Plymouth University Peninsula Schools of Medicine and Dentistry

Programme Specification

BSc (Hons) Dental Therapy and Hygiene

2016/17
**Brief description of Programme**

The BSc (Hons) programme at PU PSMD will provide a distinctive, personalised and intensive Dental Therapy and Hygiene education that is socially accountable. The programme will ensure new graduates are able to register as Therapists/Hygienists with the GDC and respond to the challenge of meeting oral health needs in the future as a key part of the dental team. This programme, where appropriate, will be closely integrated with the successful BDS programme which started in 2007.

Graduates will have demonstrated the core skills, knowledge and learning outcomes as set out in *Preparing For Practice* (General Dental Council, 2015) and be capable of fulfilling the role of a Dental Therapist and Hygienist within the NHS as well as being widely regarded as highly competent and well prepared to embark on a future career whether as a clinician, educator or researcher.

<table>
<thead>
<tr>
<th>Distinctive features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Care Professionals (DCP) are defined as those persons who are involved in the practice of dentistry in its widest forms but who are not qualified with a degree in Dentistry ie BDS. Using appropriately trained Dental Care Professionals, Dental Therapists and Hygienists have been shown to improve dental treatment standards, productivity and efficiency, reduce the clinical workload for the dentist, reduce costs in training the team and improve the distribution of the workforce.</td>
</tr>
</tbody>
</table>

Dental Therapists and Hygienists registered with the General Dental Council (GDC) are trained and competent members of the dental team providing complementary dental treatment for patients within their scope of practice and training. On qualification with a BSc (Hons) in Dental Therapy and Hygiene, individuals are registered with the GDC and are able to work in the primary care General Dental Service, district general hospitals and teaching hospital environments as well as in the salaried and community based dental services, including Dental Access Centres.

The BSc (Hons) Dental Therapy and Hygiene programme is studied over three years full time. It offers a spiral, vertically and horizontally integrated curriculum utilising a blend of teaching and learning methods, which combine clinical skills training with the acquisition of knowledge, skills and professional attributes at all levels of the programme. All teaching and learning activities are patient and student-centred, and are specifically designed for students to experience authentic and contextual learning. Learning opportunities will ensure students are fully prepared for a primary care career but are provided with the most appropriate foundations to further develop their knowledge and skills.

The introduction of a BSc (Hons) in Dental Therapy and Hygiene at Plymouth University in September 2014 is a strategic diversification of the Dental School’s dental education portfolio. The structure of the course is designed to integrate closely with the new undergraduate BDS course, offering Dental Therapy and
Hygiene students the opportunity to be trained alongside dental students and to undertake community engagement. This will broaden the benefits of interprofessional education and enhance the status and awareness of the capabilities and value of DCPs amongst future cohorts of dentists.

Early patient contact commencing mid-way through Year 1 is one of the foundations of this innovative degree programme. While these early patient encounters play an important role in developing students’ communication skills, Year 1 of the programme principally lays the scientific foundations upon which the later more clinically intensive part of the course is built. By the end of the second year of study students will have been introduced to the evidence-based core clinical and technical skills required of a dental therapist and hygienist and will have developed competence in basic dental care. The module descriptors for the clinical elements of the programme clearly delineate students’ progression in terms of their clinical capability, from Introduction to Clinical practice in Year 1 to Developing Clinical Practice in Year 2 and through to Proficient Clinical Practice in Year 3. This ensures that the underpinning foundations laid down in the first year enables all students to be confident and secure to successfully progress to the more complex aspects of the course.

In Year 3 students will gain extensive experience of a wide range of common and important core conditions, with continued reference to the science base that underpins dental practice. Year 3 will provide a thorough grounding for contemporary practice through detailed preparation for the skills and competencies required as a Dental Therapist and Hygienist immediately after graduation. Academic staff are experienced in facilitating a high level of student preparedness for their new roles and for assisting in the development of a reflective portfolio to prepare for work in general practice. The final year is also distinctive in preparing students for their working life on qualification, consolidating and strengthening comprehension, application of information as well as enhancing skills.

Engagement with local communities throughout the course is one of the keys to developing professionalism skills. Dental Therapy and Hygiene students will work closely with local communities to develop a real understanding of the needs and demands of different groups in the population. Staff will inspire and motivate through close contact and support. The wide range of expertise and the drivers of engaging with the community throughout the entire course uniquely prepare students for their future responsibilities.

