

Programme Specification (UG)

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| Awarding body / institution: | Queen Mary University of London |
| Teaching institution: | Queen Mary University of London |
| Name of final award and programme title: | BSc Oral Health |
| Name of interim award(s): | Cert HE; Dip HE |
| Duration of study / period of registration: | 3 years |
| QMUL programme code / UCAS code(s): | USOBL / UBZF-QMDENT1 / B980 |
| QAA Benchmark Group: | Dental Care Professionals |
| FHEQ Level of Award : | Level 6 |
| Programme accredited by: | General Dental Council |
| Date Programme Specification approved: | 26 Nov 2021 |
| Responsible School / Institute: | Institute of Dentistry |

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

N/A

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

N/A

Programme outline

This 3- year clinical programme leading to a BSc in Oral Health gives you the knowledge, skills, attitudes and understanding required for the prevention, alleviation and treatment of oral diseases. You will, upon satisfactory completion of all elements of the programme will be eligible for registration as a Dental Hygienist and Dental Therapist with the General Dental Council. The programme will be taught using an integrated approach throughout the course of study where each year will be equivalent to 120 credits; this corresponds to approximately 1200 hours of study per year. You will study alongside, and be integrated with, undergraduate BDS students studying dentistry and this will foster a team approach to patient care.

The General Dental Council (GDC) by whom the dental team are regulated on qualification has published 'Preparing for Practice: Dental team learning outcomes for registration'. This document outlines the outcomes that you must be able to demonstrate by the end of your training in order to register with the GDC as a dental professional and member of the dental team. These overarching outcomes form the foundations of professional practice; the outcomes are grouped in four domains- Clinical; Communication; Professionalism and Management and Leadership and are integrated, and overlapping.

There are four themes that run through the BSc programme; these themes form the basis of each academic year. These are Basic Clinical Sciences (BCS), Clinical Practice (CP), Professionalism, Teamwork, and Social Responsibility (PTSR), Public Health and Evidence Based Dentistry (PHEBD). These also complement the GDC's expectations of professionalism, communication,

leadership and management to a higher level by engaging in a multidisciplinary and inter professional approach to team working and social responsibility from entry into and exit from the programme. You will be encouraged to take a global perspective and evidence base approach to your clinical practice.

The basis of scientific knowledge will underpin the clinical learning experience and taught primarily in the first year, but with ongoing emphasis of its importance throughout the programme. This will be enhanced by the delivery of a global evidence based dentistry approach to the oral health care delivery. Whilst progressing through the course you will be expected to embrace all aspects of professionalism, teamwork and social responsibility by demonstrating your knowledge and ability to apply this in your clinical experience. You will spend time in the Clinical Skills Laboratory (CSL) where you will learn your basic clinical skills and after a 'gateway' assessment of these newly found skills be permitted to provide oral health care for allocated adult and child patients.

Your clinical experience will start during year one and as you progress through the programme you will attend several different Outreach locations in the east end of London, and possibly further afield in Southend-on-Sea. The patient base and oral disease you will encounter is diverse, providing you with a challenging and satisfying professional experience as you progress through the programme.

We are also very keen to embrace the College's desire to prepare you for the complexities of employment in the 21st Century as well as the GDC's expectation that 'the learning outcomes will form the foundation upon which a registrant will be expected to develop and maintain their knowledge and skills throughout their professional career, and become fully proficient'.

Aims of the programme

The Institute of Dentistry is committed to developing a dynamic, confident, adaptable and empowered dental team, through world class innovative dental education and research that will have global impact on improving oral health today, and for the future.

The general aims of the programme offered are to:

- Provide a programme of learning & assessment which covers the aspects of dental hygiene & therapy as defined by the General Dental Council's curricula Preparing for Practice (2015)
- Develop individual communication, critical, analytical, clinical and research skills.
- Develop an individual, who on qualification are competent to undertake unsupervised clinical work within a dental team as defined by the General Dental Council
- Prepare students for employment and career development.
- Enable students to develop the skills necessary for life-long independent learning.
- Provide a supportive & friendly learning environment for students throughout their course

To achieve this within the BSc Programme the main aims are therefore embraced in four themes and are outlined below:

Basic Clinical Sciences (BCS):

- To provide the foundation of knowledge necessary for the understanding of the development and structure of the body tissues and how this relates to function, with an emphasis on tissues directly related to oral function and healthcare.
- To develop an appreciation of how abnormal structure and or function relates to pathological processes and an understanding of the causative agents associated with the disease process.
- To develop an appreciation of dental materials and their application to dentistry.

