivas (8 th study day)
P 3.9 Describe the importance of collaboration across the health and social care sector for the benefit of communities and individual patients	8 th study day	Vivas (8 th study day)
P 3.10 Describe and where appropriate support patients to negotiate the barriers and challenges which prevent sections of the population accessing oral healthcare, including patients from marginalised populations and patients with protected characteristics	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
P 3.11 Describe the main principles relating to sustainable oral health care, both environmentally and in terms of patient compliance, and the factors that might affect implementing a sustainable approach	End of core course (1 month) 8 th study day	SAQs end of core course written exam Vivas (8 th study day)
P 3.12 Evaluate and apply the evidence base in relation to the environmental impacts of common treatment methods and approaches to the delivery of oral healthcare	End of core course (1 month) 8 th study day	SAQs end of core course written exam Vivas (8 th study day)

Learning Outcome (LO) / Behaviours	<i>When is the LO or behaviour assessed / monitored?</i>	<i>How is the LO or behaviour assessed / monitored?</i>
P (B)17 Contribute positively to the healthcare communities of which you are a part	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio

DOMAIN D: SELF-MANAGEMENT

Can self-manage, adapt and respond to different situations using insight and reflection. Plans and manages their time and keeps up to date with continued learning and development.

Insight

S 1.1 Explain what is meant by the term insight in the context of professional practice	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
S 1.2 Explain why insight is important in ensuring safe and effective patient care and to personal development	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
S (B)1 Accurately assess your own capabilities and limitations in the interest of high-quality patient care and seek advice from supervisors or colleagues where appropriate	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
S (B)2 Recognise personal assumptions, biases and prejudices and manage the impact of these on patient care and professional behaviour with colleagues, patients and wider society	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
S (B)3 Recognise the impact of contextual factors on the health care environment and patient safety and manage this professionally	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio

Learning Outcome (LO) / Behaviours	<i>When is the LO or behaviour assessed / monitored?</i>	<i>How is the LO or behaviour assessed / monitored?</i>
	in relation to orthodontic clinical practice	Daily logbook
Reflection, Continued and Self-Directed Learning		
S 2.1 Explain the principles of an evidence-based approach and evaluate an evidence base	End of core course exam (1 month) 4 th Study day (5 months) 7 th Study day (9 months)	SAQs written paper at end of core course EMQs (4 th and 7 th study day)
S 2.3 Describe an appropriate model for self-reflection and how this process can be used to inform personal development, viewpoint, preconceptions, bias and behaviour	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
S 2.4 Explain the importance of assessment, feedback, critical reflection, identification of learning needs and appraisal in personal development planning	8 th Study day	Vivas (8 th study day)
S 2.5 Explain the importance of and requirement for commitment to lifelong learning	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
S 2.6 Utilise the receipt of effective feedback in the professional development of self	6 months	Collate and analyse data collected from patient satisfaction questionnaires
S 2.7 Describe the principles of and demonstrate personal development planning, recording of evidence and reflective practice	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio

Learning Outcome (LO) / Behaviours	<i>When is the LO or behaviour assessed / monitored?</i>	<i>How is the LO or behaviour assessed / monitored?</i>
S 2.8 Evaluate the impact of new techniques and technologies in clinical practice	8 th Study Day	Vivas (8 th study day)
S 2.9 Describe opportunities for improvement of a clinical service or to manage / mitigate risks	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio Daily logbook
S (B)4 Demonstrate own professional responsibility in the development of self	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
S (B)5 Develop and maintain professional knowledge and competence	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
S (B)6 Demonstrate appropriate continuous improvement activities	Throughout the course	Course director assessing electronic logbook
Adaptability, Wellbeing and Personal Growth		
S 3.1 Describe ways of self-monitoring, self-care and routes of seeking appropriate advice in terms of personal wellbeing	8 th Study day	Vivas (8 th study day)
S 3.2 Describe strategies to identify and manage the personal and emotional challenges of work, teamwork and workload	8 th Study day	Vivas (8 th study day)