Students spend a considerable proportion of each semester working closely with disadvantaged communities and the outcomes of the Inter Professional Engagement (Team Working) modules spiral across the two years as experience and life-skills develop and mature. Again, the exceptional links and associations developed within the School by the Community Engagement Team guarantee all students are well prepared and equipped for their professional career.

Small Group teaching is predominantly used to deliver the curriculum, alongside plenaries, Regular Portfolio Appraisal (RPA) tutorials and workshops which support the programme as appropriate. The Simulated Dental Learning Environment (SDLE) enables students to safely develop and consolidate their clinical skills before treating patients and is equipped with a comprehensive and
extensive range of models and equipment and state of the art patient simulators. It provides a protected environment in which to practise clinical and communication skills, working alongside Dental undergraduates to enhance team-working skills.

The majority of the students’ clinical encounters will take place in the School’s Dental Education Facilities (DEF) in Exeter, Derriford and Devonport in Plymouth and Truro. These facilities have been designed and built specifically to meet the needs of students and are integrated with local NHS dental care provision, to allow students to gain experience of routine dentistry in a primary care setting. The University has a strategic partnership with Plymouth Hospitals NHS Trust (the largest acute trust in the South West Peninsula) as well as strong links with the Royal Cornwall Hospitals NHS Trust (RCHT) and the Royal Devon and Exeter Hospital NHS Trust (RDE). These partnerships enable the provision of attachments for students in specialist areas of dental secondary care. Service Level Agreements (SLAs) will be in place with providers in the hospital environment. These include the learning outcomes of each clinical placement and also outline the number of hours of teaching, the degree of supervision, requirements for staff training and requirements for assessment as well as quality assurance.

Professional Accreditation

The BSc (Hons) Dental Therapy and Hygiene programme will be subject to quality assurance inspection by the General Dental Council as part of its accreditation process to enable the three-year programme to be deemed ‘sufficient’.

The GDC have published the following key documents: ‘Preparing for Practice’ (2015), ‘Standards for Education’ (2015), ‘Scope of Practice’ (2013) and ‘Standards for the Dental Team’ (2013) and the development of the new BSc curriculum has been based on the achievement of the standards outlined in these documents.

‘Standards for Education’ covers the areas the GDC expects providers to meet and these include patient protection, quality evaluation and review, and student assessment.

As dental professionals, Dental Therapists and Hygienists must be registered with the General Dental Council and meet their standards. The ‘Scope of Practice’ sets out the skills and abilities each registrant group should have and ‘Standards for the Dental Team’ identifies the standards of conduct, performance and ethics that governs every dental professional.

Entry requirements

BSc (Hons) Dental Therapy and Hygiene Academic Requirements for Direct school leavers or Non-Direct individuals with a Dental Nursing qualification

- **GCE A/AS Levels**
  The typical offer is grades of ABB at GCE A-level and must include Biology.
Qualified Dental Nurses must have the National Diploma/Certificate in Dental Nursing and two A-levels, BB or above, one of which must be Biology.

The GSCE requirements are a minimum of six GSCEs including the subjects below all at grade C and above. These must include Chemistry and Biology or higher tier Dual Award Science, English Language or Literature, Mathematics and a minimum of one other subject at Grade C or above. General Studies at GCE A/AS level is not included within any offer.

- **Access Qualifications**
  Access qualifications will be considered on an individual basis.

- **Key skills**
  Standards in key skills will be viewed as desirable but not essential and therefore will not form part of any formal offer.

- **International Baccalaureate**
  The typical offer for applicants studying the IB Diploma is a score of 34 points overall with at least Biology at the Higher level, either 5 or 6. The typical offer is not necessarily the threshold for selection for interview, which may vary depending on the number of applications received by the School.

- **Scottish Qualifications**
  The typical offer to applicants studying Scottish qualifications are grades of ABB at Advanced Higher level, including Biology. The typical offer is not necessarily the threshold for selection for interview, which may vary depending on the number of applications received by the School.

- **Welsh Baccalaureate Advanced Diploma**
  The typical offer to applicants studying the Welsh Baccalaureate Advanced Diploma is a pass in the Diploma, plus grades BB at GCE A Level in Biology. General Studies at A/AS Level is not included within any offer. The typical offer is not necessarily the threshold for selection for interview, which may vary depending on the number of applications received by the School.