Clinical Practice (CP):

- To embrace the concept of total and whole patient care and to utilize every clinical encounter as a learning episode

Public Health and Evidence Based Dentistry (PHEBD):

- To develop critical evaluation skills which will enable implementation of best evidence whilst integrating dentistry into the wider social context.
- To develop the understanding of and application of basic principles of research in practice and at community level.

Professionalism, Teamwork, and Social Responsibility(PTSR):

- To develop and enhance values, attitudes and behaviours in the student which will underpin the science and practice of dentistry with professional ethics, team working and social responsibility to produce dental professionals for the future.

What will you be expected to achieve?

In order for you to gain registration with the General Dental Council as a safe beginner on graduation you will be expected to have successfully achieved the learning outcomes outlined by the General Dental Council in 'Preparing for practice: Dental team learning outcomes for registration'. We have adopted these learning outcomes and the level of achievement we will expect of you each academic year will be adjusted for that year of study. The credit levels for each year is 4, 5 and 6 for years 1, 2 and 3 respectively. The overarching learning outcomes are outlined below. For each module these will be developed more fully and published in programme handbooks. Each learning outcome has been allocated to at least 1 module.

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

| Academic Content: | |
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| A1 | To recognise and act within the GDC's standards and within other professionally relevant laws, ethical guidance and systems. PTSR |
| A2 | To understand, and develop the professional attitudes and behaviours relating to the care of all types of patients, colleagues and to peers. PTSR |
| A3 | To describe the principles of epidemiology, psychological and sociological concepts and theoretical frameworks of health, illness, behavioural change and disease. PTSR/PHEBD/BCS |
| A4 | To recognise and demonstrate one's own professional responsibility in the development of self and the rest of the team. PTSR |
| A5 | To identify and describe how to integrate the highest level of evidence, patient values and personal experience and knowledge in clinical decision making at the patient level. PHEBD |
| A6 | To identify and describe how to integrate the highest level of evidence, population needs and stakeholders experience and knowledge to develop and argue for strategies to improve community and societal health. PHEBD |
| A7 | To describe the various ways to study a research question and explain which research study designs are most appropriate to answer certain research questions. PHEBD |
| A8 | To discuss basic sciences including oral anatomy, physiology and pharmacology with respect to health and disease. BCS |

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| A 9 | To describe relevant and appropriate dental, oral, craniofacial and general anatomy and explain their application to patient management. BCS |
| A 10 | To describe relevant and appropriate systems physiology and its relevance and application to patient management. CS |
| A 11 | To apply the basic science that underpins the use of dental biomaterials in the selection and use of appropriate materials in clinical practice and explain their limitations. CS |
| A 12 | To describe the features of a safe working environment and the principles of risk management. CS |
| A 13 | To explain the scientific basis of sterilisation, decontamination and disinfection. CS/CP |
| A 14 | To explain the range of methods of learning and teaching available and the importance of assessment, feedback, critical reflection, identification of learning needs and appraisal in personal development planning. CS |
| A 15 | To learn, understand and explain the range of methods of teaching and learning for continuous learning and development. PTSR |
| A 16 | To explain the importance of assessment, feedback, critical reflection, identification of learning needs and appraisal in personal development planning. PTSR |
| A 17 | To describe the attributes of professional attitudes and behaviour at all times, in all environments and media. PTSR |

