Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
### Contents

1. Welcome to the course ........................................................................................................ 3
   1.1 Rationale, aims and learning outcomes of the course .................................................. 3
   1.2 Course Team .................................................................................................................. 3
      1.2.1 Dental Education Centres ................................................................................. 5
   1.3 Expertise of staff .......................................................................................................... 5
   1.4 Academic Adviser ......................................................................................................... 5
   1.5 Administration details ................................................................................................ 5
   1.6 Communication .......................................................................................................... 6
   1.7 External Examiner ....................................................................................................... 6
2. Structure of the course ...................................................................................................... 7
   2.1 Overall structure ......................................................................................................... 7
   2.2 Modules available ...................................................................................................... 8
   2.3 Course requirements ................................................................................................. 9
      2.3.1. General ............................................................................................................... 9
      2.3.2. Course-specific Regulations ........................................................................... 9
      2.3.3 Fitness to Practise .............................................................................................. 10
   2.4 Progression Information ............................................................................................ 12
   2.5 Study Time ................................................................................................................. 12
      2.5.1 Weekly timetable ............................................................................................... 12
      2.5.2 Expected hours of study .................................................................................... 12
      2.5.3 Attendance Requirements .................................................................................. 13
3. Approaches to teaching and learning .............................................................................. 14
   3.1 Learning and teaching methods .................................................................................. 14
   3.2 Study skills ................................................................................................................ 15
   3.3 Learning resources ...................................................................................................... 15
      3.3.1 Learning Information Services (LIS) ................................................................. 15
      3.3.2 Electronic Resources ......................................................................................... 16
   3.4 Personal development planning .................................................................................. 16
   3.5 Preparing for your career ............................................................................................ 17
4. Student Support .................................................................................................................. 17
   4.1 Academic Advisers .................................................................................................... 17
   4.2 Students with disabilities ............................................................................................ 18
      Assessment arrangements for students with a disability . Error! Bookmark not defined.
   4.3 Students' Union One Stop Shop . Error! Bookmark not defined. ................................. 18
5. Assessment .......................................................................................................................... 18
   5.1 Assessment Strategy ................................................................................................... 18
   5.2 Notification of assignments and examination arrangements ...................................... 19
   5.3 Referencing ................................................................................................................ 19
   5.4 Confidential material ................................................................................................ 19
   5.5 Dealing with difficulties in meeting assessment deadlines ........................................ 19
      5.5.1 Extenuating circumstances ............................................................................... 20
      5.5.2 Late submissions ............................................................................................... 21
   5.6 Feedback Following Assessments .............................................................................. 21
   5.7 Cheating, plagiarism, collusion or re-presentation ..................................................... 21
6. Classification of Awards ...................................................................................................... 22
7. Student Feedback ................................................................................................................ 22
   7.1 Student Staff Liaison Committee meetings (SSLCs) .................................................... 23
8. Appendices ........................................................................................................................... 24
   8.1 Programme Specification ............................................................................................ 24
   8.2 Student Sickness Absence form ............................................................................... 35
   8.3 Student Leave of Absence form ................................................................................ 36
1. Welcome to the course
Welcome to the BDS graduate entry pathway at UCLan. If you are committed to learning to be a dentist we are committed to helping you. There are only 29 students in each year so the staff will get to know you and support you. We want it to be an enjoyable course so work hard, play hard and stick to the rules. There can be times when it gets frustrating. As graduate students you’ve already confirmed that you are academically bright; but now you have to learn the surgical skills of a dentist. At the start of the course some of you may struggle a bit with manual dexterity and may need to spend more time practicing on simulators - that’s normal. Some of you may find dealing with the public quite a challenge – that’s normal as well and we’ll help develop your way of communicating with patients. As a dental student you will benefit enormously from the help and knowledge of dental nurses, dental technicians and dental therapists. Don’t ever think you are better than them because, as professionals, we all work together as a team for the benefit of our patients. As a professional person you must put your patient’s interests first. During the course this means doing your best to learn to be a good dentist. Of course, we all have a family life and a social life; but you have chosen a career where the patient always comes first.

1.1 Rationale, aims and learning outcomes of the course
The BDS course is designed to give you the ability to graduate with a degree in dentistry that is recognised by the General Dental Council and allows your name to be placed on the dental register.

The course comprises modules (page 15) arranged in 5 themes.

• Developing clinical skills (including communication and leadership skills)
• Developing the clinical knowledge
• Health Promotion and Population Studies
• Professional Awareness
• Human and Oral Diseases

1.2 Course Team
Head of School of Dentistry
Mrs A.P. Magee
Tel: 01772 895915  Email: APMagee@uclan.ac.uk

Director of the BDS programme
Dr N. Hodson
Tel: 01772 895868  Email: NAHodson@uclan.ac.uk

Professor of Paediatric Dentistry
Professor Richard Welbury
Tel: 01772 895873  Email: RWelbury@uclan.ac.uk

Senior Clinical Teacher – Clinical Skills Co-Ordinator
Miss S. Groves
Tel: 01772 895929  Email: SEGroves@uclan.ac.uk

Senior Clinical Teacher
Mr L. O’Brien
Tel: 01772 895913  Email: LAObrien@uclan.ac.uk
Mrs S. Cromie  
Email: SRCromie@uclan.ac.uk

Senior Clinical Teachers – Dental Education Centres
Accrington
Mr R. Smith  
Email: JRDSmith@uclan.ac.uk
Mr K. Datla  
Email: KVDatla@uclan.ac.uk

Blackpool
Mr I. Burn  
Email: IJBurn@uclan.ac.uk
Mr P. Knott  
Email: PNKnott@uclan.ac.uk

Carlisle
Mr M. Wallwork  
Email: MAWallwork@uclan.ac.uk

Morecambe
Mrs S. Page  
Email: SMPage@uclan.ac.uk
Mr J. Kerr  
Email: JSKerr@uclan.ac.uk

Principal Lecturer Undergraduate
Ms Vicky Buller  
Tel: 01772 895879  
Email: VBradley@uclan.ac.uk

Senior Lecturer – Medical Sciences/Honorary Consultant in Maxillofacial Surgery
Dr Douglas Hammond  
Tel: 01772 895866  
Email: DHammond1@uclan.ac.uk

Lecturer – Medical Sciences
Dr N. Shah (Lecturer in Pharmacology)  
Tel: 01772 896312  
Email: NNShah1@uclan.ac.uk
Dr L. Taylor (Lecturer in Anatomy)  
Tel: 01772 895586  
Email: LFTaylor@uclan.ac.uk

Lecturer in Hygiene/Therapy
Ms B. Littlemore  
Tel: 01772 895098  
Email: BLittlemore@uclan.ac.uk
Ms S. Duerden  
Tel: 01772 896311  
Email: SDuerden1@uclan.ac.uk

Senior Lecturer in Dental Technology
Mr A. Brook  
Tel: 01772 895909  
Email: AMBrook@uclan.ac.uk