Learning Outcome (LO) / Behaviours	<i>When is the LO or behaviour assessed / monitored?</i>	<i>How is the LO or behaviour assessed / monitored?</i>
S 3.3 Describe strategies to identify and manage the personal and emotional challenges of uncertainty and change	8 th Study day	Vivas (8 th study day)
S 3.4 Explain the role of coping strategies for practice, such as reflection, self-acceptance, debriefing, handing over to another colleague, peer support and asking for help in responding to challenges and setbacks	8 th Study day	Vivas (8 th study day)
Adaptability, Wellbeing and Personal Growth		
S (B)7 Demonstrate engagement with systems and personal strategies which promote and maintain physical and mental wellbeing	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
S (B)8 Recognise when and how to take action if wellbeing is compromised to a point of affecting an individual's role or professional relationships	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio
Organisation and Time Management		
S (B)9 Effectively manage your own time and resources	Ongoing reflective record kept throughout the course – students need to demonstrate experience and understanding in relation to orthodontic clinical practice	Course Director discusses ongoing self-reflective log record with each student during later study days & examines electronic portfolio

9. Feedback guidance

Feedback is an essential component of Formative Assessment.

On the Northern Ireland Orthodontic Therapy Course feedback is delivered in a number of ways including:

- Written comments on your answer papers in SAQs; feedback following appraisal from the Course Director and in the workplace
- A general feedback session following an exam, assessment or task undertaken and then one-to-one meetings as required to discuss a particular assessment with specific learning outcomes
- Discussion with a supervisor at the end of a clinical session during the core course about how you have performed on that session
- Discussions with workplace trainers during and at the end of a clinical session and at weekly tutorials
- Discussions individually with the course tutor

The purpose of feedback is to highlight areas that have been done well, as well as those areas that could be better so that students can plan how to improve and progress.

Feedback is an integral part of all assessment. It is not always possible to provide highly individualised feedback for large assignments and summative assessments, especially where there is a need to maintain confidentiality of question banks such as with the Extended Matched Question Paper. However, you will receive regular and highly individualised feedback on clinical skills and clinical activities. This feedback can be communicated verbally, in logbooks by the workplace trainers, or within the portfolio. Feedback needs to be an active process both from the assessor / clinical supervisor and from you being assessed.

Reflection is an important part of the process of becoming a better Orthodontic Therapist and an integral characteristic of being a professional. Reflection involves individual students thinking about their strengths and weaknesses, actively seeking feedback, potentially from a number of sources, and making good use of it.

Anyone who fails an assessment will receive one-to-one feedback with the Course Director.

10.Core Course Timetable

Session	Subject	Lecturer	Location	Aim of session
Week 1: Monday 1st June 2026				
09.30	Induction	Karl Grimes	NIMDTA	Welcome Course review In course assessments Support network
10.30	Ethics & responsibilities	Karl Grimes	NIMDTA	<p>The obligation to practice in the best interests of the patients at all times The legal and ethical obligations of registered members of the dental team to adhere to the GDC's expectations and requirements as set out in regulations and guidance and other relevant laws, ethical guidance and systems. How and where to report any patient safety issues which arise The responsibilities of consent, duty of care and confidentiality.</p> <p>Explain the importance of having appropriate indemnity arrangements in place for both the professional and patient Explain the principles of obtaining valid patient consent</p> <p>Explain the need to ensure that those who raise concerns are protected from discrimination or other detrimental effects</p> <p>Maintenance of full and accurate clinical records Principles of Information Governance</p>
11.30	Medical History	Karl Grimes	NIMDTA	The implications of a positive medical history and the main medical disorders that may affect the provision of orthodontic treatment
12.00	Record Keeping	Karl Grimes	NIMDTA	<p>Explain the importance of contemporaneous, complete and accurate patient records in accordance with legal requirements and best practice.</p> <p>Describe the legal responsibilities of maintaining and protecting patients' information. Principles of Information Governance</p>
Lunch				
13.30	Introduction to basic clinical principles	Karl Grimes	NIMDTA	Discussions on correct posture and use of dental mirrors
14.30	Photography	Karl Grimes	NIMDTA	Theory of taking intra-oral and extra-oral photographs of patients