- **Other qualifications**
  UK and EU applicants offering other qualifications are considered on an individual basis. The Admissions Advisory Panel is guided by the advice given by NARIC in reaching decisions on the equivalency and matriculation of qualifications not listed as part of the UCAS tariff.

- **Non EU International Qualifications**
  International applicants need to meet the equivalent admissions criteria described for home students, with the exception that they do not need to sit the UKCAT test. Applicants applying with overseas qualifications should contact the Admissions Team at meddent-admissions@plymouth.ac.uk prior to submitting an application through UCAS. In addition, international applicants need to be fully proficient in English language. All teaching at our School is in English, so if English is not your first language and you do not have a GCSE or IGCSE pass at grade A in English language, you must have one of the following qualifications:
  - International English Language Testing System (IELTS) band 7.5 or above with at least 7.0 in each of the speaking and listening sections, taken within 12 months prior to entry
  - IB score of 6 in English B at the standard level
• **UK Clinical Aptitude Test**
  UKCAT will not be used in any capacity with any applicant.

• **GAMSAT**
  GAMSAT will not be used in any capacity with any applicant.

**Interviews**
Those candidates who meet the necessary admissions standards will be invited for interview. The interview is structured and aims to assess a candidate's characteristics suited to dentistry:

- Integrity
- Honesty
- Flexibility
- Motivation
- Commitment
- Empathy
- Communication Skills
- Insight
- The ability to be a team player
- The ability to deal with stress appropriately
- Problem solving skills
- The ability to reflect

The Dental School's admissions process has been mapped against the principles set out in the Dental School's Council (DSC) ‘Guiding Principles for the admission of Dental Students’ – [http://www.dentalschoolscouncil.ac.uk/](http://www.dentalschoolscouncil.ac.uk/).

The personal attributes assessed at interview take into account those abilities needed in a Dental Therapist and Hygienist as set out in Standards for Dental Professionals.

**Fitness to Practise**
A fitness to practise assessment prior to admission involves the following:

- A health assessment screening (some conditions may be incompatible with working in dentistry)
- Mandatory screening for Hepatitis C and HIV. Candidates who screen positive for Hepatitis C or HIV will not be admitted to the School
- Hepatitis B screening & immunisation (Hepatitis B antigen positive candidates may be unable to work in dentistry – the School will offer advice to students)
- Satisfactory clearance under an enhanced disclosure from the Disclosure and Barring Service (DBS)
Currently there are no progression routes from foundation degrees to the Plymouth University Peninsula Schools of Medicine and Dentistry (PU PSMD) BSc programme or between the BSc and the BDS or BMBS programmes.

Programme aims

The programme aims include the following:

- To provide students with the core skills and knowledge to qualify and register as a Dental Therapist and Hygienist with the GDC
- To provide training and education as approved by the General Dental Council.
- To develop competence in clinical skills.
- To develop students’ critical and analytical powers in relation to dentistry.
- To enhance personal and professional skills.
- To develop transmissible skills for lifelong learning and a career as a dental care professional.
- To provide students with opportunities for multidisciplinary working.
- To develop communication skills and team-working skills

Programme Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes. The Programme Learning Outcomes are derived from the General Dental Council’s requirements set out in the publication ‘Preparing for Practice’ (2015), which establishes seven overarching outcomes which must be demonstrated by the programme. These overarching outcomes form the key principles of effective and professional practice that run through four main domains, namely:

- Clinical
- Communication
- Professionalism
- Management and Leadership

On graduation, students should be able to demonstrate the following programme learning outcomes:

1. Practise safely and effectively, making the high quality long term care of patients the first concern.

2. Recognise the role and responsibility of being a registrant of the GDC and demonstrate continuing professionalism throughout their education, training and practice in accordance with GDC guidance.

3. Demonstrate effective clinical decision making.

4. Describe the principles of good research, how to access research and interpret it for use as part of an evidence-based approach to practice.
5. Apply an evidence-based approach to learning, practice, clinical judgment and decision-making and utilise thinking and problem-solving skills.

6. Accurately assess their own capabilities and limitations, demonstrating reflective practice, in the interest of high quality patient care and act within these boundaries.

7. Recognise the importance of lifelong learning and apply it to practice.

Detailed mapping of all required GDC learning outcomes against individual modules has also been completed.

The *Preparing for Practice* (2015) outcomes are available via the web link below.