Dental Nurse/Technician
Miss A. Wallbank  
Tel: 01772 895908  
Email: AWallbank@uclan.ac.uk

Business Manager
Ms E. Austin  
Tel: 01772 895570  
Email: EAustin@uclan.ac.uk

IT /Video Conference Technician
Christopher Blayden-Harrison  
Tel: 01772 895355  
Email: LISCustomerSupport@uclan.ac.uk
1.2.1 Dental Education Centres

<table>
<thead>
<tr>
<th>Location</th>
<th>Address</th>
<th>Telephone</th>
<th>Senior Clinical Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accrington</td>
<td>Oakhouse Dental Centre 34 Church Street</td>
<td>01254 282600</td>
<td>Mr. R. Smith, Mr. K. Datla</td>
</tr>
<tr>
<td></td>
<td>Accrington BBS 2ED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blackpool</td>
<td>Whitegate Drive Health Centre 150-158 Whitegate Drive Blackpool FY3 9ES</td>
<td>01253 953013/953075</td>
<td>Mr. I. Burn, Mr. P. Knott</td>
</tr>
<tr>
<td>Morecambe</td>
<td>Queen Victoria Hospital Thornton Road</td>
<td>01524 405775</td>
<td>Mrs. S. Page, Mr. J. Kerr</td>
</tr>
<tr>
<td></td>
<td>Morecambe LA4 5NN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carlisle</td>
<td>Cumberland Infirmary Infirmary Street</td>
<td>01228 608199/608043</td>
<td>Mr. M. Wallwork, tbc</td>
</tr>
<tr>
<td></td>
<td>Carlisle CA2 7HY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.3 Expertise of staff
Details of the course team and their qualifications, research and publications are provided on the school’s web page, which can be found at: [http://www.uclan.ac.uk/schools/dentistry/staff.php](http://www.uclan.ac.uk/schools/dentistry/staff.php)

1.4 Academic Adviser
You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.

1.5 Administration details
Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Greenbank Building
Medicine/ Dentistry Management
Business telephone: 01772 891998 or 891999
email: GreenbankHub@uclan.ac.uk

Harris Building
Lancashire Law School
Humanities and the Social Sciences Centre for Excellence in Learning and Teaching telephone: 01772 891996 or 891997
email: HarrisHub@uclan.ac.uk

Foster Building
Forensic and Applied Social Sciences  
Pharmacy and Biomedical Sciences  
Psychology  
Physical Sciences  
telephone:  01772 891990 or 891991  
email: FosterHub@uclan.ac.uk

Computing and Technology Building  
Art, Design and Fashion  
Computing  
Physical Sciences and Computing  
Film, Media and Performance  
Engineering  
Journalism, Languages and Communication  
telephone:  01772 891994 or 891995  
email: CandTHub@uclan.ac.uk

Brook Building  
Community, Health and Midwifery  
Nursing  
Sport & Health Sciences  
Social Work, Care and Community  
telephone:  01772 891992 or 891993  
email: BrookHub@uclan.ac.uk

1.6 Communication
The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Your timetable can be viewed via the Student Portal. In a clinical course there are inevitable changes to the timetable because the consultants have to change their schedules to accommodate events such as the availability of operating theatre sessions and anaesthetists. Unfortunately, from time to time, consultants have to cancel lectures at short notice because they have to deal with an emergency. If there is a late cancellation we will endeavour to inform you by e-mail; or arrange an alternative lecture.

Normal day to day communication with the Greenbank Hub admin team should be via the generic hub email address (GreenbankHub@uclan.ac.uk). This will be monitored on a regular basis.

There is also a student suggestion/feedback email address (DentHaveYourSay@uclan.ac.uk), which is monitored and managed by a designated member of academic staff.

Communication will usually be via email, with announcements and notifications being posted on Blackboard, both on the course information sections and also via the Student Office section.

1.7 External Examiners
The University has appointed External Examiners to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The names of these persons, their positions and home institutions can
be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>External Examiner</th>
<th>Position</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>DG1001</td>
<td>Professor Chris Louca</td>
<td>Director and Head of School</td>
<td>University of Portsmouth</td>
</tr>
<tr>
<td>DG2002</td>
<td>Dr Stuart McDonald</td>
<td>Senior Lecturer</td>
<td>University of Glasgow</td>
</tr>
<tr>
<td>DG2003</td>
<td>Professor Michael Manogue</td>
<td>Director of Student Education</td>
<td>School of Dentistry, University of Leeds</td>
</tr>
<tr>
<td>DG2004</td>
<td>Professor Paul Brocklehurst</td>
<td>Consultant in Dental Public Health</td>
<td>Bangor University</td>
</tr>
<tr>
<td>DG2005</td>
<td>tbc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DG2006</td>
<td>DG2011</td>
<td>DG3002 DG3003 DG3007</td>
<td></td>
</tr>
<tr>
<td>DG2007</td>
<td>DG3004</td>
<td>DG2017 DG3005 DG3006</td>
<td></td>
</tr>
<tr>
<td>DG2008</td>
<td>DG4001 DG4002</td>
<td>DG4001 DG4002</td>
<td></td>
</tr>
<tr>
<td>DG2009</td>
<td>DG4003</td>
<td>DG4003</td>
<td></td>
</tr>
</tbody>
</table>

2. Structure of the course

2.1 Overall structure

In 2BDS students are based predominantly in the School, which is located on the Preston campus; however teaching sessions occur on a regular basis at your nominated Dental Education Centre (DEC). Towards the end of this year, after successful completion of the Clinical Progression Test, you will start to undertake treatment on patients in your DEC.

In 3BDS, you are based at your DEC with lectures being delivered by video conferencing. The academic support is provided by the Clinical Teachers based at the DEC, who will also supervise clinical practice. You will return to the Dental School for block courses in Phantom Head.
In 4BDS, as well as clinical practice in the DEC you will start to undertake secondary care placements in oral and maxillofacial surgery, orthodontics and restorative dentistry. You will again return to the Dental School for block courses in Phantom Head.

In Final BDS, as well as continuing clinical practice in the DEC and secondary care placements, you will undertake clinical sessions in an Enhanced Training Practice.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>CODE</th>
<th>TITLE</th>
<th>CREDIT</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2BDS</td>
<td>DG1001</td>
<td>Foundation Clinical Skills</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>DG1002</td>
<td>Foundation Clinical Knowledge</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>DG2001</td>
<td>Oral Development and Anatomy</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>DG2002</td>
<td>Clinical Skills 1</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>DG2003</td>
<td>Clinical Knowledge 1</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>DG2004</td>
<td>Human Health &amp; Disease Part 1</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>DG2010</td>
<td>Professional Awareness 1</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>DG2012</td>
<td>Prosthetics Skills and Knowledge</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>3BDS</td>
<td>DG2005</td>
<td>Clinical Skills 2</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>DG2006</td>
<td>Clinical Knowledge 2</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>DG2007</td>
<td>Health Promotion and Population Studies Part 1</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>DG2017</td>
<td>Human Health &amp; Disease 2 and Pharmacology</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>DG2011</td>
<td>Professional Awareness 2</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>4BDS</td>
<td>DG3002</td>
<td>Clinical Skills 3</td>
<td>40</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>DG3003</td>
<td>Clinical Knowledge 3</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>DG3004</td>
<td>Health Promotion and Population Studies Part 2</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>DG3005</td>
<td>Minor Oral Surgery Knowledge</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>DG3006</td>
<td>Oral Diseases</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>DG3007</td>
<td>Professional Awareness 3</td>
<td>40</td>
<td>6</td>
</tr>
</tbody>
</table>
2.3 Course requirements

Students must achieve level 4 in all domains for the clinical procedures stated in the BDS handbook. Students are required to complete a series of assessments on simulators and patients and produce a satisfactory comprehensive portfolio of clinical experience.