Tuesday 2 nd June 2026				
09.30	Photography Impressions Practical – placing separators on each other	Karl Grimes	Craigavon Area Hospital (CAH)	Practical aspects of taking intra-oral and extra-oral photographs of each other.
13.00	Lunch			
14.00	Theory band placement Practical Fit bands Functional bite registration	Karl Grimes	CAH	Using orthodontic cements Identifying and selecting orthodontic bands appropriate for the patient Placing, adapting and cementing bands to achieve an ideal fit
Wednesday 3 rd June 2026				
09.30	Social accountability Population Health Limitations of current healthcare systems Prevention	Ciara Campbell	NIMDTA	<p>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, and the ways in which these are measured and current patterns.</p> <p>Dental and wider healthcare systems dental professionals work within including local and national health policy and organisations, delivery of healthcare and equity.</p> <p>The principles and limitations of the currently available options for funding of dental healthcare provision for individual patients.</p> <p>Explain the roles and organisation of various referral networks, clinical guidelines and policies and local variation</p> <p>The ethical challenges associated with providing patient care within the current dental healthcare systems.</p> <p>The considerations of the management of resources in provision of care decisions including appropriate use of primary and secondary care networks.</p> <p>The importance of collaboration across the health and social care sector for the benefit of communities and individual patients.</p> <p>Explain the responsibilities of the dental team as an access point to and from wider healthcare</p>

				<p>Appropriate support patients to negotiate the barriers and challenges which prevent sections of the population accessing oral healthcare, including patients from marginalised populations and patients with protected characteristics.</p> <p>The main principles relating to sustainable oral health care, both environmentally and in terms of patient compliance, and the factors that might affect implementing a sustainable approach</p> <p>Explain the variance in disease presentation across diverse cultural and social groups, and those with protected characteristics, and how this impacts diagnosis, prevention and treatment</p> <p>Explain the principles of preventive care</p> <p>Underpin all patient care with a preventive approach, that takes account of patient compliance and self-care to contribute to the patient's long-term oral and general health</p>
11.30			NIMDTA	
Lunch				
14.00		Ciara Campbell	NIMDTA	
15.30	<p>Insight</p> <p>Appropriate referrals</p> <p>Patient-centred approach</p> <p>Direct access</p> <p>Scope of practice</p> <p>Delegation</p>			<p>Insight in the context of professional practice and the importance of it in ensuring safe and effective patient care and to personal development.</p> <p>Personal assumptions, biases and prejudices and manage the impact of these on patient care and professional behaviour with colleagues, patients and wider society</p> <p>The impact of contextual factors on the health care environment and patient safety and manage this professionally</p> <p>Where appropriate manage and refer/delegate work according to the scope of practice of members of the dental team, in line with competence and professional practice</p> <p>Take a patient-centred approach to working with the dental and wider healthcare team</p> <p>Teamworking</p> <p>Respect the roles of dental and other healthcare professionals in the context of learning and working in a dental and wider healthcare team</p> <p>Describe the impact of Direct Access on each registrant group and the impact on the application of each group's scope of practice</p>

				<p>Explain the responsibilities and limitations of delegating to other members of the dental team</p> <p>Describe the roles of dental and other healthcare professionals in the context of learning and working in a dental and wider healthcare team</p> <p>Give feedback effectively to other members of the team</p>
Thursday 4th June 2026				
9.30	Malocclusion	Emma McCartan		<p>Features of normal and ideal occlusion</p> <p>Classification of malocclusion</p> <p>The aetiology of malocclusion</p> <p>Inc. photograph of own models for logbook</p> <p>Explain developmental or acquired occlusal abnormalities.</p>
13.30	Lunch			
14.00	Examination	Emma McCartan		<p>Clinical examination and assessment</p> <p>Identify normal and abnormal facial growth, physical, mental and dental development and explain their significance.</p> <p>Discuss the importance of each component of the patient assessment process</p> <p>Contribute to relevant special investigations and diagnostic procedures.</p>
Friday 5th June 2026				
09.30	Audit and research lecture and practical session on setting up an audit project	Saarah Juman	NIMDTA	Adopt an evidence-based approach to clinical practice
13.00	Lunch			
14.00	Risks of orthodontic treatment. Role of therapist. When to refer a patient. Teamwork.	Saarah Juman	NIMDTA	<p>Provision of comprehensive and accurate preventative education</p> <p>The potential risks and benefits of orthodontic treatment including iatrogenic damage</p> <p>The role of the orthodontic therapist within the framework of the dental team</p>
	Organisation of orthodontic services in the UK.	Saarah Juman		<p>When to refer the patient to a dentist where treatment is beyond the training or experience of the orthodontic therapist</p> <p>Working effectively with other members of the dental team</p> <p>The organisation of orthodontic services within the UK</p> <p>The Orthodontic Therapist's responsibilities in relation to the referral of patients</p> <p>The competency range of other members of the dental team</p> <p>The regulatory functions of the GDC</p> <p>Identify the clinical presentations of oral and dental diseases relevant to the role of an orthodontic therapist and explain the principles underpinning their diagnosis, prevention and treatment</p>