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| Disciplinary Skills - able to: | |
| B 1 | Develop and demonstrate the professional attitudes and behaviours relating to the care of all types of patients, colleagues and to peers. PTSR |
| B 2 | Describe and respect the roles of dental and other healthcare professionals in the context of learning and working in a dental and wider healthcare team. PTSR |
| B 3 | Demonstrate search strategies for evidence to inform decision-making (on prevention, diagnosis, prognosis and interventions) throughout the course and explain, and reflect on, the critical appraisal of evidence identified and its implementation in their clinical and population settings. PHEBD |
| B 4 | Design, conduct and report on a screening and prevention programme in the community. PHEBD |
| B 5 | Conceptualise, design, virtually conduct and report on a research study that could help in answering current unanswered health problems. PHEBD |
| B 6 | Know about medical and dental emergencies and demonstrate basic life support processes and techniques. BCS/CP |
| B 7 | Show how a knowledge of biological sciences can be used to support clinical dentistry. BCS |
| B 8 | Recognise and apply the principles derived from the biomedical, behavioural and materials sciences to the practice of dentistry, and take account of the needs of different patient groups including children, adults, older people and those with special care requirements throughout the patient care process. CP |
| B 9 | Take responsibility for ensuring compliance with current best practice guidelines. CP |
| B 10 | Underpin all patient care with a preventive approach that contributes to the patient's long term oral and general health. CP |
| B 11 | Assess and manage caries, occlusion and tooth wear and where appropriate restore the dentition using the principle of minimal intervention. CP |
| B 12 | Communicate appropriately, effectively and sensitively at all times with and about patients, their representatives and the general public. CP/PTSR |

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| B 13 | Engage critically with and commit to continuous learning (life-long learning). PTSR |
| B 14 | Manage own time and resources. PTSR |
| B 15 | Develop awareness of the clinical environment and the necessary background to carry out the preliminary clinical requirements. PTSR |

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| Attributes: | |
| C 1 | To demonstrate the professional attitudes and behaviours relating to the care of all types of patients, colleagues and to peers. PTSR |
| C 2 | To recognise and respect own and others' contribution to the dental and wider healthcare team. PTSR |
| C 3 | To recognise the significance of their own management and leadership role and the range of skills and knowledge required to do this effectively. PTSR |
| C 4 | To engage in action for positive change in the community by experiencing social responsibility opportunities by recognizing and acting on one's responsibility to the educational community and the wider society. PTSR |
| C 5 | To communicate appropriately, effectively and sensitively by spoken, written and electronic methods and develop and maintain these skills. PTSR |
| C 6 | To engage critically with knowledge. PHEBD |
| C 7 | To develop information expertise. PHEBD |
| C 8 | To learn continuously in a changing world. PHEBD |
| C 9 | To recognise and respect own and others' contribution to the dental and wider healthcare team and demonstrate effective team working, including leading and being led. PTSR |
| C 10 | To respect and co-operate with colleagues, staff and peers, and demonstrate a commitment to the maintenance of high levels of professionalism, training and safety. PTSR |
| C 11 | To demonstrate professional attitudes and behaviour at all times, in keeping with the standards expected by the General Dental Council and QMUL. PTSR |
| C 12 | To understand and manage the transition from School to University and onwards into the clinical environment. PTSR |
| C 13 | To think critically utilizing the taught and acquired information and material. PTSR |
| C 14 | To reflect and act on the feedback given. PTSR |

How will you learn?

Teaching on the programme adopts a full range of teaching methods including one to one chairside teaching, small group teaching in seminars or tutorials and whole group where modular teaching as lectures or coordinated interactive and didactic teaching is better delivered at the same time. The majority of teaching from the second year onwards is through small groups both on and off the clinic. Teaching in the CSL will provide a safe and nurturing environment where you will gain experience of and competence in new clinical concepts prior to providing oral healthcare for patients on the clinic. Communication skills training will utilise role play as a means to experience and practice in a safe environment prior to entering the clinic as a 'practitioner' providing dental care for patients under supervision. A blended learning approach will also be developed to provide additional sessional or indeed self directed learning through QMPlus (VLE) and the wider world wide web access where for instance 'how to ' videos will enhance your understanding and provide a means to refresh your knowledge of particular techniques.

Modules will be allocated into timetabled sessions each week, either in small (of up to 10) or large (>20) groups, one to one tuition in the CSL and clinic, and delivered by staff members with appropriate levels of specialist expertise throughout the academic year. This close contact is known to be valued by both students and teachers alike, which also facilitates monitoring of your engagement and progress. You will complete a series of projects under supervision and support your development of key skills and competencies as stated in programme aims and learning objectives.

