Plymouth University Peninsula Schools of Medicine and Dentistry

Programme Specification

Bachelor of Dental Surgery (BDS)

2016/17
Brief description of Programme

The BDS programme at PU PSMD provides a distinctive, personalised and intense dental education that is socially accountable and is targeted at ensuring new graduates are able to register as dentists with the GDC and respond to the challenge of meeting oral health needs in the future. 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 DF1 dentist 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.

Distinctive features

The BDS programme is studied over 5 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. The opportunities in Peninsula Dental School (PDS) 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 enabling them to enter any dental specialist training programme.

Early patient contact commencing mid-way through Year 1 is one of the foundations of this innovative degree programme and is unique in the UK. While these early patient encounters play an important role in developing students’ communication skills, Years 1 and 2 of the programme principally lay the scientific foundations upon which the later more clinically intensive part of the course are 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 modern dentists and will have developed early competences in basic dental care. PDS focus on the underpinning foundations laid down in the early years ensuring all students are confident and secure to successfully progress to the more complex aspects of the course.

In Years 3 - 5 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 5 will provide a thorough grounding for contemporary practice through detailed preparation for the skills and competencies required as a Dental Foundation 1 Practitioner immediately after graduation, and through gaining understanding of the patient journey through both primary and secondary dental care. School staff are experienced in facilitating a high level of student preparedness for DF1 roles, including preparing students for national interviews and examinations, and for assisting in the competitive application process for DF1 posts. 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 dental students developing professionalism skills and a real understanding of the needs and demands of different groups in the population. Staff 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 PDS students for their future responsibilities.

Students spend a considerable proportion of each semester working closely with disadvantaged communities and the outcomes of the special study units spiral across the years as experience and life-skills develop and mature. Again, the exceptional links and associations developed within the school by the Community Development Team guarantee PDS students are well prepared and equipped for their professional career.

Small Group teaching is predominantly used to deliver the curriculum, and plenaries, Regular Portfolio Appraisal (RPA) tutorials and workshops support the programme as appropriate. The Simulated Dental Learning Environment (SDLE) enables students to develop and consolidate their clinical skills before treating patients safely 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.

A small number of students are offered the opportunity to intercalate at the end of Year 3. Intercalation allows students to interrupt their studies for a year in order to join the MSc Biomedical Science programme with Plymouth University, before re-joining the BDS programme at the start of Year 4.

The majority of the students’ clinical encounters will take place in one of the School’s four Dental Education Facilities (DEF) based in Exeter, Derriford and Devonport in Plymouth and in Truro. These facilities have been designed and built specifically to meet the needs of dental students and are integrated with local NHS dental care provision, to allow students to gain experience of both routine and specialist dental care 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 (RD&E). These partnerships enable the provision of Specialist Care Visits for BDS students, clinical attachments in specialist areas of dental and medical secondary care. Service Level Agreements (SLAs), which 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 and quality assurance, are in place with providers in the hospital environment.

### Professional Accreditation

The PU PSMD BDS programme is subject to quality assurance inspection by the General Dental Council as part of its accreditation process to enable the five-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). ‘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, Dentists 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

Please refer to the Plymouth University website for the most up to date information regarding the entry requirements for the BDS Programme https://www.plymouth.ac.uk/courses/undergraduate/bds-dental-surgery.

Academic Requirements for Direct School Leavers (within two years of qualification)

- **GCE A/AS Levels**
  The typical offer is grades of AAA at GCE A level, and must include Chemistry and Biology. General Studies at GCE A/AS level is not included within any offer.
  Although some non-academic qualifications are now included in the UCAS tariff, PU PSMD will not under normal circumstances consider these as part of an application. 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.

- **Unit Grades**
  Unit grades will not normally be considered either in selecting a candidate for interview or as part of any offer.

- **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 36-38 points, including a 6 in Biology and Chemistry at the higher level. 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 AAA at Advanced Higher level, including Chemistry and 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 AA at GCE A Level in Chemistry and 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.