Week 2				
Monday 8th June 2026				
09.30	BLS and medical emergencies	Matthew Grimes	NIMDTA	Carrying out resuscitation techniques Identifying medical emergencies and seeking help to provide immediate management of anaphylactic reaction, hypoglycaemia, upper respiratory obstruction, cardiac arrest, fits, vasovagal attack, inhalation or ingestion of foreign bodies and haemorrhage Principles of first aid
13.00	Lunch			
14.00	Introduction of PBL scenarios	Catherine Doherty	NIMDTA	Topics covered: The potential risks and benefits of orthodontic treatment including iatrogenic damage. The role of the orthodontic therapist within the framework of the dental team. When to refer the patient to a dentist where treatment is beyond the training or experience of the orthodontic therapist. Working effectively with other members of the dental team. The Organization of orthodontic services within the UK. The Orthodontic Therapist's responsibilities in relation to the referral of patients. The competency range of other members of the dental team. The regulatory function of the GDC
Tuesday 9th June 2026				
09.30	Child protection and safeguarding Level 2	Mary McCartan	NIMDTA Online	Safeguarding adults and children Identify the signs of abuse, neglect or emotional trauma, explain local and national systems that safeguard the welfare of children and adults and understand how to raise concerns and act accordingly.
14.00	The scientific principles of medical ionizing radiation	Barbara Lamb	NIMDTA Online	Explain the scientific principles of medical ionizing radiation and statutory regulations and how these are applied to clinical practice

Wednesday 10 th June 2026				
09.30	<p>Population based health care</p> <p>Aetiology, pathogenesis and epidemiological trends of oral and dental disease and their application to patient management</p> <p>Evaluate the health risks of prescribed, non-prescribed and recreational drug use and misuse on oral and general health and how to provide appropriate advice and support including signposting or referral</p>	Ciara Campbell	NIMDTA	<p>Describe the principles of preventive care and evaluate the role of health promotion in terms of the changing environment, community and individual behaviours to deliver health gain</p> <p>Evaluate evidence-based prevention at a community / population level</p> <p>Explain the principles of planning oral health care for communities to meet needs and demands.</p> <p>Provide patients with comprehensive and accurate preventive education and instruction in a manner which encourages self-care and motivation</p> <p>Underpin all patient care with a preventive approach that contributes to the patient's long-term oral and general health</p> <p>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.</p>
10.30	Headgear& facemasks	Ciara Campbell	NIMDTA	
11.30	<p>Mucosal abnormalities</p> <p>Acute oral conditions</p> <p>Health risks of diet, drugs and substance misuse</p> <p>General and systemic diseases and psychological conditions, and their treatment, patient compliance, self-care and outcomes</p> <p>Periodontal health and orthodontics</p> <p>Oral cancer detection and referral and the role of the orthodontic therapist relevance to oral health and impact on clinical</p>	Ciara Campbell	NIMDTA	<p>General and systemic diseases and psychological conditions, and their relevance to oral health and impact on clinical treatment, patient compliance, self-care and outcomes</p> <p>Describe, take account of and explain to the patient the impact of their periodontal health, including compliance with oral healthcare advice, potential effect on general health and the need for self-care in the overall treatment plan and how this influences their treatment outcome.</p> <p>Describe the common signs and symptoms of oral cancer and explain the importance of raising a concern and early referral.</p>
13.00	Lunch			
14.00	<p>Anatomy and physiology as relevant to orthodontic therapists</p> <p>Facial growth and dental development milestones</p>	Ciara Campbell	NIMDTA	<p>Identify relevant and appropriate dental, oral, craniofacial and general anatomy (recognising the diversity of anatomy across the patient population) and explain their relevance to patient management</p> <p>Describe relevant physiology and discuss its application to patient management</p>