The Institute of Dentistry embraces the concept of the Student Journey and Experience as outlined in the Queen Mary (QM) Learning, Teaching and Assessment Strategy which encompasses the arrival, the learning opportunities, succeeding and life after QM. The Institute believes that this platform will encourage you to acquire the required knowledge and clinical skills and enable you to excel to your true potential. The relatively small size of the school provides you with a well supported friendly environment in which to learn.

You are encouraged to participate in a number of ways in a variety of ways and feedback on teaching, clinical experience and your learning environment is welcomed. This might be informal contact between you and programme, year or module and assessment leads or more formal feedback through the Staff Student Liaison Committees (SSLC), and representation on the Dental Quality Assessment Committee (DQAC) and Dental Education Committee (DEC).

To compliment directed teaching, you will be expected to carry out a substantial amount of self directed learning in order to maintain your academic progress and develop an evidence based approach to decision making which will produce a safe and competent dental professional on graduation. For example, in Year 1 at least 30% of notional study time will be allocated to self directed learning which diminishes towards the end of the programme whereby the clinical face to face contact with patients will dominate and constitute at least 70% of such time. Your attendance is expected at 80% of time tabled academic and all clinical teaching is mandatory as this is a requirement for satisfactory progress throughout the programme.

How will you be assessed?

Assessment of the programme learning outcomes will encompass many different phases across the programme. The main expectation of you on graduation is that you are able to demonstrate successful completion of the programme and fulfill the learning outcomes required for registration with the General Dental Council. As previously stated this is associated with attaining the highest standards in terms of knowledge, clinical and technical skills and professional attributes whereby you place the patient first at all times.

The Assessment Strategy will encompass summative and formative assessment that tests basic and applied knowledge, your ability to demonstrate competence in carrying out clinical and non clinical procedures on patients and in the CSL respectively. You will achieve this through a variety of assessment methods such as written examinations (Single Best Answer [SBA] and Extended Matching Answers [EMQ], Structured Answer Questions [SAQs]), project writing, case presentations or case studies, laboratory write ups, reflective portfolio, individual group presentations [verbal or poster], work based assessment in the form of clinical course units and Objective Structured Clinical Examinations [OSCE]. These are not exhaustive and will vary depending on the content of each module. LiftUpp will be utilised to monitor the student journey with clinical patients and provide feedback following each patient interaction .

For example, in Year 1 the assessment will be primarily based on testing the necessary scientific knowledge for clinical practice which underpins becoming a safe and competent dental clinician using written papers whereas in the later years there is an emphasis on more practical based assessments such as OSCEs and case presentations. You will be encouraged to reflect on your progress and daily performance as a means to recognize the importance of personal development and achievement and record your reflections and personal development plans in a reflective logbook /portfolio. This will also enable tracking and appraising progress by your tutors and yourself. Such practice will also prepare you for the best employment opportunities by developing positive attitude towards life long learning and advancement of skills.

Throughout, timely formative and summative feedback will be given to you after assessments on an individual or group basis. Such feedback will be especially important in development of communication and clinical skills and will occur at the end of every clinical session whereby a two way discussion will be had between you and your teacher embracing team work and professionalism as well as clinical and knowledge competence.

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The BSc programme structure fully utilises the diversity of the local population and their oral disease and also to embrace the GDC Learning Outcomes to ensure that at graduation you are knowledgeable, professional, safe and competent practitioners.

To achieve this, four main themes have been developed Clinical Sciences (CS), Clinical Practice (CP), Public Health and Evidence Based Dentistry (PHEBD) and Professionalism, Teamwork, and Social Responsibility (PTSR). Your student year will be broken into small groups which will provide a framework for scheduling across the modules on and off the clinic and provision of personal tutor support. Lifelong learning will flow throughout the programme from entry until graduation, with a goal to provide support and guidance throughout the course to ensure that you achieved your own personal goals.

The programme will be delivered around an academic year of three years whereby the programme will build on early basic science knowledge to more established and advanced clinical practice in Outreach Dental Centres and in the main dental hospital. For example, clinical dentistry will start by the development of core clinical skills in the clinical skills laboratory, prior to entry onto the clinic for Clinical Practice in Year 2, progressing to more advanced clinical practice in year 3.