- **Irish Leaving Certificate**
  The typical offer to applicants studying the Irish Leaving Certificate is grades ofAAAAA at the higher level including Biology and Chemistry. 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.

- **Cambridge Pre-U Diploma**
  The typical offer to applicants studying the Cambridge Pre-U diploma are grades of D3, D3 and M1, including Chemistry at D3 and Biology at a minimum of M1. Applicants will be required to pass the Global Perspectives and Independent Research element at a minimum of M3.

- **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 the first language and they do not have a GCSE or IGCSE pass at grade A in English language, they 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

- **General Certificate of Secondary Education**
  Students are required to achieve a minimum of seven GCSE passes at grades A-C which must include English Language, Mathematics and either GCSE single and additional science or GCSE Biology.

- **UK Clinical Aptitude Test**
  PU PSMD uses the UK Clinical Aptitude Test (UKCAT) in order to make more informed choices from amongst the many applicants who apply for a place on the BDS programme. All Direct School Leaving applicants applying, with the exclusion of International applicants, must have completed a valid UKCAT test within the year of application. UKCAT test results are used alongside the academic information provided on the UCAS form in order to select candidates for interview.

**BDS Academic Requirements for Non-Direct School Leavers**
To ensure that non-direct school leavers or graduate applicants are assessed fairly against the same academic criteria, the Graduate Medical School Admissions Test (GAMSAT) is used to assess applicants. Prior degree awards and classifications are not used to assess an applicant’s intellectual aptitude to study dentistry. All graduates, students enrolled onto the second year of a degree programme or other non-direct school leavers (for whom it is more than two years between their secondary school qualification and the year of application) are required to sit this test. The minimum overall and subtest GAMSAT scores required for an applicant to be invited for an interview will vary year on year.

**Non Academic requirements**

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

**Student Conduct and Fitness to Practise**

Practising as a Dentist requires the highest standards and we take seriously our commitment to enrol, and teach, only those students with the integrity required by the profession. Detailed information relating to the Dental Student Agreement, Fitness to Practise and students with disabilities can be found on the Plymouth University website https://www.plymouth.ac.uk/courses/undergraduate/bds-dental-surgery/student-conduct-and-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
Progression routes

Currently there are two progression routes onto the Plymouth University Peninsula Schools of Medicine and Dentistry (PU PSMD) BDS programme.

1. Year 1 Transfer
Students commencing a BSc in either Biomedical Science or Human Biosciences with Plymouth University, who meet the pre-determined academic profile, can apply to transfer into Year 1 of the BDS programme. Eligible students must achieve the equivalent of a 1st for Year 1 of the BSc.

2. Graduate Entry
Students who have achieved a 1st in one of the five School of Biomedical and Healthcare Science degree programmes can apply to join the BDS programme through UCAS. The degree needs to have been awarded no more than two years preceding application. Students selecting this entry route do not need to sit the Graduate Medical Schools Admissions Test (GAMSAT).

Both progression options are still subject to interview performance and all offers made will be conditional. For non-academic conditions please refer to the course entry requirements page: https://www.plymouth.ac.uk/courses/undergraduate/bds-dental-surgery

Programme aims

The BDS programme aims include the following:

- To provide students with the core skills and knowledge to qualify, register as a dentist with the GDC and fulfil the role of a Dental Foundation Practitioner (DF1) within the NHS.
- 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 transferable skills for lifelong learning and a career in dentistry.
- To provide students with opportunities for multidisciplinary working.
- To develop communication skills and team-working skills

Programme Intended Learning Outcomes
The BDS 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 BDS 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 through 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.

The Preparing for Practice (2015) outcomes are available via the web link below.
http://www.gdc-
uk.org/Aboutus/education/Documents/Preparing%20for%20Practice%20(revised%202015).pdf

Teaching, learning and assessment strategies

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.
The BDS 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. 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 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 5 years of the BDS programme.