Students are required to pass all elements of all modules to gain the final award of BDS.

As a student undertaking this course, you are bound by the Code of Conduct as specified by General Dental Council and subject to the UCLan procedure for the consideration of Fitness to Practise (Regulations for the Conduct of Students: Appendix 3).

2.3.1. General

You will be expected to abide by the Regulations for the Conduct of Students in the University. UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

2.3.2. Course-specific Regulations

As a student on the BDS programme at UCLan you are expected to approach your studies in a professional manner and to behave responsibly at all times.

The General Dental Council issues a guidance document outlining the Standards for Dental Professionals available at:

https://www.gdc-uk.org/api/files/NEW%20Standards%20for%20the%20Dental%20Team.pdf

Please note that these standards apply to you as a dental student from the first day of your course to the day you graduate, and relate to your behaviour both on and off the University premises. Wherever you are, you are representing the profession of dentistry and the University.

The General Dental Council (GDC) has also published a very useful Student Fitness to Practise guide, available at:

This document sets out the standards of behaviour that the School expects of all students during their studies. It is not intended to be overbearing and, hopefully, it will provide a helpful framework for professional practice, and will ensure a positive experience for everyone.

Within this document, the Principles of Professional Behaviour falls into six categories, as follows:

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

These same principles apply to all dental professionals in the UK, registered with the GDC. The Student Fitness to Practise guide explains how the principles apply to you as a student and each one is explained by a number of examples. It is important that you take the time to familiarise yourself with the Student Fitness to Practise guide in full.

If any concerns arise about your suitability for professional dentistry training, the School may refer to the Student Fitness to Practise guide. The guide may also be referred to as part of any investigation under the University’s Fitness to Practise procedure (see below).

If you are unsure about how the Student Fitness to Practise guide applies to you as a dentistry student at UCLan, or how it relates to other University procedures, please contact your Personal Tutor for advice.

2.3.3 Fitness to Practise

Dentistry is one of the registered healthcare professions, and your BDS programme at UCLan is preparing you to enter this profession.

The School of Dentistry is responsible for ensuring that you are fit to practise as a student on the BDS programme and that, upon graduation, you are fit to enter post dental-foundation level training.

2.3.3.1 Declaration of Good Character and Good Health

The School will, therefore, require information from you about your fitness to practise as a student. This will include information about: a. your character, including any criminal convictions or cautions and any fitness to practise proceedings instigated by another regulatory body; and b. your physical and mental health.

In advance of your enrolment, you will be required to undergo an enhanced Disclosure and Barring Service (DBS) check. Additionally, you will be asked to complete the Fitness to Practise Form, giving information about your good character and health at the time of your application and every year during the period of your studies in the School.
Students should also make every effort to protect themselves and their patients from infection and be bound by the principle that dental students and dentists must have non-infectious status for blood-borne viruses including Hepatitis B, Hepatitis C and HIV. You will need to take part fully in the School’s Hepatitis B immunisation programme provided by the Occupational Health Service and undergo Occupational Health screening. Students who have not completed all required immunisations prior to commencing learning in the clinical environment may not be permitted to take part in the clinical element of the programme. You will also inform the School immediately should your infection free status be in any doubt during the programme of study.

You must also inform the Director of the Course (or nominee) as soon as possible, if you become subject to any criminal conviction or caution or if you become aware of any other factors relating to your character or health that might affect your fitness to practise.

A criminal conviction will not automatically debar you from the course, however, disclosure is mandatory as dentistry is one of the registered healthcare professions and is exempt under the Rehabilitation of Offenders Act. The School will make an informed and considered judgement on each individual declaration, in accordance with University procedures and taking account of guidance published by relevant bodies such as the GDC and the DBS.

If a declaration raises questions about your suitability for professional dentistry training, the matter may be referred for consideration under the University’s Fitness to Practise procedure.

2.3.3.2 Procedure for the Consideration of Fitness to Practise

The University’s Fitness to Practise procedure applies to all students on professional courses at UCLan, including the BDS programme. It forms part of the University’s Regulations for the Conduct of Students and can be viewed in full at:

https://www.uclan.ac.uk/study_here/assets/fitness-to-practise-procedure-current.pdf

The Fitness to Practise procedure is intended to ensure that there is a fair and effective process for addressing any concerns that may arise during the course of your studies, about your fitness and suitability to be a student on the BDS programme. Such concerns may relate to your behaviour, including any criminal activity, or to your physical or mental health, in particular, where there are implications for the safety of others or for your ability to meet the competency standards of the course.

Concerns about your fitness and suitability for post dental-foundation level training may arise from any source e.g. you, University staff or students, placement staff or other healthcare professionals or authorities, and will be considered by the Head of School (or nominee) in the first instance.

The School will consider any cause for concern with reference to the GDC’s Student Fitness to Practise guide, available at:

https://www.gdc-uk.org/api/files/Student%20professionalism%20and%20fitness%20to%20practise%20Full%20guidance%20for%20students.pdf

If you are worried about any matter that may or has become subject to the Fitness to Practise procedure or if you have any questions about the procedure, you should contact your Personal Tutor or Student Services in the Students’ Union Advice Centre (e-mail suadvice@uclan.ac.uk) can advise and support you throughout the process.
The University’s Fitness to Practise procedure complies with the GDC’s guide on Student Fitness to Practise guidance.

Please note that the GDC will not participate in individual student Fitness to Practise cases held at the University. If, however, a formal sanction is imposed as the outcome of a Fitness to Practise hearing, the Course Director/Dean of School will be obliged to notify the GDC (see below). You should, therefore, be aware that your fitness to practise may affect your ability to register and practise as a dentist.

2.3.3.3 Disclosure of Information

The University’s on-line enrolment form gives details of the uses and disclosures of the personal information you provide. The following details are of particular relevance to you as a student on the BDS programme.

When delivering the BDS programme or other professional courses leading to registerable status, the School may need to share personal information relating to your academic performance, character, conduct and/or health with relevant external organisations. These may include the GDC, placement providers, external examiners, future employers (within references), sponsors, the Disclosure and Barring Service and, in the case of international students, the UK Visas and Immigration. You will be informed in the event of any such disclosure(s).