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<table>
<thead>
<tr>
<th>Teaching, learning and assessment strategies</th>
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<tbody>
<tr>
<td>PU PSMD is committed to placing the student experience at the heart of all educational activities. All teaching and learning activities are patient and student-centred and provide opportunities for authentic and contextual learning.</td>
</tr>
</tbody>
</table>

The BSc curriculum is best described as a spiral, vertically and horizontally integrated curriculum utilising a blend of teaching and learning methods. These teaching and learning methods are research and evidence based and linked to contemporary educational theory.

In Years 1 and 2 of the programme, teaching and learning is initiated by clinical cases and patient narratives and uses a blend of structured, enquiry-based small group learning, large group plenary sessions and supported independent study working alongside BDS students where appropriate. For case-based learning, students will use all of the same learning materials as the BDS students in Year 1 and much of the same materials for Year 2 but they will be facilitated by context, specific to Dental Therapy and Hygiene. The learning occurs within an intensely supported environment, including expert tutor-facilitated sessions in the Life Sciences Resource Centre, Simulated Dental Learning Environment, Clinical Skills Resource Centre, reflective Regular Portfolio Appraisal (RPA) sessions and workshops, all allowing for group interaction, discussion and feedback. State-of-the-art digital technologies and Technology-Enhanced Learning resources are also a key aspect to help support learning through the 3 years of the programme.

In Year 3 of the programme the learning occurs predominantly within the primary care clinical environment of the Dental Education Facilities. These are supported by an academic programme, including plenaries, seminars, workshops and small group Daybook sessions, which build on previous learning and help to integrate scientific and clinical knowledge.

**Student Support**

Academic Tutors support the educational progress of students by guiding learning approaches and providing first level remediation. During the RPA tutorial, action plans are drawn up which also document the problems and solutions discussed in each meeting. Academic Tutors not only discuss academic progress, but also the results of the various
Professionalism Judgements that students regularly receive from various sources at key points throughout the programme.

Academic Tutors are supported by the Programme Lead and Year Leads to help deal with more complex or persistent problems with a student. In addition to the Academic Tutor system, the School’s Remediation Lead, with colleagues, will also offer specialist levels of enhanced remediation to students. The Remediation Lead, a member of the clinical academic team, has experience and understanding of how students can learn effectively and has a particular interest in change management, motivational interviewing, CBT and coaching. Each student referred to the Remediation Lead has an interview which focusses on the student’s study skills and wider personal and health issues.

Pastoral Tutors are available at both the main Campus and at the John Bull Building. They are willing and able listeners who can facilitate in non-academic matters and who can also help signpost other support services operated by the University, such as the Student Counselling service. Plymouth University provides a full range of services to support learning and student life.

Each of the School’s Dental Education Facilities (DEFs) has a nominated Clinical Lead, who is the main point of contact for overseeing the quality of the clinical provision, supervision and support in the clinical environment. Students can contact the Clinical Lead in the event of any concern or problems arising during the clinical encounter, for example a patient safety issue or clinical incident. All students will receive an introductory session on their induction to each of the DEFs that highlights the health and safety policies and procedures, learning objectives for the clinical year and any assessments that will take place. Academic staff and Clinical Leads in the School’s DEFs have published a clinical manual as a learning resource for Clinical Supervisors, BDS students and BSc students. Supported by the Clinical Leads, Clinical Supervisors are experienced primary care dentists, dental hygienists and dental therapists who provide direct supervision for students working with patients.

**Assessment**

The programme includes a fair and transparent assessment policy which helps to drive student learning. Assessment in the three-year programme draws very heavily on the assessments developed in the four-year BDS programme, which was deemed compliant with GDC requirements. The governance of assessment is overseen by the Award Assessment Board which reports to the Faculty Teaching and Learning Committee. External Examiners provide independent overview and advice. All assessments are evidence-based and supported by educational literature.

The assessments will be frequently reviewed in relation to student performance and feedback from academic staff, External Examiners and the discussions in the various Assessment Panels and the Award Assessment Board. Feedback from students via the various Quality Monitoring processes is also considered.

PU PSMD has a supportive approach to assessment with a frequent look and rapid response to remediation issues. This enables struggling students to be quickly identified and supported. A Special Provision Policy is in place to respond to additional requirements needed to support students.