Throughout the programme you will build on the knowledge and increasing clinical skills to provide whole patient care for adults and children, whilst maintaining a scientific and evidence based approach. A strong emphasis will be placed on teamwork, professionalism and social responsibility throughout the BSc programme which will feed into and further develop those all important attributes required at graduation and beyond.

Each year will be structured around the four themes and the assessment of the learning process will match the key elements of demonstration of knowledge acquisition, application of the same and then demonstration of gaining confidence and competence in core clinical skills necessary for entry onto the Dental Care Professionals Register with the GDC. Another key element of our philosophy is to have a global and responsive approach to learning and providing dental care for patients who present for treatment. Assessment will be integrated and developed to reflect the year of achievement and drive your learning based on evidence based assessment and practice. Ultimately, at graduation and by demonstrating knowledge and competence in clinical skills, you will be eligible to register with the General Dental Council.

Academic Year of Study FT - Year 1

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|--|-------------|---------|-------|-------------------------|------------------------|---------------|
| Basic Clinical Sciences | DIN4101 | 30 | 4 | Core | 1 | Semesters 1-3 |
| Clinical Practice -1 | DIN4102 | 60 | 4 | Core | 1 | Semesters 1-3 |
| Professionalism Teamwork and Social Responsibility - 1 | DIN4103 | 15 | 4 | Core | 1 | Semesters 1-3 |
| Public Health & Evidence Based Dentistry - 1 | DIN4104 | 15 | 4 | Core | 1 | Semesters 1-3 |

Academic Year of Study FT - Year 2

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| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|---|-------------|---------|-------|-------------------------|------------------------|---------------|
| Clinical Sciences | DIN5101 | 30 | 5 | Core | 2 | Semesters 1-3 |
| Clinical Practice - 2 | DIN5102 | 60 | 5 | Core | 2 | Semesters 1-3 |
| Public Health and Evidence Based Dentistry - 2 | DIN5103 | 15 | 5 | Core | 2 | Semesters 1-3 |
| Professionalism, Teamwork and Social Responsibility - 2 | DIN5104 | 15 | 5 | Core | 2 | Semesters 1-3 |

Academic Year of Study FT - Year 3

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|---|-------------|---------|-------|-------------------------|------------------------|---------------|
| Clinical Practice- Child Oral Health | DIN6101 | 45 | 6 | Core | 3 | Semesters 1-3 |
| Clinical Practice - Restorative | DIN6102 | 45 | 6 | Core | 3 | Semesters 1-3 |
| Professionalism, Teamwork & Social Responsibility - 3 | DIN6103 | 30 | 6 | Core | 3 | Semesters 1-3 |

What are the entry requirements?

GCSEs: A minimum of 6 GCSEs at Grade C/5, including English, Mathematics, Biology (or Human Biology) and Chemistry. The Science Double Award may substitute all sciences at GCSE.

A-level: ABB including Biology/ IB 32 655 HL Inc. Biology

Access to HE: 60 credits overall, with 45 credits at Level 3, of which 30 credits must be at Distinction and 15 credits at Merit or higher. You must take at least 15 credits in Biology. No Access programme is specified and will accept any programme providing this includes at least 15 credits in Biology related units.

BTEC: Only RQF Nationals BTEC in Applied Science are accepted for entry. The QCF BTEC is not accepted.

For BTEC - RQF (2016) - DDM overall with at least two Distinctions and a Merit in three externally assessed mandatory units is required.

IELTS: IELTS 7.0 overall with 6.5 in writing and no less than 5.5 in all other components, in line with SMD requirements

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

The Dental Quality Assurance committee oversees all aspects of the quality of the programme including module evaluations, external examiner comments and regularly reviews the assessment criteria. Feedback from Module evaluations and the National Student Survey are also considered by this committee.

We also operate an Annual Programme Review of our taught undergraduate and postgraduate provision. The process is normally organized at a School-level basis with the Dean for Dentistry responsible for the completion of the school's Annual Programme Reviews. Students' views are considered in this process through analysis of the NSS and module evaluations. Queen Mary also carries out a Periodic review of education programmes within the Institute of Dentistry and the report, commendations and recommendations are considered by the Quality Assurance Committee and the Dental Education Committee.