The School will automatically inform the GDC if any formal sanctions are imposed as the result of a Fitness to Practise hearing. You are also obliged to inform the GDC of any such sanctions and any other factors relating to your character or health, at the time when you come to apply for post dental-foundation level training or registration as a dentist.

The GDC will make the final decision in terms of whether you are eligible to enter post dental-foundation level training. You need to be aware that any concerns about your fitness to practise may impair your eligibility to register and to practise as a dentist.

2.4 Module Registration Options

All modules in each year are compulsory, and the assessment for each module must be passed to enable progression to the next year of the course.

Your progress will be discussed with you throughout the year at your Personal Tutorial meetings and after module boards and Clinical Assessment Panel.

2.5 Study Time

2.5.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.5.2 Expected hours of study

In the first year when you are based at Preston the day normally commences at 09:00 and studies usually finish at 17:00 Monday to Friday; there are often private study sessions when you will have the opportunity to use the most appropriate learning resources for your needs. Students are expected to be available at all times between these hours. It is University policy that students are normally expected to remain engaged in formal programmes of activity until the end of each term. No student may be absent from lectures, classes or other form of prescribed work without the express written permission of the Course Director.
In the last three years of the course when you are based at your Dental Education Centres your clinical sessions will require you to be on clinic from 08:30 to 17:00. In 4BDS and 5BDS your secondary care placements will also normally be within these times but may require extra travelling time.

2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

The minimum attendance requirement for all sessions is 95% attendance levels below this, due to unauthorised absences, will result in academic failure of any affected modules. A record of all absences is maintained by the School Office, as this information is required for future employment references.

You are required to attend all timetabled learning activities for each module. In 2BDS notification of illness must be made on the first day of illness before 9.00 a.m. via telephone to the School Office. Upon your return to study, you must complete a Sickness Absence form, which can be found at Appendix 8.2

In 3BDS-5 BDS, notification of illness must be made to the Senior Clinical Teacher at your DEC, before 08:30 via telephone and the appropriate sickness absence form completed upon your return.

For exceptional requests for leave of absence, this must be made by completing a Leave of Absence form in advance of the event, which must be authorised by your Senior Clinical Teacher and also by the Course Director. Please see Appendix 8.3

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

The university monitors student attendance by the SAM system (Student Attendance Monitoring). Your UCLan student ID card is used to register your attendance in class. The University expects you to attend all your timetabled sessions.

Most teaching rooms have electronic card readers outside, if this is one of the rooms in which your teaching event is taking place you must pass your UCLan card across the front of the electronic card reader; this records your presence in that room at that time. Please note that you must not scan earlier than 20 minutes prior to your timetabled session; otherwise it will not be recognised and you will be marked as absent.

If you forget your card you will be marked absent for that session and you should therefore carry your UCLan card with you on a daily basis.

If there is good reason why you cannot attend a class then please contact the school office to let them know.

We monitor attendance as research has shown that regular attendance and academic achievement are closely linked; it is therefore important that we know you are attending regularly. By monitoring student attendance we hope to be able to identify students who need support at an early stage and put in place measures to help them continue their studies.
Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

### 2.6 Course evaluation

We place considerable importance on student and tutor feedback and evaluation, and as such, completion is an essential part of the course and part of your professional responsibilities.

You can play an important part in the process of improving the quality of this course through the feedback you give. Communication will usually be via email and you will be asked to complete a questionnaire at the end of your placements. The questionnaires are completely confidential and only summary information will be discussed.

Please remember to maintain confidentiality by not naming specific members of practice staff in open media. If you feel that you did not have a good experience at the practice then please be professional and give constructive feedback that will help the practice to improve the experience for future students.

If you need any assistance or further support then please contact: DentHaveYourSay@uclan.ac.uk that is monitored and managed by a designated member of the academic staff.

The aims of the QA evaluation are:

- To enable the early detection of problems and allow prompt intervention.
- Recognise, promote and share good practice.
- Monitor and evaluate the education provided by the School of Dentistry and its partner institutions in line with the standards laid down in Standards for Education and Preparing for Practice.
- Promote an ethos in which there is a continual drive to improve the quality of education delivered and towards the development of a learning culture.
- Ensure a student-centric approach with student involvement so that students clearly understand their role and responsibility within the QA process.
- Promote a collaborative approach between the school and its partner institutions to provide useful and constructive feedback to all parties.

### 3. Approaches to teaching and learning

#### 3.1 Learning and teaching methods

The school recognises that it is important that students have the opportunity to experience many different approaches to teaching and learning during the programme. Most modules on the course are extremely practical, with students working at first using simulations and later in DEC clinics on patients under supervision. Lectures, tutorials, seminars and practical teaching in the human sciences maintain interest through the use of models, electronic resources and clinical input in the university setting. The DEC provides a clinical environment which closely resembles the one students will experience when qualified. You will spend three years of the course based at your DEC where you will undertake both academic and clinical studies.

The dental school and DECs are linked through a bespoke videoconferencing facility providing students with on-demand access lectures and tutorials with the additional facility to watch previous lecture recordings. The staff have purposefully designed modules that present independent learning tasks, small group work (scenario based learning) and
portfolios to both enhance and enrich the breadth in styles of teaching and assessment. A variety of assessments styles are used throughout each year of the programme.

These various approaches to teaching and assessment are designed to provide students with key opportunities for feedback and reflection. Students will be able to verify their own progress in becoming an effective dental practitioner.

Information technology (IT) is used throughout the course to support learning. The online eLearn (Blackboard) platform hosted at the university is the main repository of custom made learning materials, lecture notes and Powerpoint presentations. eLearn (Blackboard) acts as a gateway to online resources such as dental journals, professional bodies and selected library resources. Judicious use of videos and role play are used to support developing communication skills for example in developing skills to reduce patient anxiety and fear.

The library resources provide access to up to date books and journals. Key textbooks are provided in the DECs as well as networked access to online material, which cover material on module reading lists.

3.2 Study skills

Study Skills - ‘Ask Your Librarian’

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as “My lecturer says I need a wider variety of sources in my references, what do I do?”

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"

We recognise that you have already accumulated many transferrable skills from your previous university degree and we exploit these during the course and put these skills into a clinical framework. Whether it is reviewing and researching dental literature or managing your timetable the staff will continue to support you in developing lifelong learning skills. Information literacy skills are addressed in specific modules where students are asked to prepare case studies and critique the current research literature. Reflective practice and the use of reflective portfolios are examples of the type of skill development we actively support.