Assessment is related to modules and the attainment of learning outcomes.
Formative assessment is a key component of the programme and is provided on a continual basis using the following mechanisms:

- Enquiry-based small group feedback sessions
- SDLE feedback sessions
- Clinical sessions and related debrief sessions with Clinical Supervisors and Clinical Leads
- Via learning plans agreed in the RPA tutorials with Academic Tutors
- Peer and self-assessment (e.g. via tests available on the MLE for IRMER)
- MCQ and progress test feedback and formative MCQ/Progress test questions

Summative assessment takes place throughout each year. Methods of assessment include:

- MCQs – these are taken twice a year in Year 1. The MCQ draws on questions from curriculum topics introduced to students.
- The Progress Test – this test is taken 3 times a year in Years 2 and 3. The Progress Test draws on questions from the breadth of applied dental science and clinical practice and is set at the level of a qualifying Dental Therapist. All students (Years 1 to 3) take the same test which is designed to measure student progress throughout the programme. For students in Years 1 this Progress Test is formative. PU PSMD maintains a large bank of questions, which have been validated by External Examiners. Assessment is criterion referenced in all years.
- Structured Clinical Operative Tests (SCOTs/Form T) (Years 1, 2 and 3) – these tests introduce a greater level of objectivity to the assessment of operative clinical skills and test intra-operative skills, communication skills and contingency management and performance of these with awareness of the psychosocial context and ethical framework
- Integrated Structured Clinical Examination (ISCE) (Year 3) - Students rotate through a series of related stations where they are examined on their ability to apply skills and interpret information in a clinical setting
- Exit Case Presentations assess students’ interactions with patients and their ability to interpret information, assist in diagnosis and treatment planning, develop management plans and provide treatment within the ‘Scope of Practice’ (Year 3)
- Capability Assessments and Clinical Skills Competencies – students must demonstrate capability in an agreed set of clinical skills and techniques in a simulated environment (Year 1) and Clinic Capability Assessments with patients (Year 2)
- Regular Portfolio Appraisal – students maintain a portfolio which will contribute to summative assessment (Years 1, 2 and 3)
- Written reports and presentations (Years 1 and 2)

Standard Setting
Standard setting is the process used to define a level of satisfactory performance for various assessment tasks. For individuals to be assessed as satisfactory they must demonstrate performance at or above this level. Relevant standard setting techniques including, Angoff and Borderline Regression are employed as described in the relevant Module Handbooks.

Passing criteria and grading
Criteria for passing each module and final award criteria are described in detail in the relevant Module Handbooks and regulations.

**Rules of progression**
For a student to progress to the next stage of study they must normally pass all modules in the same academic year. There is no compensation of modules. Details of these rules are described in the regulations.

**Remediation and resit**
Details of procedures and criteria for resit of summative assessments are described in the relevant Module Handbooks.

**BSc (Hons)**
The Progress and Award Board awards a BSc (Hons) degree to students passing all modules. Awards will be made in line with the academic regulations. The degree will not be classified but students meeting the required criteria will be awarded a BSc (Hons) with Pass/Merit/Distinction.

The table below outlines the assessments in Years 1, 2 and 3 which are included as part of the calculation of the BSc (Hons) awards. The average z-score for Year 1, Year 2 and Year 3 are weighted on the basis of a 1:3:6 ratio in calculating the final overall z-score.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Average MCQ Z-score*</th>
<th>TW1 Report Z-score</th>
<th>Y1 Z-score*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>ADTK Average Z-score*</td>
<td>TW2 Reflective Logbook/Poster Z-score</td>
<td>Clinical Audit Z-score</td>
</tr>
<tr>
<td>Year 3</td>
<td>ADTK Average Z-score*</td>
<td>ISCE Z-score</td>
<td>Case Presentation Z-score</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PCP2 Average*</td>
</tr>
<tr>
<td>Final Zscore*</td>
<td>Y1 = 10%</td>
<td>Y2 &gt;= 30%</td>
<td>Y3 = 60%</td>
</tr>
</tbody>
</table>

* Restandardised Score

In the event that a student is required to repeat module assessments, the first attempt data will be used as part of the calculation of the BSc award. The following assessments are also excluded from the calculation of the degree classification:

- Formative assessments
- Regular Portfolio Appraisal assessments on a Satisfactory/Borderline/Unsatisfactory scale
- Clinical assessments on a Capable/Not Capable or Competent/Not Competent basis

**Exit Award**
Students leaving the programme prior to the successful completion of Year 3 will receive a transcript showing the credits achieved. An exit degree of Certificate of Higher Education or Diploma of Higher Education is available to those students who leave the programme.
following successful completion of Years 1 or 2 with the appropriate number of credits. These awards are not eligible to be used for registration with the GDC.