In Years 3-5 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 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 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 focussing 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. Clinical Leads in the School's DEFs have published a clinical manual as a learning resource for both Clinical Supervisors and BDS students. Supported by the Clinical Leads, Clinical
Supervisors are experienced primary care dentists who provide direct supervision for students working with patients.

**Assessment**

The BDS programme includes a fair and transparent assessment policy which helps to drive student learning. The diet of assessment in the five-year programme draws very heavily on the assessments developed in the four-year entry 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 DLE 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 three times a year in Year 1 and 2. The MCQ draws on questions from curriculum topics already introduced to students.
- The Progress Test – this test is taken 3 times a year throughout the programme. The Progress Test draws on questions from the breadth of dental science and clinical practice and is set at the level of a qualifying dentist. All students (Years 2 to 5) take the same test which is designed to measure student progress throughout the programme. For students in Year 2 the 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.
- Integrated Structured Clinical Examination (Year 5) – 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, diagnose and develop management plans
- Clinical Competencies – students must demonstrate competence in an agreed set of clinical skills and techniques in a simulated environment or with patients (all years)
- Regular Portfolio Appraisal – students maintain a portfolio which will contribute to summative assessment
- Written reports and presentations

**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 Hofstee, Angoff and Borderline Groups are employed as described in the relevant Module Handbooks.

**Passing criteria and grading**

Criteria for the award of final module grades for each module 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 or achieve at least a satisfactory final grade in all modules in the same academic year. 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.

**BDS with Honours**

The Progress and Award Board may award a BDS degree with Honours to a student whose academic performance in Year 5 demonstrates excellent performance - details of the criteria for Honours are to be found in the regulations.

**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 Bachelor of Oral Health Studies is available to those students who wish to leave the programme following successful completion of Years 1, 2 and 3 and achievement of 360 credits. This is a non-registerable qualification. Students leaving the course during Years 4 and 5 will also be awarded the Bachelor of Oral Health Studies, and will be provided with a transcript showing credits achieved.

The table below outlines the assessments in Years 1, 2 and 3 which are included as part of the calculation of the BOHS award. 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.
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 BOHS classification. The following assessments are also excluded from the calculation of the BOHS 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

**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 five 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.

Learning within modules is in units – each of these is mapped against learning outcomes and levels.