				Identify the signs of normal and abnormal facial growth, physical, mental and dental development milestones and explain their significance
Thursday 11th June 2026				
09.30	Theory - Learning to position brackets on models Practical - Learning to position brackets on models	Karl Grimes	NIMDTA	Cleaning and preparing the tooth surface for orthodontic bonding Using orthodontic adhesives Placing attachments onto the teeth in the correct position Identifying attachments appropriate for individual teeth Placing attachments onto the teeth in the correct position
15.00	Sustainability in Dentistry	Suzanne Russell	NIMDTA	An introduction to sustainable dentistry and measuring carbon in healthcare An Introduction to Sustainable Dentistry and Measuring Carbon in Healthcare (e-learningforhealthcare.org.uk)
Friday 12th June 2026				
9.30	Clinical Skills Session: Fixed appliance placement	Jacqueline Harnett	NIMDTA	Placing teeth correctly in typodonts Correct use of composite removing bur Placing orthodontic brackets onto teeth
11.00	Practical session Fixed appliance placement and adjustment	Jacqueline Harnett	NIMDTA	Band placement Inserting and ligating archwires and archwire auxiliaries Learning how to use a slow handpiece Preparing archwires with reference to pre-treatment records Ligating groups of teeth together Releasing and removing ligatures Removing archwires and archwire auxiliaries
14.00	Practical Session Fixed appliance placement, adjustment & removal incl discussions on anchorage & anchorage systems – space closure, bonding 6 and 7's and self-ligating typodonts	Jacqueline Harnett	NIMDTA	Inserting and ligating archwires and archwire auxiliaries Preparing archwires with reference to pre-treatment records Ligating groups of teeth together Releasing and removing ligatures Removing archwires and archwire auxiliaries
Week 3				
Monday 15th June 2026				
09.30	Equality Diversity & Inclusion	Amanda Jackson	NIMDTA	Describe diversity, equality, inclusion and discrimination and the underpinning legislation, and explain how to apply these principles to manage patients with protected characteristics and work within the dental team (noting that this legislation may differ in England, Scotland, Wales and Northern Ireland)
10.30	Health and Safety	Amanda Jackson	NIMDTA	Identify and explain the risks within and around the clinical environment and

				manage these in a safe and effective manner
13.30	Infection Control	Amanda Jackson	NIMDTA	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.
Tuesday 16th June 2026				
09.30	Supra gingival cleaning	Tracy Doole	NIMDTA	Supra-gingival cleaning and polishing of the teeth using both powered and manual instrumentation, and stain removal and prophylaxis where directly relevant to orthodontic treatment
Lunch				
13.30	Fluoride application	Tracy Doole	NIMDTA	Application of fluoride
Wednesday 17th June 2026				
09.30	Cephalometry	Jacqueline Harnett	NIMDTA	Producing cephalometric analyses of skull radiographs by contemporary methods
Lunch				
13.30	Presentation of PBLs	Jacqueline Harnett / Catherine Doherty	NIMDTA	The potential risks and benefits of orthodontic treatment including iatrogenic damage. The role of the orthodontic therapist within the framework of the dental team. When to refer the patient to a dentist where treatment is beyond the training or experience of the orthodontic therapist. Working effectively with other members of the dental team.
15.30	Anchorage			The Organization of orthodontic services within the UK. The Orthodontic Therapist's responsibilities in relation to the referral of patients. The competency range of other members of the dental team. The regulatory functions of the GDC
16.15	All about deciduous teeth			Principles and types of anchorage Monitoring and reviewing treatment outcomes. Deciduous dentition
Thursday 18th June 2026				
09.30	Orthodontic Emergencies Lecture on self- ligating systems Temporary Anchorage Devices	Karl Grimes	NIMDTA	Explain how to manage urgent limited orthodontic appliance procedures The theory and practice of self-ligation systems
Lunch				