Management of Assessment
Assessments are managed through a series of Subject Assessment Panels and the Award Assessment Board.

External Examiners have responsibility for review and report on module assessment and progression. Assessment Panels (including External Examiners) are responsible for assessment setting (including standard setting) and review of outcomes.

External examiners not only attend Panels and Award Assessment Board meetings but also have the opportunity to attend the School during term time, to meet student representatives and review student summative assessments.

Programme structure and pathways
This is an integrated programme with the emphasis on acquisition of knowledge, clinical skills and personal development across modules, revisiting core concepts over the three years. Therefore, there will be elements of level 4, 5 and 6 learning in all years of the programme, but by Year 3 learning will be at level 6 across the programme. Details of each module can be found in the Module Records.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Assessment</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Dental Science 1</td>
<td>MCQ Tests</td>
<td>50 credits</td>
</tr>
<tr>
<td>Introduction to Clinical Practice 1</td>
<td>Capability Assessments</td>
<td>20 credits</td>
</tr>
<tr>
<td>Introduction to Clinical Practice 2</td>
<td>Capability Assessments and SCOTs</td>
<td>30 credits</td>
</tr>
<tr>
<td>Team-working 1</td>
<td>Team-working Report</td>
<td>10 credits</td>
</tr>
<tr>
<td>Professional Development 1</td>
<td>Regular Portfolio Appraisals</td>
<td>10 credits</td>
</tr>
<tr>
<td><strong>Total for year:</strong> 120 credits</td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Assessment</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Dental Therapy Knowledge 1</td>
<td>Progress Tests</td>
<td>30 credits</td>
</tr>
<tr>
<td>Developing Clinical Practice 1</td>
<td>Capability and Competency Assessments</td>
<td>20 credits</td>
</tr>
<tr>
<td>Developing Clinical Practice 2</td>
<td>Capability Assessments and SCOTs</td>
<td>30 credits</td>
</tr>
<tr>
<td>Team-working 2</td>
<td>Reflective Logbook and Academic Poster</td>
<td>20 credits</td>
</tr>
<tr>
<td>Clinical Audit</td>
<td>Audit Report</td>
<td>10 credits</td>
</tr>
<tr>
<td>Professional Development 2</td>
<td>Regular Portfolio Appraisals</td>
<td>10 credits</td>
</tr>
<tr>
<td><strong>Total for year:</strong> 120 credits</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Year 3</th>
<th>Assessment</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Dental Therapy Knowledge 2</td>
<td>Progress Tests</td>
<td>30 credits</td>
</tr>
<tr>
<td>Proficient Clinical Practice 1</td>
<td>SCOTs, Form Ss</td>
<td>40 credits</td>
</tr>
<tr>
<td>Proficient Clinical Practice 2</td>
<td>ISCE, Case Presentations</td>
<td>40 credits</td>
</tr>
<tr>
<td>Professional Development 3</td>
<td>Regular Portfolio Appraisals</td>
<td>10 credits</td>
</tr>
<tr>
<td><strong>Total for year:</strong> 120 credits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Non-standard regulations

1 Programme / scheme structure

1.1 Academic study will be organised into modules, specified in terms of credits. Module sizes may vary from 10 to 50 credits.

1.2 The credit weighting of the undergraduate awards will be:

<table>
<thead>
<tr>
<th>Award</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science (Hons) Dental Therapy and Hygiene</td>
<td>360 credits with at least 120 credits at Level 6 or above, and a further 120 at Level 5 or above</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>240 credits of which 120 are at Level 5 or above (non registerable)</td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>120 credits at Level 4 (non registerable)</td>
</tr>
</tbody>
</table>

1.3 Students may not be permitted to vary their programme of study at any Stage or Level due to the need to meet Professional Regulatory Statutory Body requirements.

2 Student Registration

2.1 The minimum duration of the Bachelor of Science Dental Therapy and Hygiene programme is three years full time. Under normal circumstances, a student must satisfactorily complete all assessments and examinations within five years to quality for the award of Bachelor of Science Dental Therapy and Hygiene.

3 Assessment

3.1 Formal examinations (e.g. progress tests) will be scheduled at set points during the academic year which may not always coincide with the University examination periods.