The BSc programme will also be subject to regular inspections by the General Dental Council to ensure the course fulfills the criteria for registration as a Dental Hygienist and Dental Therapist.

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year. Each school operates a Learning and Teaching Committee (Dental Education Committee), which advises the Dean for Dentistry on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

What academic support is available?

Your wellbeing is very important to us. The Student Support Office (SSO) within the Institute of Dentistry has a well developed team of staff to help and guide you through the BSc programme. They are keen to make sure that you are offered confidential, independent and non judgemental advice on matters ranging from personal problems and academic issues to university procedures and financial matters such as student funding. You will receive feedback on your progress from the SSO, Senior Tutors and Pastoral Advisors on a regular basis. This will represent a culmination of the feedback you will receive at the end of every clinical session and post assessment to assist your learning by knowing what you could do better on another occasion. By completing a progress review, you will be expected to reflect on your learning and achievements and develop personal development plans to assist your ongoing successful progression to graduation.

You will receive a series of Joining, Rejoining, Assessment and Module Handbooks which will outline the appropriate learning outcomes, academic and clinical requirements and relevant assessment and deadlines for completion of coursework and submission. These are constantly updated where necessary and placed on QMPlus for continued reference.

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

The Institute of Dentistry will provide the following:

For specific learning disabilities:

- Specialist One to One Study Skills Support
- regular support from a specialist one to one tutor for those with identified learning needs
- lecture notes provided prior to the lecture usually through QMPlus as part of a Powerpoint
- Q-Review for lectures and/or permitting the student to record for lectures outside where Q-Review takes place e.g. lab sessions on Phantom Heads
- Specialist software with text-to-speech functionality to aid in concentration/fatigue problems

For physical disabilities:

- Speech recognition software allowing students to dictate without manually typing
- Some information regarding the lab/clinic environment and ensuring it is suitably accessible eg ground floor clinics/lift access to labs on higher floors/ramps etc.

The Student Support Office (SSO) has a well developed team who are keen to make sure that you are offered confidential, independent and non-judgemental advice on matters ranging from personal problems and academic issues to university procedures and financial matters such as student funding.

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Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one study skills tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

Programme-specific rules and facts

Programme Requirements and Progression:

You should at all times abide by the standards of professionalism and academic behaviour expected of dental undergraduates as outlined in principle by the General Dental Council (GDC), the School of Medicine and Dentistry and any Outreach Clinics or other placement NHS Trusts. Assuming you have passed all assessments, on completion of the programme you will be eligible to apply for registration with the GDC but this is dependent on having no outstanding professionalism issues.

All modules in each academic year are core and all must be passed before progression into the subsequent year of the programme. The pass mark for all module examinations, assessment and coursework and for the programme of study is 50.0%

Clinical performance and experience will be monitored throughout the BSc programme. A student whose clinical performance is deemed to be less than satisfactory may be required to attend a specific remedial programme or be required to repeat part of the programme to demonstrate improved performance.

There is no advance standing for this course.

Should a student withdraw from the programme or fail to meet the requirements for progression or award, they may be entitled to an exit award of a Certificate or Diploma or Higher Education, or an Ordinary Degree (where the requirements for those awards have been met; these awards shall be made with the title 'Dental Sciences'. These exit awards will not be sufficient for registration to practice as a Dental Hygienist or Dental Therapist with the General Dental Council.

Links with employers, placement opportunities and transferable skills

Clinical experience gained within the Dental Hospital and outreach centres, supervised by a variety of clinical lecturers, who may be General Dental Practitioners, Dental Hygienist and Dental Therapists.

Dentistry can also be a flexible career for those wishing to take time out, to work irregular days or hours, or for those who wish to work in more than one location or environment.

Programme Specification Approval

Programme Title: BSc Oral Health

Person completing Programme Specification:

Mrs Lorraine Low, Quality Assurance & Assessments Officer

Person responsible for management of programme:

Dr Ioana Ruxandra Moraru

Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:

Date Programme Specification approved by Taught Programmes Board:

26 Nov 2021