There are a variety of services to support students and these include WISER https://www.uclan.ac.uk/students/study/wiser/index.php LIS https://www.uclan.ac.uk/students/study/it_skills_training.php

3.3 Learning resources

3.3.1 Learning and Information Services (LIS)
The best place to start when exploring the Library resources available to you is;
• Your ‘Subject Guide’ can be found in the Library Resources
• Your ‘My Library’ tab in the Student Portal

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.
The dental school has a comprehensive collection of books and subscriptions to key dental journals (high citation indices). LIS provide access to many of the dental text electronically through portals directly from the TALIS catalogue and dental school library pages on the LIS website. Easy access to learning materials is important to the school since most students are based at the DECs and therefore do not need to visit the Preston campus to access learning material. LIS provided a postal delivery service for DEC students who wish to request physical copies of textbooks ordered through the library website. In addition a key collection of over sixty books is available in each DEC for immediate access and reference.

LIS school liaison staff provide induction activities for students during the course, such as searching the scientific literature. They also provide one to one advice to students particularly when starting research style projects.

Library books are available on normal, short and 24 hour loan. There are sufficient copies of textbooks to meet periods of high demand.

**3.3.2 Electronic Resources**

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

The school manages its elearning environment proactively to provide a constant up to date repository of course material. eLearn (Blackboard) gives access to lecture and practical resources, handbooks, video recordings of lectures and timetables. It acts as a one-stop-shop for information about the course and a site for students to interact.

Networked software and electronic journals provided by LIS enrich the access to learning materials and provide students with a comprehensive set of resources to succeed in dentistry. Subject software in anatomy provides students with a different approach to learning and on-demand resources.

**3.4 Personal development planning**

During induction you will be introduced to the UCLan virtual learning environments and tools available to support your personal development. Learning & Information Services (LIS) will ensure that you are registered on the system and can access the web. There will be group tutorials on access to learning resources at UCLan

As students at the Dental School you will have access to:

- Blackboard – this is the UCLan interactive learning site that provides information about the local delivery of the course and important events happening in the University.

Your Academic Adviser will give support to develop a Personal Development Plan utilising the resources you identify as most effective for your own use. The PDP process challenges you to examine all aspects of your experience as you progress through your programme and to review your strengths and areas for development in relation to personal skills, learning styles, study skills, and includes setting goals and action planning.

You are encouraged to review your progress with your Academic Adviser once every semester. You are encouraged to bring to the meeting a review of your own progress together with your personal goals and action plan, this process is by you and for you.

If you require specialist advice to learn more effectively WISER tutorials and workshops are available:
• Tutorials – **Walk-In Study Enhancement through Review**, drop-in one-to-one tutorial consultations, available to all students during term time, focusing upon specific and individual needs.

• Workshops – **Workshop Interactions for Study Enhancement and Review** which focus on topics of direct relevance to students’ study needs such as Oral Presentations and Essay and Report Writing

### 3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It’s your future: take charge of it!

### 4. Student Support

Information on the support available is at: [https://www.uclan.ac.uk/students/](https://www.uclan.ac.uk/students/)

UCLan is committed to providing access to and removing barriers where possible for students with special needs. A range of policies and information about disability matters have been produced and can be accessed via the link below:

[https://www.uclan.ac.uk/students/support/disability_services.php](https://www.uclan.ac.uk/students/support/disability_services.php)

*The ‘i’* is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the ‘I’ shop and UCLan Financial Support Bursary (first year students only).

### 4.1 Academic Advisers

The purpose of this role is to develop a supportive relationship with you and facilitate personal and academic growth within your programme of study.

Your Academic Adviser will:

- provide general academic advice
- support you to identify a personal development plan
- monitor your attendance
- offer general and personal support
• put you in touch with any specialist help / advice you may need
• prepare references for you on course completion

Adviser meetings
In 2BDS, meetings will be arranged with you during induction week and on two further occasions. During 3BDS-Final BDS, a Dental Education Centre based Academic Adviser will be identified to support you for the duration of the three years you will spend at that Centre, meeting with you at least twice each year.

You are encouraged to prepare for each meeting with your Academic Adviser using guidelines available within the UCLan student organiser. Your Academic Adviser will let you know how they can be contacted e.g. telephone, email or appointments available posted on their door. Your Academic Adviser may prompt your initial meeting if you do not contact him/her within the first 3 weeks of the programme – it is wise to plan the date of your next meeting at the end of each meeting.

4.2 Students with disabilities
UCLan is committed to providing access to and removing barriers where possible for students with special needs. A range of policies and information about disability matters have been produced and can be accessed via the link below:

https://www.uclan.ac.uk/students/health/disability_services.php

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

Should you need any advice regarding our processes, or have issues related to disability/learning difficulty, then please contact the School’s disability Lead - Elaine Austin eaustin@uclan.ac.uk for further advice / support.

4.3 Students’ Union
The Students’ Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

http://www.uclansu.co.uk/

5. Assessment
5.1 Assessment Strategy
The BDS programme adheres to UCLan’s modular framework. Students will undertake at least 120 credits of learning per year and modules will range from 10-40 credits according to content. Each module will have a clear assessment strategy that is described on the relevant Module Descriptor.
Each item of clinical work will be graded with clear marking descriptors. These descriptors can be found on the Course virtual learning environment.

5.2 Notification of assignments and examination arrangements
Examination arrangements are posted onto the dental school noticeboards. Details of assessments, including marking criteria and method of submission can be found in each module space on Blackboard.

5.3 Referencing
Students are expected to use the scientific referencing style used in the dental research journals such as British Dental Journal, Journal of Dental Research. Bibliographic software is available to all students online via Endnote and Web of Science for them to manage their personal lists of references.

Referencing style guide can be found at http://www.iadr.org/files/public/JDR_ReferenceExamples.pdf

5.4 Confidential material
Students are reminded of their ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations at all times. All students should be aware of their professional responsibilities when posting discussions or information on social networking sites, such as Facebook. Failure to comply may result in referral to Fitness to Practise.

5.5 Dealing with difficulties in meeting assessment deadlines
Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to the named module lead by e-mail.

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for one extension period of between 1 and 10 working days where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, to your School office. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University's Policies and Procedures on Extenuating Circumstances (Academic Regulations and Assessment Handbook).

5.6 How do I know that my assessed work had been marked fairly?
Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.
All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students’ assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades, but can act as ‘critical friends’ and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

5.5.1 Extenuating circumstances
Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their students than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations).

Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

You can apply for extenuating circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester.
Further information about the submission process is available at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstance_submission.php

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).

5.5.2 Late submissions
If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

5.6 Feedback Following Assessments
UClan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

- The School complies with the University Academic Regulations in the arrangements for assessment and feedback on assessed work and dissemination of results and the standard outlined in the University Charter.

- The students are given individual verbal feedback and written grades on all clinical activity.

- The students have an individual tutor meeting after each main exam session where the feedback on their written assessments and clinical activity is reviewed.

- The School is working to provide increasing volumes of feedback electronically to the majority of students.

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

5.7 Cheating, plagiarism, collusion or re-presentation
Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the ‘official’ Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University’s requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin
reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

5.6 How do I know that my assessed work had been marked fairly?
Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students’ assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as ‘critical friends’ and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards
The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback
You can play an important part in the process of improving the quality of this course through the feedback you give.