4 Rules of Progression – Bachelor of Science in Dental Therapy and Hygiene

4.1 In Year 1, the Award Assessment Board will convene to consider student progression from Introduction to Clinical Practice 1 to Introduction to Clinical Practice 2, and will normally only consider student performance in Introduction to Clinical Practice 1 together with the student’s Hepatitis B immunisation status in order to reach a progression decision. A student will be deemed to have failed Introduction to Clinical Practice 1 if they have not successfully completed all competencies by the end of case 9 and would therefore be deemed to have failed Stage 1. Normally a student in this situation will be required to interrupt their studies at this point.

4.2 The Award Assessment Board will not permit any student with a ‘not-known’ Hepatitis B immunisation status to commence any activity within Introduction to Clinical
Practice 2 which involves performance of clinical procedures on patients or peers in any Dental Education facility or clinic.

4.3 When considering student progression between Stages at the end of each academic year, the Award Assessment Board will consider student performance in each module, the professional behaviour of the student, the student’s attendance record and other reports from the Faculty Health and Conduct Review Group. Each student’s case will be considered on its own merits. The Award Assessment Board will take a holistic view of these data sets when making progression decisions.

4.4 If a student fails in any one module, they will be required to repeat the year in its entirety.

4.5 If a student achieves fails in more than one module, they may be required to withdraw from the programme.

4.6 A student will not be allowed to repeat the same year more than once.

4.7 A student may be allowed to repeat two different years of the programme only at the discretion of the Award Assessment Board.

4.8 A student must submit themselves for all required assessments unless authorised absence or extenuating circumstances have been approved within the appropriate timelines.

4.9 Progression from Stage to Stage

A student will be expected to pass each stage of study in its entirety before being allowed to progress to the next stage.

4.10 Graduation – Successful Completion

In order to graduate with a BSc, a student must achieve a pass in all modules in the same academic year.

4.11 Award of Credit

Module credits will be awarded at the Award Assessment Board, but progression through the programme does not depend only upon credit accumulation because of the requirement for currency of knowledge and skills in the programme.

4.12 A Diploma of Higher Education may be awarded, as an exit award, to:

- A student who is registered for the award of Bachelor of Science in Dental Therapy and Hygiene and has successfully completed 240 credits, of which at least 120 are at Level 5 or above.

4.13 A Certificate of Higher Education may be awarded, as an exit award, to:
A student who is registered for the award of Bachelor of Science in Dental Therapy and Hygiene and has successfully completed 120 credits at Level 4 or above.

4.14 Students awarded the Dip HE or Cert HE will not be qualified to register with the General Dental Council, but will receive a transcript of credits achieved.

5 **Award of Bachelor of Science in Dental Therapy & Hygiene**

5.1 A BSc (Hons) in Dental Therapy and Hygiene may be awarded to a student who has passed 360 credits, including all 120 credits at Level 6 and met all of the module specific requirements for the award.

The degree is not classified. However if the student's average z-score falls within the boundaries of the awards defined below, the student is entitled to that award:

<table>
<thead>
<tr>
<th>Z-Score</th>
<th>Predicted % Score range</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>z ≥ +1</td>
<td>70 or above</td>
<td>BSc (Hons) with Distinction</td>
</tr>
<tr>
<td>-0.5 ≤ z &lt; +1</td>
<td>60-69</td>
<td>BSc (Hons) with Merit</td>
</tr>
<tr>
<td>z &lt; -0.5</td>
<td>59 or below</td>
<td>BSc (Hons)</td>
</tr>
</tbody>
</table>

5.2 Certain module assessments are excluded from calculation of the award. The module assessments used in the calculation of the award are set out in the Programme Specification.

5.3 Resit data are excluded, unless a student has taken these as their first attempt.

5.4 If a student has repeated a Stage, the data used to calculate assessment z-scores is taken from the first attempt.

5.5 In determining the levels of award, only the overall z-score may be initially used by the Board. If this score is predicted to be within 3% of a higher award, z-score data for Stage 3 will be considered and if this meets the required standard, the student should be awarded the higher level award. The Board may not use other criteria as a means of determining the level of award.
<table>
<thead>
<tr>
<th></th>
<th><strong>GDC Standards for Education (2015)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>UCAS code</td>
<td>B750</td>
</tr>
<tr>
<td>JACS code</td>
<td>B750</td>
</tr>
</tbody>
</table>