<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>Clinical Dental Practice 1</td>
<td>Clinical competencies</td>
<td>20 credits</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
<td>Credits</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Clinical Dental Practice 2</td>
<td>Clinical competencies</td>
<td>30</td>
</tr>
<tr>
<td>Inter-professional Engagement 1</td>
<td>SSU Report</td>
<td>10</td>
</tr>
<tr>
<td>Professional Development 1</td>
<td>Regular Portfolio Analysis</td>
<td>10</td>
</tr>
<tr>
<td><strong>120 credits Transcript for Certificate in Higher Education Exit Award</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Dental Science 2</td>
<td>MCQ Tests</td>
<td>40</td>
</tr>
<tr>
<td>Clinical Dental Practice 3</td>
<td>Clinical competencies</td>
<td>20</td>
</tr>
<tr>
<td>Clinical Dental Practice 4</td>
<td>Clinical competencies</td>
<td>30</td>
</tr>
<tr>
<td>Inter-professional Engagement 2</td>
<td>Report and poster</td>
<td>20</td>
</tr>
<tr>
<td>Professional Development 2</td>
<td>Regular Portfolio Analysis</td>
<td>10</td>
</tr>
<tr>
<td><strong>240 credits Transcript for Diploma in Higher Education Exit Award</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Dental Knowledge 1</td>
<td>ADK Progress Tests</td>
<td>30</td>
</tr>
<tr>
<td>Critical Appraisal 1</td>
<td>Critical Appraisal Report</td>
<td>20</td>
</tr>
<tr>
<td>Clinical Dental Practice 5</td>
<td>Clinical competencies</td>
<td>30</td>
</tr>
<tr>
<td>Clinical Dental Practice 6</td>
<td>Clinical competencies</td>
<td>20</td>
</tr>
<tr>
<td>Inter-professional Engagement 3</td>
<td>Report</td>
<td>10</td>
</tr>
<tr>
<td>Professional Development 3</td>
<td>Regular Portfolio Analysis</td>
<td>10</td>
</tr>
<tr>
<td><strong>360 credits Bachelor of Oral Health Studies Exit Award</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Dental Knowledge 2</td>
<td>ADK Progress Tests</td>
<td>30</td>
</tr>
<tr>
<td>Clinical Dental Practice 7</td>
<td>Clinical competencies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unseen case presentation</td>
<td>60</td>
</tr>
<tr>
<td>Inter-professional Engagement 4</td>
<td>Clinical Audit Report</td>
<td>20</td>
</tr>
<tr>
<td>Professional Development 4</td>
<td>Regular Portfolio Analysis</td>
<td>10</td>
</tr>
<tr>
<td><strong>480 credits Bachelor of Oral Health Studies Exit Award</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Dental Knowledge 3</td>
<td>ADK Progress Tests</td>
<td>30</td>
</tr>
<tr>
<td>Clinical Dental Practice 8</td>
<td>ISCE</td>
<td>20</td>
</tr>
<tr>
<td>Clinical Dental Practice 9</td>
<td>Clinical competencies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case presentation</td>
<td>50</td>
</tr>
<tr>
<td>Inter-professional Engagement 5</td>
<td>Report</td>
<td>10</td>
</tr>
<tr>
<td>Professional Development 5</td>
<td>Regular Portfolio Analysis</td>
<td>10</td>
</tr>
<tr>
<td><strong>600 credits BDS</strong></td>
<td></td>
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</tbody>
</table>

Selected students will also have the opportunity to study for an intercalated degree between Years 3 and 4.

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**Non-standard academic regulations**

The standard University academic regulations are available at: [https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations](https://www.plymouth.ac.uk/student-life/your-studies/essential-information/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 60 credits.

1.2 The credit weighting of undergraduate awards will be:

<table>
<thead>
<tr>
<th>Award</th>
<th>Credits Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Dental Surgery</td>
<td>600 credits with at least 360 credits at Level 6 or above, and a further 120 at Level 5 or above</td>
</tr>
<tr>
<td>Bachelor of Oral Health Studies</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 Dental Surgery degree is five years full time. Under normal circumstances, a student must satisfactorily complete all assessments and examinations within seven years to qualify for the award of Bachelor of Dental Surgery.

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 – BDS

4.1 The Year 1 structure includes a formal progression point mid-year. In Year 1, the February Award Assessment Board will convene to consider student progression from Clinical Dental Practice 1 to Clinical Dental Practice 2, and will normally only consider student performance in Clinical Dental 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 Clinical Dental Practice 1 if they have not successfully completed all competencies required as part of the module 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 February Award Assessment Board will not permit any student with a ‘not-known’ Hepatitis B immunisation status to commence any activity within Clinical Dental Practice 2 which involves performance of clinical procedures on patients or peers in any Dental Education facility or clinic.
4.3 The Year 2 and Year 3 structures include formal progression points mid-year. When considering student progression between modules in Year 2 and Year 3, the February Award Assessment Board will consider student performance only in the specific Clinical Dentistry modules. A student will be deemed to have failed a Clinical Dentistry module if they have not successfully completed all competencies required as part of the module and would therefore be deemed to have failed that particular Stage. Normally a student in this situation will be required to interrupt their studies at this point.

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 a fail 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 will not be allowed to repeat more than two different years of the programme.

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 BDS, 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.

5 Award of BDS and Bachelor of Oral Health Studies (Hons)
5.1 A BDS may be awarded to:

- A student who is registered for the award of Bachelor of Dental Surgery and has successfully completed 600 credits with at least 360 credits at level 6 or above.