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).
The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

The School of Dentistry encourages students to voice their opinion via mechanisms such as Staff Student Liaison Committee (SSLC) meetings, the use of Module Evaluations and the HaveYourSay email dropbox.

7.1 Student Staff Liaison Committee meetings (SSLCs)

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting:

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.
8. Appendices
8.1 Programme Specification

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>Preston</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>School of Dentistry</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>Bachelor of Dental Surgery</td>
</tr>
</tbody>
</table>
| 6. Modes of Attendance offered | Full time  
5 years (A level entry)  
Graduate entry pathway 4 years |
| 7. UCAS Code | A202 |
| 8. Relevant Subject Benchmarking Group(s) | SBS Dentistry GDC  
http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/Dentistry.pdf |
| 9. Other external influences | Preparing for practice Dental team learning outcomes for registration  
Care Quality Commission  
http://www.cqc.org.uk/  
Indemnity agencies |
| 10. Date of production/revision of this form | November 2017 |
| 11. Aims of the Programme | To develop clinical and academic knowledge and skills in a stimulating and supportive primary care clinical environment, producing graduates fully prepared for subsequent dental foundation-level training and meeting the GDC requirements for registration. |
- To develop lifelong learning skills including, critical appraisal, reflection, team working, communication and professionalism, thereby preparing graduates to take up their role as the leader of the dental team.
- To produce graduates that at all times consider the best interests of their patients in their professional life.

### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

| A1. | Critically understand and apply concepts, theories and contemporary knowledge relevant to the safe delivery of clinical dentistry in general dental practice. |
| A2. | Understand, integrate and apply the associated basic sciences through an evidence based approach of concepts, theories and knowledge relevant to clinical dentistry. |
| A3. | Critically appraise and use appropriate methodologies in primary dental healthcare practice and research. |
| A4. | Understand the requirements and develop methods of achieving the required level of professionalism as applied to a registered general dental practitioner. |

**Teaching and Learning Methods**

Knowledge and understanding are achieved mainly by a student-centred learning approach, supplemented by formal lectures, case based discussions, clinical supervision and practice, blended learning, case presentations and peer discussions.

**Assessment methods**

Case based discussions, case presentations, clinical performance, written assignments, extended matched items and best fit multiple choice questions, DOP’s OSCEs, portfolio assessment.

#### B. Subject-specific skills

| B1. | Demonstrate skills at a competent level pertinent to the safe practice of clinical dentistry. |
| B2. | Demonstrate complementary skills required to contribute to and influence development and evaluation of evidence based practice in the context of the changing health agenda and patient demands and expectations. |
| B3. | Adapt methods of learning under guidance and independently, to meet new patient-led demands relevant to clinical dentistry. |
| B4. | Demonstrate skills and professional attitudes appropriate to an independent practitioner providing a safe, validated and predictable service including innovation. |
| B5. | Demonstrate skills and professional attitudes appropriate to a dentist aiming to play a leading role in establishing a safe, validated and predictable service including innovation. |

**Teaching and Learning Methods**

Formal lectures, simulator courses, case based discussion, clinical supervision and practice; clinical training facility based learning and blended learning.

**Assessment methods**

Clinical training centre in course assessments of performance, DOP’s, OSCEs, case presentations, clinical portfolio assessment.

#### C. Thinking Skills

| C1. | Apply theory and knowledge to reflect on experience and performance, to develop independent practice and recognise need to initiate and implement change to management protocol. |
**C2.** Analyse problems and opportunities, systematically develop evidence based responses and recommend strategies for implementing appropriate change or adjustments.

**C3.** Evaluate own performance and capabilities, use visual and media styles to enhance communication and contribute to peer assessment and national standard setting.

**Teaching and Learning Methods**

Students are encouraged to complete a Personal Development Portfolio to develop their thinking on personal and academic development. Case studies will be to encourage students to think logically about evidence-based dentistry. Problem solving forms a significant part of the clinical skills modules course and the thinking skills gained in the earlier modules will be utilised at a higher level in the *Integrated Clinical Care* module. Experience in clinical placements will encourage students to consider the most suitable career pathway after graduation.

**Assessment methods**

Thinking skills will be assessed in formal examinations by interpretation-type questions. Personal Development Plans and Reflective Portfolios will also be reviewed.

**D. Other skills relevant to employability and personal development**

**D1.** Communicate effectively with patients, their families and associates, and with other health professionals involved in their care

**D2.** Work with other members of the dental team, providing an appropriate level of leadership.

**D3.** Demonstrate respect for patients and colleagues that encompasses, without prejudice, diversity of background and opportunity, language and culture.

**D4.** Use contemporary methods of electronic communication and information management.

**Teaching and Learning Methods**

Tutorials, Group Work (Journal Club), Clinical Practice and Placements

**Assessment methods**

Clinical training centre in course assessments, Reflective Portfolios, OSCE’s

**13. Programme Structures**

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5</td>
<td>DG4001</td>
<td>Integrated Clinical Care</td>
<td>40</td>
</tr>
<tr>
<td>Level 7</td>
<td>DG4002</td>
<td>Integrated Clinical Knowledge, Health and</td>
<td>40</td>
</tr>
<tr>
<td>(Stage 3)</td>
<td>DG4003</td>
<td>Professionalism</td>
<td>40</td>
</tr>
</tbody>
</table>

Bachelor of Dental Surgery

Requires 720 credits at Level 4 or above, with a minimum of 120 credits at Level 7, 280 credits at Level 6 or above and 580 credits at Level 5 or above.

(= BDS is awarded without classification, except BDS with Honours upon achievement of an APM at or above 70%; - APM calculated on modules at Stage 2 and 3 with the exception of those indicated*)
<table>
<thead>
<tr>
<th>Year</th>
<th>Level</th>
<th>Modules</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>6</td>
<td>DG3002 Clinical Skills 3</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DG3003 Clinical Knowledge 3</td>
<td>20</td>
</tr>
<tr>
<td>Year</td>
<td>5</td>
<td>DG3004 Health Promotion and</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Population Studies Part 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DG3005 Minor Oral Surgery</td>
<td>10</td>
</tr>
<tr>
<td>Year</td>
<td>5</td>
<td>DG3006 Oral Diseases</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DG3007* Professional Awareness 3</td>
<td>40</td>
</tr>
</tbody>
</table>

*BSc (Hons) Dental Science
Requires 360 credits including a minimum of 220 at Level 5 or above and including 100 credits at Level 6

<table>
<thead>
<tr>
<th>Year</th>
<th>Level</th>
<th>Modules</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
<td>DG2005 Clinical Skills 2</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DG2006 Clinical Knowledge 2</td>
<td>20</td>
</tr>
<tr>
<td>Year</td>
<td>5</td>
<td>DG2007 Health Promotion and</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Population Studies Part 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DG2017 Human Health and</td>
<td>50</td>
</tr>
<tr>
<td>Year</td>
<td>5</td>
<td>Disease 2 and Pharmacology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DG2011* Professional Awareness 2</td>
<td>40</td>
</tr>
</tbody>
</table>

