

Programme Title: Bachelor of Dental Surgery (BDS)



## Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	Bachelor of Dental Surgery (BDS)
Name of interim award(s):	N/A
Duration of study / period of registration:	5 years
QMUL programme code / UCAS code(s):	A200
QAA Benchmark Group:	Dentistry
FHEQ Level of Award :	Level 6
Programme accredited by:	General Dental Council
Date Programme Specification approved:	14 Nov 2022
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

The five year programme leading to Bachelor of Dentistry gives you the knowledge, skills, attitudes and understanding required for the prevention, alleviation and treatment of oral diseases. The programme will be taught using an integrated approach throughout the five years of the BDS programme where each year will be equivalent to 120 credits.

The General Dental Council (GDC) by whom the dental team are regulated on qualification has recently 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.

In order to achieve this five main themes Basic Clinical Sciences (BS), Clinical Practice (CP), Professionalism, Teamwork, and Social Responsibility (PTSR), Population Health and Evidence Based Dentistry (PHEBD) and Academic Advising and Graduate Attributes (AAGA) have been developed at Queen Mary. 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. These themes will appear in each year and the assessment will be integrated between themes and throughout the year as briefly outlined below.

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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 by the end of year two become a major part of the programme. Once you have progressed into the third year you will be scheduled to attend several different Outreach locations in the east end of London for varying lengths of time mainly in your third and fourth year. The patient base and oral disease you will encounter is diverse and therefore 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.

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

#### Basic Clinical Sciences (BS):

- 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 create an in depth of knowledge 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

#### Population 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 our students which will underpin the science and practice of dentistry with professional ethics, team working and social responsibility to produce dental professionals for the future

#### Academic Advising and Graduate Attributes (AAGA):

- To produce the best dental graduates, with exemplary knowledge and clinical skills, who exceed in their true potential and employability

## What will you be expected to achieve?

In order for you to gain primary registration with the General Dental Council 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, 6, 6 and 6 for years 1, 2, 3, 4 and 5 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 one of the five themes Scientific Basis of Clinical Practice (BS), Clinical Practice (CP), Professionalism, Teamwork and Social Responsibility (PTSR), Population Health and Evidence Based Dentistry (PHEBD) and Academic Advising and Graduate Attributes (AAGA).

### 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:	
A 1	To recognise and act within the GDC's standards and within other professionally relevant laws, ethical guidance and systems. PTSR
A 2	To understand, and develop the professional attitudes and behaviours relating to the care of all types of patients, colleagues and to peers. PTSR
A 3	To recognise and demonstrate one's own professional responsibility in the development of self and the rest of the team. PTSR
A 4	To describe the principles of epidemiology, psychological and sociological concepts and theoretical frameworks of health, illness, behavioural change and disease. PTSR/PHEBD/BS
A 5	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
A 6	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
A 7	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
A 8	To discuss basic sciences including oral anatomy, physiology, pharmacology, neuroscience and biochemistry with respect to health and disease. BS
A 9	To describe relevant and appropriate dental, oral, craniofacial and general anatomy and explain their application to patient management. BS

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A 10	To describe relevant and appropriate systems physiology and its relevance and application to patient management. BS
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. BS
A 12	To describe the features of a safe working environment and the principles of risk management. BS
A 13	To explain the scientific basis of steriisation, decontamination and disinfection. BS/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. BS
A 15	A15 To learn, understand and explain the range of methods of teaching and learning for continuous learning and development. AAGA
A 16	To explain the importnatce of assessment. feedback, critical reflection, identification of learning needs and appraisal in personal development planning. AAGA
A 17	To describe the attributes of professional attitudes and behaviour at all times, in all environments and media. AAGA

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. BS/CP
B 7	Show how a knowledge of biological sciences can be used to support clinical dentistry. BS
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
B 13	Engage critically with and commit to continuous learning (life-long learning). AAGA

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B 14	Manage own time and resources. AAGA
B 15	Develop awareness of the clinical environment and the necessary background to carry out the preliminary clinical requirements. AAGA