If a student has consistently demonstrated high performance in the programme as specified then a BDS Honours may be awarded. To be considered for Honours, a student must demonstrate exceptional performance in Year 5 (by achieving an excellent grade) in two of the standard set examinations as outlined below:

Case Presentation or Integrated Structured Clinical Examination and either the Progress Test (Applied Dental Knowledge) or Inter-professional Engagement 5 report, with a minimum of Satisfactory grade at first attempt in the other two.

Only students who have passed each year of study at the first attempt will normally be eligible for the award of BDS with Honours.

The Board also has the discretion to award BDS with Honours to any student who has shown sufficiently high levels of achievement throughout the programme.

5.2 A Bachelor of Oral Health Studies may be awarded, as an exit award, to:

A student who is registered for the award of Bachelor of Dental Surgery and has successfully completed 360 credits, including 120 credits at Level 6 and met all of the module specific requirements for the award.

5.3 Following successful completion of Year 3, students’ cumulative standardised scores will be used to determine their classification for the Bachelor of Oral Health Studies exit award as shown in Table 1.

<table>
<thead>
<tr>
<th>Cumulative standardised (z) score</th>
<th>Degree classification</th>
<th>Equivalent % score range</th>
</tr>
</thead>
<tbody>
<tr>
<td>$z \geq +1$</td>
<td>First Class Honours</td>
<td>70 or above</td>
</tr>
<tr>
<td>$-0.5 \leq z &lt; +1$</td>
<td>Upper Second Class Honours</td>
<td>60-69</td>
</tr>
<tr>
<td>$-1.5 \leq z &lt; -0.5$</td>
<td>Lower Second Class Honours</td>
<td>50-59</td>
</tr>
<tr>
<td>$z &lt; -1.5$</td>
<td>Third Class Honours</td>
<td>49 or below</td>
</tr>
</tbody>
</table>

5.4 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.

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

5.6 If a student has repeated a Stage, the data used to calculate assessment z-scores is taken from the first attempt.
5.7 In determining the levels of award, only the overall z-score may be initially used by the Award Assessment 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 Award Assessment Board may not use other criteria as a means of determining the level of award.

5.8 No module assessments at Stage 4 or Stage 5 will be used in the calculation of the Bachelor of Oral Health Studies degree classification. Any additional module credits beyond the 360 credits achieved at the end of Stage 3 will be noted on the academic transcript.

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

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

5.10 A Certificate of Higher Education may be awarded, as an exit award, to:

- A student who is registered for the award of Bachelor of Dental Surgery and has successfully completed 120 credits at Level 4 or above.

5.11 Students awarded the Bachelor of Oral Health Studies, Dip HE or Cert HE will not be qualified to register with the General Dental Council, but will receive a transcript of credits achieved. Students leaving the course during Stage 4 or 5 will also be awarded the Bachelor of Oral Health Studies with a transcript showing additional credits achieved.

<table>
<thead>
<tr>
<th>Final award title</th>
<th>BDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>6</td>
</tr>
<tr>
<td>Intermediate award title(s)</td>
<td>Bachelor of Oral Health Studies</td>
</tr>
<tr>
<td>Level</td>
<td>6</td>
</tr>
<tr>
<td>Awarding institution</td>
<td>Plymouth University</td>
</tr>
<tr>
<td>Teaching institution</td>
<td>Plymouth University Peninsula Schools of Medicine and Dentistry</td>
</tr>
<tr>
<td>Accrediting body</td>
<td>General Dental Council</td>
</tr>
<tr>
<td>Appropriate benchmark(s)</td>
<td>Preparing for Practice (2015)</td>
</tr>
<tr>
<td>UCAS code</td>
<td>A206</td>
</tr>
<tr>
<td>JACS code</td>
<td>A200</td>
</tr>
</tbody>
</table>