*BSc Dental Science
Requires 320 credits including a minimum of 180 at Level 5 or above and including 60 credits at Level 6

<table>
<thead>
<tr>
<th>Year</th>
<th>Level</th>
<th>Modules</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>5</td>
<td>DG2001 Oral Development and</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anatomy</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>5</td>
<td>DG2002 Clinical Skills 1</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clinical Knowledge 1</td>
<td>15</td>
</tr>
<tr>
<td>Year</td>
<td>5</td>
<td>DG2003 Health and Disease</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part 1</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>5</td>
<td>DG2010* Professional Awareness 1</td>
<td>40</td>
</tr>
<tr>
<td>Year</td>
<td>5</td>
<td>DG2012 Prosthetics Skills and</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowledge</td>
<td></td>
</tr>
</tbody>
</table>

* Modules do not contribute to APM

15. Personal Development Planning

Given that this programme is specifically designed to develop the skills and knowledge of students to enable them to achieve registerable status with the GDC, then the “career development” aspect of PDP is clearly addressed within this programme.

The BDS programme will provide frequent and regular opportunities for the student to reflect on their acquisition and application of clinical knowledge and skills. Individual clinical cases will require reflective analysis of the clinical work undertaken, and this will be considered formatively in years 2-5 and then summatively at the end of year 5. The portfolio of clinical cases will also include an overall reflective learning statement in which the value of the course and, most importantly, its impact on the student’s own clinical practice will be considered.
### 16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information. Students will be informed of their personal minimum entry criteria in their offer letter.

#### Graduate Entry Pathway. (entry to year 2)

- A minimum of an upper second class Honours degree in a biomedical discipline and the ability to demonstrate that their degree contains modules that will allow them to be APL'd.

- A minimum of 3 A-Levels at Grade C or above (at least two of which must be from Biology, Physics, Chemistry and Mathematics). Please note that only one Mathematics award will count as one of these two required subjects.

- Normally GCSE Mathematics (Grade B).and English Language (Grade B) or equivalent.

- For all non-UK students for whom English is not their first language, proof of competence in English Language as evidenced by IELTS Grade 7.0 or above in each of the four IELTS components (Listening, Reading, Writing and Speaking).

- A minimum of 2 weeks work shadowing experience in a General Dental Practice.

#### Standard Entry Pathway (Not currently available)

- A minimum of 3 A-Levels at Grade A or above (at least two of which must be from Biology, Physics, Chemistry and Mathematics). Please note that only one Mathematics award will count as one of these two required subjects.

- Normally GCSE Mathematics (Grade B).and English Language (Grade B) or equivalent.

- For all non-UK students for whom English is not their first language, proof of competence in English Language as evidenced by IELTS Grade 7.0 or above in each of the four IELTS components (Listening, Reading, Writing and Speaking).

- A minimum of 2 weeks work shadowing experience in a General Dental Practice.

All successful applicants will need to undergo Occupational Health Screening (including tuberculosis, hepatitis B and C and HIV) prior to admissions.

All successful candidates will need to undergo an Enhanced DBS check prior to enrolment.

### 17. Key sources of information about the programme

- GDC Subject Benchmark Statement Dentistry

- GDC Preparing for Practice
• UCAS Catalogue
• University Sources – School of Dentistry websites (http://www.uclan.ac.uk/dentistry)
  University prospectus; course fact sheets.
## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed.

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Programme Learning Outcomes</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>A4</td>
<td>B1</td>
<td>B2</td>
</tr>
<tr>
<td>LEVEL 7</td>
<td>DG4001</td>
<td>Integrated Clinical Care</td>
<td>C</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>DG4002</td>
<td>Integrated Clinical Knowledge</td>
<td>C</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>DG4003</td>
<td>Health and Professionalism</td>
<td>C</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>LEVEL 6</td>
<td>DG3002</td>
<td>Clinical Skills 3</td>
<td>C</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>DG3003</td>
<td>Clinical Knowledge 3</td>
<td>C</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>DG3004</td>
<td>Health Promotion &amp; Population Studies Part 2</td>
<td>C</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>DG3005</td>
<td>Minor Oral Surgery Knowledge</td>
<td>C</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>DG3006</td>
<td>Oral Diseases</td>
<td>C</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>DG3007</td>
<td>Professional Awareness 3</td>
<td>C</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>LEVEL 5</td>
<td>DG2001</td>
<td>Oral Development and Anatomy</td>
<td>C</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>DG2002</td>
<td>Clinical Skills 1</td>
<td>C</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>DG2003</td>
<td>Clinical Knowledge 1</td>
<td>C</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>DG2004</td>
<td>Human Health &amp; Disease Part 1</td>
<td>C</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Code</td>
<td>Course Description</td>
<td>Level</td>
<td>COMP</td>
<td>INT</td>
<td>EXP</td>
<td>ADV</td>
<td>HND</td>
<td>OTH</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------</td>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>DG2007</td>
<td>Health Promotion &amp; Population Studies Part 1</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>DG2017</td>
<td>Human Health &amp; Disease Part 2 and Pharmacology</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>DG2010</td>
<td>Professional Awareness 1</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>DG2011</td>
<td>Professional Awareness 2</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>DG2012</td>
<td>Prosthetics Skills and Knowledge</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>DG1001</td>
<td>Foundation Clinical Skills</td>
<td>Level 4</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>DG1002</td>
<td>Foundation Clinical Knowledge</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>DG1003</td>
<td>Body Cells and Structure</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>DG1004</td>
<td>Body Systems and Nutrition</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>DG1005</td>
<td>Body Locomotion and Control</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks
19. **LEARNING OUTCOMES FOR EXIT AWARDS:**