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 demonstrate the professional attitudes and behaviours relating to the care of all types of patients, colleagues and to peers. PTSR
C 6	To demonstrate the professional attitudes and behaviours relating to the care of all types of patients, colleagues and to peers. PTSR
C 7	To engage critically with knowledge. PHEBD
C 8	To develop information expertise. PHEBD
C 9	To learn continuously in a changing world. PHEBD
C 10	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. BS
C 11	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. BS
C 12	To demonstrate professional attitudes and behaviour at all times, in keeping with the standards expected by the General Dental Council and QMUL. BS
C 13	To understand and manage the transition from School to University and onwards into the clinical environment. AAGA
C 14	To think critically utilizing the taught and acquired information and material. AAGA
C 15	To reflect and act on the feedback given. AAGA

### How will you learn?

Teaching on the BDS 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 one and 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 which will form part of the PHEBD theme 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).

It is recognized that there are at least seven transition points throughout the BDS Programme. Provision will be made to facilitate your smooth transition and realization of the change in emphasis and skill set required to make progress and to ultimately achieve the best degree. Transition is recognized as that period by which your experiences change and builds on already acquired knowledge and skills, to develop different and more appropriate knowledge and skills to move forward into the clinical environment via the clinical skills laboratory and then onwards into Outreach, back to the Queen Mary for consolidation of skills and onwards to Dental Foundation Training post qualification.

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 45% 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 five years of 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 primary 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.

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 practitioner using SBA and SQAs whereas in the later years it is more practical based assessment such as OSCEs and case presentations which will be more heavily utilized. 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 feedback will be given to you after assessment be it formative or summative 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 BDS Programme structure has evolved to fully utilise 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, five main themes have been developed Basic Clinical Sciences (BS), Clinical Practice (CP), Public Health and Evidence Based Dentistry (PHEBD), Professionalism, Teamwork, and Social Responsibility (PTSR) and Academic Advising and Graduate Attributes (AAGA). You 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. Academic advising and graduate attributes will flow throughout the programme from entry until graduation, with an expressed wish to provide support and guidance throughout the course to ensure that you achieve your own personal goals.

The BDS programme will be delivered around an academic year of two (years 1 and 5) or three semesters ( years 2-4), 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 in Year 1 with Fundamentals of Clinical Dentistry, followed by the development of core clinical skills in the clinical skills laboratory (Year 2), prior to entry onto the clinic for Clinical Practice in Year 3 and Advanced Clinical Practice in Years 4 and 5.

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

Each year will be structured around the five tutor led 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 Register. 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. Ultimately, at graduation and by demonstrating knowledge and competence in clinical skills, registration with the GDC will occur.

Assessment will be integrated and developed to reflect the year of achievement and drive your learning based on evidence based assessment and practice.

#### Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Basic Science and Integrated Clinical Skills I	BDS4005	45	4	Core	1	Semester 1
Basic Science and Integrated Clinical Skills II	BDS4006	45	4	Core	1	Semester 2
Basic Science and Integrated Clinical Skills III	BDS4007	30	4	Core	1	Semesters 1 & 2

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Academic Year of Study FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
BDS 2A Clinical Practice	BDS5001	45	5	Core	2	Semesters 1-3
BDS 2B Human Health and Disease	BDS5002	45	5	Core	2	Semesters 1-3
BDS 2C Population Health and Evidence Based Dentistry	BDS5005	15	5	Core	2	Semesters 1-3
BDS 2D Professionalism Teamwork and Social Responsibility	BDS5004	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
BDS Year 3	BDS6300	120	6	Core	3	Semesters 1-3

Academic Year of Study FT - Year 4

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
BDS Year 4	BDS6400	120	6	Core	4	Semesters 1-3

Academic Year of Study FT - Year 5

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
BDS Year 5	BDS6500	120	6	Core	5	Semesters 1-3



## What are the entry requirements?

The five year BDS (A200) entry requirements are outlined below. More detailed information is available at <https://www.qmul.ac.uk/smd/undergraduate/courses/a200/entry-requirements/>.

You should be 18 years old at the start of the course.

All candidates for dentistry must undertake the United Kingdom Clinical Aptitude Test (UCAT). We use UCAT scores to select applicants for interview, in conjunction with academic performance to date. To register and for further information, visit [ucat.ac.uk](http://ucat.ac.uk). You will not be considered for interview if your total UCAT score falls below the third decile.