14.00	Personal and corporate responsibility	Karl Grimes	NIMDTA	Personal responsibility and the mechanisms for raising concerns about your own or others' health, behaviour or professional performance as described in GDC guidance The responsibility that dental practices and individual practitioners have in compliance with legal and regulatory frameworks
15.00	How to give presentations	Karl Grimes	NIMDTA	Assess own capabilities and limitations and refer patients for treatment or advice when and where appropriate
16.00	Revision & catch up	Karl Grimes	NIMDTA	Use of power points & presentation skills
Friday 19th June 2026				
09.30	Range of contemporary orthodontic treatment Alternative bonding	Karl Grimes	NIMDTA	Explain the range of contemporary orthodontic treatment options, their impact, outcomes, limitations and risks Indirect bonding, lingual etc
10.00	Theory -Removable appliances	Karl Grimes	NIMDTA	Inserting passive removable appliances Inserting active removable appliances previously adjusted by a dentist Inserting passive removable appliances Inserting active removable appliances previously adjusted by a dentist
11.00	Practical session – Removable appliances adjusting clasps			
12.00	Theory - Facebow recording	Karl Grimes	NIMDTA	Explain how facebow records the spatial relationship of the patients maxilla to the TMJ and transfers to a dental articulator.
Lunch				
14.00	Risk Assessments Practice-based portfolio – DOPs, daybook, reflective learning sheet then revision	Karl Grimes	NIMDTA	Scenarios Clear discussion of what is expected of the students in the practice and what to include in logbook (photos – study models and first clinical cases; cephalometric tracings; audits; presentations etc)
16.00	Re-evaluation session	Karl Grimes	NIMDTA	To ensure all students understand the skills learned so far and how they relate to the overall care of the patient
16.30	Return to the workplace	Karl Grimes	NIMDTA	What to expect back in the workplace Effectively managing your own time and resources
Week 4 Monday 22nd June 2026				
09.30	Fixed appliance placement and adjustment and removal. Theory	Sarah Jayne Campbell	NIMDTA	Inserting and ligating archwires and archwire auxiliaries Preparing archwires with reference to pre-treatment records Ligating groups of teeth together Releasing and removing ligatures Removing archwires and archwire auxiliaries
Lunch				
13.30	Intra Oral Scanning	Vanja Jovanovic	NIMDTA	How to use an intraoral scanner

Tuesday 23th June 2026				
09.30	IOTN	Darren Johnston	NIMDTA	How to use IOTN How treatment need is assessed
Lunch				
14.00	Biomaterials	Karl Grimes	NIMDTA	Describe the scientific principles underpinning the use of materials and biomaterials and evaluate their limitations and selection, with emphasis on those used in orthodontics
Wednesday 24th June 2026				
09.30	Introduction to 3D printing Separators	Emma McCrory	NIMDTA	The theory and practice of separation
Lunch				
14.00	Introduction to clear plastic aligners Placing aligner attachments Functional Appliance Bite Registration theory	Emma McCrory	NIMDTA	Taking and checking occlusal records – background lecture on functionals and functional bite registration
Thursday 25th June 2026				
09.30	Revision	Karl Grimes	NIMDTA	
Lunch				
14.00	Course assessment	Karl Grimes	NIMDTA	Assess students understanding of core course
	Marking of assessment	Karl Grimes	NIMDTA	
Friday 26th June 2026				
09.30	Adaptability, wellbeing and personal growth	Kiri McLaughlin	NIMDTA	Ways of self-monitoring, self-care and routes of seeking appropriate advice in terms of personal wellbeing. Strategies to identify and manage the personal and emotional challenges of work, teamwork and workload. Strategies to identify and manage the personal and emotional challenges of uncertainty and change. The role of coping strategies for practice, such as reflection, self-acceptance, debriefing, handing over to another colleague, peer support and asking for help in responding to challenges and setbacks
14.00	Reflection, continued and self-directed learning	Karl Grimes	NIMDTA	The principles of an evidence-based approach and evaluate an evidence base. Self-reflection and how this process can be used to inform personal

				<p>development, viewpoint, preconceptions, bias and behaviour.</p> <p>The importance of assessment, feedback, critical reflection, identification of learning needs and appraisal in personal development planning.</p> <p>Explain the role and professional responsibilities associated with appraisal; training and review of colleagues; provision of and receipt of effective feedback in the context of developing members of the dental team</p> <p>The importance of and requirement for commitment to lifelong learning.</p> <p>Utilising the receipt of effective feedback in the professional development of self.</p> <p>The principles of personal development planning, recording of evidence, and reflective practice.</p> <p>The impact of new techniques and technologies in clinical practice.</p> <p>Developing and maintaining professional knowledge, competence and self.</p>
16.00	Course feedback	Karl Grimes	NIMDTA	<p>Student appraisals.</p> <p>Feedback to students results of assessment and areas to learn from</p> <p>Feedback from students addressing areas of concern</p>