A-level (achieved in 2017 or later)

A\*AA (results must be achieved in one sitting over a study period of no longer than two years)

Must include: Biology or Chemistry, and a second science (Chemistry, Biology, Physics or Mathematics)

Excludes: General Studies; Critical Thinking; Further Maths, if Mathematics is included in your A-levels

All eligible applicants must have the following subjects at GCSE level, at grades 777666 (AAABBB) or above (in any order) to include Biology (or Human Biology), Chemistry, English Language and Mathematics (or Additional Mathematics or Statistics). The Science double award may substitute all sciences at GCSE.

International students: We accept 4 international/EU/overseas students onto the Dental programme each year. If you are offering academic qualifications other than those listed above, please check your country of origin to ensure we accept your qualifications.

If you are not from a majority English-speaking country, you need to achieve International English Language Testing System (IELTS) with a minimum of 7.0, including a 6.5 in writing and must have been taken within 2 years:-

Graduate students applying for the 5 Year BDS programme.

■ Only your first undergraduate degree will be considered for entry

■ You may apply in the final year of your degree and must be predicted/achieved at least an upper second class honours degree (or equivalent) in any subject.

■ There must have been a significant component of Biology and Chemistry in your degree programme, at least equivalent to AS level.

■ Alternatively, you must have achieved grades of at least BB in A-level Biology and Chemistry prior to starting your degree or you must be completing or have completed AS levels in Chemistry and Biology and be predicted/achieved B grades in both.

Non UK Graduates who offer a degree with at least an upper second class honours or equivalent who have graduated from a university outside the UK, must send the Student Recruitment and Admissions Office [smdadmissions@qmul.ac.uk](mailto:smdadmissions@qmul.ac.uk) the following prior to application to ensure your eligibility to apply:

■ A transcript of your degree (translated into English if necessary)

■ A statement of comparability from NARIC confirming your degree is comparable to a British Bachelor (Honours) degree standard [www.naric.org.uk](http://www.naric.org.uk)

■ Graduates from America/Canada must offer an Honours degree with a GPA of 3.6 or higher on a 4.0 scale.

Further information on this and acceptable alternative qualifications can be obtained from QMUL admissions office (<https://www.qmul.ac.uk/media/arcs/docs/admissions-policy-documents/Undergraduate-Medicine-and-Dentistry-Admissions-Policy.pdf>).

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

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.

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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.

We 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. We are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students' views are considered in this process through analysis of the NSS and module evaluations.

### What academic support is available?

Your wellbeing is very important to us. The Student Support Office (SSO) has a well developed team of staff to help and guide you through the BDS 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 Personal Tutor on a termly 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 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 and placed on QMPlus for ease of access.

### 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 dyslexia tutor
- lecture notes provided prior to the lecture either through QMPlus or via email
- Q-Review for lectures and/or permitting the student to record for lectures outside where Q-Review takes place eg 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.

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:

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- 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, the School of Medicine and Dentistry and any Outreach Clinics or other placement NHS Trusts.

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 course. 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 rewards will not be sufficient for registration to practice with the General Dental Council.

You are required to demonstrate a satisfactory level of clinical practice and knowledge by passing practical tests of competence (Gateway Test) before being permitted to carry out clinical treatment of patients.

## Links with employers, placement opportunities and transferable skills

Career-wise, dentists have many options open to them. They can work in general practice, both for the NHS or privately, in the community or in the armed forces, at home or overseas. As well as becoming a general dental practitioner, all sorts of other openings exist, from oral and maxillofacial surgery to orthodontics; and from children's dentistry to prosthodontics (that's implants, false teeth, etc). You could specialise in periodontology (gum disease), restorative dentistry (fillings, crowns and bridges) or become a lecturer and researcher in any of these. Oral pathology analysing lumps, bumps and so on for cancers and other diseases is another possibility. 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

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## Programme Specification Approval

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Person completing Programme Specification:

Mrs Lorraine Low, Quality & Assessments Officer

Programme Title: Bachelor of Dental Surgery (BDS)

**Person responsible for management of programme:**

Dr A. Cruchley, Director of Taught Programmes

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

**Date Programme Specification approved by Taught  
Programmes Board:**

14 Nov 2022