11.Study Days Timetable

1st Study Day (29th July 2026)

09.00 - 09.30 Reflecting on experience in workplace

Audit progress, & logbook check & discussion about GDC reflective log

09.30 – 11.00 Leadership as an OT

- Describe the differences between management and leadership
- Describe own management and leadership role and the range of skills and knowledge required to do this effectively
- Describe how to take responsibility for the quality of services and devices provided to the patient as relevant to your scope of practice
- Where appropriate lead, manage and take professional responsibility for the actions of colleagues and other members of the team involved in patient care

11.00 – 11.45 Relapse, Debond & Theory of Bonded Retainers

11.45 – 13.15 Practical bonded retainers (placing bonded retainers)

13.15 – 14.15 Lunch & opportunity to add to notes from the morning

14.15 – 15.00 Hawley Retainers & Adjunctive Techniques

15.00 – 15.15 Tea break

15.15 – 16.15 Clear plastic retainers

16.15 – 16.30 What will happen at the next study day

2nd Study Day (26th August 2026)

09.00 – 11.30 Behaviours as an OT

- Treat your patients, members of the public and your colleagues with dignity and respect and without discrimination
- Support patients to make informed decisions about their care, making their interests your first concern
- Provide the best possible outcome for your patients by using your knowledge and skills, acting as an advocate for their needs where appropriate
- Speak up to protect others from harm
- Raise concerns where appropriate about your own or others' health, behaviour or professional performance
- Comply with systems and processes to support safe patient care
- Act in accordance with current best practice guidelines
- Act in accordance with national and local clinical governance and health and safety requirements
- Act within the legal frameworks which inform personal behaviour, the delivery of healthcare and the protection and promotion of the health of individual patients
- Maintain contemporaneous, complete and accurate patient records in accordance with legal requirements and best practice
- Act with integrity and ensure your actions maintain the trust of colleagues, patients and the public in you, your team, and the profession across all environments and media
- Proactively address discriminatory language, behaviour and microaggressions from colleagues, patients and other professionals
- Demonstrate personal accountability to patients, the regulator, the team and wider community
- Work in partnership with colleagues to develop and maintain an effective and supportive environment which promotes the safety and wellbeing of the patient and dental team
- Contribute positively to the healthcare communities of which you are a part

11.30 – 12.30 EMQ Exam

12.30 – 13.15 Lunch

13.15 – 14.00 Social Media

- Using it effectively and wisely
- The attributes of professional attitudes and behaviour in all environments and media, including interaction with social media
- Communicate appropriately and effectively in professional discussions and transactions

14.00 – 15.15 Orthodontic Therapists and Hospital Orthodontics

15.15 – 15.45 Exam results and feedback

15.45 – 16.30 Reflective log completion progress

3rd Study Day (23rd September 2026)

09.30 – 09.35 Introduction

09.35 – 10.35 Limitations of orthodontics and why mechanics may go wrong

10.35 – 11.15 Orthodontic Therapist and Special needs patients

11.15 – 11.30 Break

11.30 – 13.30 OSCEs

13.30 – 14.00 Lunch

14.00 – 15.30 Lingual Orthodontics

15.30 – 15.45 Personal Development Plans

15.45 – 16.30 Feedback from OSCEs

4th Study Day (25th November 2026)

09.30 – 09.35 Introduction

09.35 – 11.35 Students give presentations on work undertaken in the workplace (15 minute presentation each)

11.35 – 11.50 Coffee break

11.50 – 12.05 Lecture on Appraisal & feedback

12.05 – 13.00 What happens after qualification

13.00 – 14.30 Lunch & opportunity to add to notes from the morning

14.30 – 15.15 Managing complaints

- The importance of candour and effective communication with patients when things go wrong or when dealing with a complaint
- The principles and procedures for good complaints handling

15.15 – 15.30 Break

15.30 – 16.30 Orthodontic therapists working in specialist practice

5th Study Day (26th November 2026)

09.30 – 11.30 Communication and cultural competence and its relevance

in assessing the needs and planning care for patients from diverse backgrounds. Demonstrate cultural competence, accepting and respecting the diversity of patients and colleagues

11.30 – 12.30 Ortho emergencies

12.30 – 13.30 Lunch & opportunity to make notes from the morning

13.30 – 14.45 Advanced bracket positioning

14.45 – 15.45 Resilience, self-care & coping strategies

15.45 – 16.30 IOTN revision

Students to bring patient info along from their practice or hospital (leaflets, or online info on their laptop/ipads)

6th Study Day (27th January 2027)

09.30 – 10.30 EMQs Exam

11.00 – 12.00 Feedback from EMQs

12.00 – 13.00 Interceptive treatment – when to refer and where

13.00 – 14.00 Lunch

14.00 – 16.30 Revision topics: Anchorage & cephs

7th Study Day (24th February 2027)

- 09.30 Welcome
Introduction to the Day (KG)
Networking amongst trainers, while students set up presentations
- 10.00 Students' Audit Project Presentations
The students will present their audits undertaken during their training, giving the trainers the opportunity to ask questions.
- 12.30-13.15 Lunch

During the lunch break, there will be a meeting with all the trainers to for discussions about training so far, what to expect next and a chance for trainers to share longer-term plans for working with their therapist.
- 13.15 – 16.00 Vivas – trainers (in pairs) examining students
- 16.00 – 16.45 Feedback from trainers to Karl Grimes about the students' performance in the exam
- 16.45 Close

8th Study Day (24th March 2027)

Timetable

Morning – Vivas

Afternoon - OSCEs

16.00 – 16.15 Marking of OSCEs

16.15 – 16.45 Feedback from OSCEs

16.45 – 17.00 Extra support or teaching if required

17.00 End of day...and end of the study days

12. Logbook protocol

Logbook protocol

1. Logbooks to be checked at regular intervals but more if deemed to be needed by the mentor.
2. Each viewing of logbook to be documented and any comments emailed to the student for action.
3. Weekly events to be documented even if on annual leave so that mentors/examiners know this is the reason for not having a tutorial.
4. Photos- First bond up, interesting case, traction etc
5. Ceph- at least 2, one digital and one hand traced.
6. Certificates- Medical Emergencies from core course. Radiography certificate from students 5 yr CPD will cover learning outcomes. Other general CPD certificates e.g Information governance, diversity, safeguarding etc can be added to documents section of logbook which will also cover learning outcomes.
7. GDC learning outcomes document to be completed throughout the course, uploaded and submitted with completed logbook.

13. Summary of course assessments

You will take a number of internal assessments on the course during the year. At the end of the year, if you have progressed satisfactorily, you will be signed up for the Diploma in Orthodontic Therapy Exam at the Royal College of Surgeons of England

Summative assessments

The following summative internal assessments are undertaken during the course:

1. End of core course exam (short answer questions)
2. Extended matched questions exams (on 2 separate occasions: August 2026 and January 2027)
3. OSCEs (on 2 separate occasions September 2026 and March 2027)

These are standard set by at least 2 examiners on each occasion.

Formative assessments

A number of formative internal assessments are undertaken during the course, at your workplace. These take the form of DOPS (directly observed procedure skills) and these are undertaken by the workplace trainers and recorded on the electronic portfolio. Descriptors are available for all these DOPS.

Purposes of Assessments

The purpose of these assessment is to allow you, your trainers and the course director to assess progress throughout the course and identify areas where any additional support or teaching is required. They also help prepare you for the final Diploma of Orthodontic Therapy at the RCS England at the end of the course. Feedback will be provided after each assessment and support put in place if required to ensure you feel comfortable with the assessments and derive the maximum benefit as part of the learning process. The course director and orthodontic therapy tutor are available to provide support if required.

14. Final Exam at RCS England

Eligibility

To be eligible to enter the diploma exam, candidates:

- a) will normally have been engaged in a recognised course of study in accordance with the following requirements:
 1. any course approved by the Faculty of General Dental Practice (UK) and by the Faculty of Dental Surgery, RCS. 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;
 2. 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.
 3. 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 the Royal College of Surgeons of England no later than the closing date on the exams 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%.

Exam format

a) Logbook

All candidates will be required to submit a logbook prior to commencing the assessment. This should be sent to the Royal College of Surgeons of England before the closing date on the exams calendar. 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 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.

c) Log book viva examination

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

d) Clinical assessment

An objective structured clinical examination (OSCE). This will test the candidate's clinical problem-solving ability and will cover the competencies required at level C in the syllabus.

The written and OSCE components may take place over two days; in this event candidates will normally be required to attend on both exam days.