**Learning outcomes for the award of: BSc (Hons) Dental Science**

A1. Critically understand and apply concepts, theories and contemporary knowledge relevant to the safe delivery of clinical dentistry in general dental practice.
A2. Understand, integrate and apply the associated basic sciences through an evidence based approach of concepts, theories and knowledge relevant to clinical dentistry.
A3. Critically appraise and use appropriate methodologies in primary dental healthcare practice and research.
A4. Understand the requirements and develop methods of achieving the required level of professionalism as applied to a registered general dental practitioner.
B1. Demonstrate skills at a competent level pertinent to the safe practice of clinical dentistry.
B2. Demonstrate complementary skills required to contribute to and influence development and evaluation of evidence based practice in the context of the changing health agenda and patient demands and expectations.
B3. Adapt methods of learning under guidance and independently, to meet new patient-led demands relevant to clinical dentistry.
B4. Demonstrate skills and professional attitudes appropriate to an independent practitioner providing a safe, validated and predictable service including innovation.
C1. Apply theory and knowledge to reflect on experience and performance, to develop independent practice and recognise need to initiate and implement change to management protocol.
C2. Analyse problems and opportunities, systematically develop evidence based responses and recommend strategies for implementing appropriate change or adjustments.
C3. Evaluate own performance and capabilities, use visual and media styles to enhance communication and contribute to peer assessment and national standard setting.
D1. Communicate effectively with patients, their families and associates, and with other health professionals involved in their care.
D2. Work with other members of the dental team, providing an appropriate level of leadership.
D3. Demonstrate respect for patients and colleagues that encompasses, without prejudice, diversity of background and opportunity, language and culture.
D4. Use contemporary methods of electronic communication and information management.
<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
<td>Thinking Skills</td>
</tr>
<tr>
<td>LEVEL 6</td>
<td>DG3002</td>
<td>Clinical Skills 3</td>
<td>C</td>
<td>✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DG3003</td>
<td>Clinical Knowledge 3</td>
<td>C</td>
<td>✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DG3004</td>
<td>Health Promotion &amp; Population Studies Part 2</td>
<td>C</td>
<td>✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DG3005</td>
<td>Minor Oral Surgery Knowledge</td>
<td>C</td>
<td>✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DG3006</td>
<td>Oral Diseases</td>
<td>C</td>
<td>✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DG3007</td>
<td>Professional Awareness 3</td>
<td>C</td>
<td>✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓</td>
<td></td>
</tr>
<tr>
<td>LEVEL 5</td>
<td>DG2001</td>
<td>Oral Development Anatomy</td>
<td>C</td>
<td>✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DG2002</td>
<td>Clinical Skills 1</td>
<td>C</td>
<td>✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DG2003</td>
<td>Clinical Knowledge 1</td>
<td>C</td>
<td>✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DG2004</td>
<td>Human Health &amp; Disease Part 1</td>
<td>C</td>
<td>✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DG2005</td>
<td>Clinical Skills 2</td>
<td>C</td>
<td>✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DG2006</td>
<td>Clinical Knowledge 2</td>
<td>C</td>
<td>✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DG2007</td>
<td>Health Promotion &amp; Population Studies Part 1</td>
<td>C</td>
<td>✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DG2017</td>
<td>Human Health &amp; Disease Part 2 and Pharmacology</td>
<td>C</td>
<td>✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DG2010</td>
<td>Professional Awareness 1</td>
<td>C</td>
<td>✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DG2011</td>
<td>Professional Awareness 2</td>
<td>C</td>
<td>✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DG2012</td>
<td>Prosthetics Skills and Knowledge</td>
<td>C</td>
<td>✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓   ✓</td>
<td></td>
</tr>
</tbody>
</table>
Learning outcomes for the award of: BSc Dental Science

A1. Critically understand and apply concepts, theories and contemporary knowledge relevant to the safe delivery of clinical dentistry in general dental practice, at a level less than the honours student.
A2. Understand, integrate and apply the associated basic sciences through an evidence based approach of concepts, theories and knowledge relevant to clinical dentistry, at a level less than the honours student.
A3. Critically appraise and use appropriate methodologies in primary dental healthcare practice and research, at a level less than the honours student.
A4. Understand the requirements and develop methods of achieving the required level of professionalism as applied to a registered general dental practitioner, at a level less than the honours student.

B1. Demonstrate skills at a competent level pertinent to the safe practice of clinical dentistry, at a level less than the honours student.
B2. Demonstrate complementary skills required to contribute to and influence development and evaluation of evidence based practice in the context of the changing health agenda and patient demands and expectations, at a level less than the honours student.
B3. Adapt methods of learning under guidance and independently, to meet new patient-led demands relevant to clinical dentistry, at a level less than the honours student.
B4. Demonstrate skills and professional attitudes appropriate to an independent practitioner providing a safe, validated and predictable service including innovation at a level less than the honours student.

C1. Apply theory and knowledge to reflect on experience and performance, to develop independent practice and recognise need to initiate and implement change to management protocol, at a level less than the honours student.
C2. Analyse problems and opportunities, systematically develop evidence based responses and recommend strategies for implementing appropriate change or adjustments, at a level less than the honours student.
C3. Evaluate own performance and capabilities, use visual and media styles to enhance communication and contribute to peer assessment and national standard setting, at a level less than the honours student.

D1. Communicate effectively with patients, their families and associates, and with other health professionals involved in their car, at a level less than the honours student.
D2. Work with other members of the dental team, providing an appropriate level of leadership, at a level less than the honours student.
D3. Demonstrate respect for patients and colleagues that encompasses, without prejudice, diversity of background and opportunity, language and culture, at a level less than the honours student.
D4. Use contemporary methods of electronic communication and information management, at a level less than the honours student.
8.2 Student Sickness Absence form

ACADEMIC YEAR 2017-2018

PRIVATE & CONFIDENTIAL
Self-Certificate for Personal Sickness/Medical Appointments

The completed form should be returned to the School Office immediately upon your return if your illness lasts for a week or less. If your illness lasts a week or more you should submit a doctor’s certificate along with this form.

PERSONAL DETAILS

Student ID Number: ........................................... Programme: ..............................................................
Name: ......................................................................................................................... Year: ........................................
Term Time Address: ........................................................................................................
.................................................................................................................................
.................................................................................................................................
Telephone/Mobile Number: .........................................................................................
Personal Tutor: ............................................................................................................

SICKNESS DETAILS

1st day of illness: ........................................... Date of return: ...........................................

OR

Date of 1st doctors’ certificate: .........................................................................................

Please give brief details of why you were unable to attend studies. Further details should be given if you are absent through an injury incurred at the School.

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

FORTHCOMING MEDICAL APPOINTMENTS

Date of Medical Appointment: ........................................................................................
Supervising Staff Authorisation: ......................................................................................

DECLARATION

I declare that I have been unfit to attend studies because of personal sickness/injury and that the information given above is correct.

Signed: .......................................................... Date: ..........................................................
Print Name: .....................................................................................................................
8.3 Student Leave of Absence form

PRIVATE AND CONFIDENTIAL
Student Leave of Absence – Academic Year 2017-2018

The completed form should be signed by Supervising Staff for each session, and then handed in or sent to the School Office as soon as possible for approval by the Course Director.

<table>
<thead>
<tr>
<th>Student ID Number:</th>
<th>Programme:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Year:</td>
</tr>
<tr>
<td>Term Time Address:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone/Mobile Number:</td>
<td></td>
</tr>
<tr>
<td>Personal Tutor:</td>
<td></td>
</tr>
<tr>
<td>Reason for Leave:</td>
<td></td>
</tr>
<tr>
<td>Date of Leave:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of days on this occasion</th>
<th>Total number days this Academic year (Sept-Sept)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approved/Not Approved by Supervising Staff: .................................................................
Session to be Missed: ...........................................................................................................
Approved/Not Approved by Supervising Staff: .................................................................
Session to be Missed: ...........................................................................................................

Leave Approved by Director of BDS Programme (or Representative)
Approved/Not Approved
Name: .............................................................................................................................
Signature: ..........................................................................................................................
Date: ....................................................................................................................................

Students are required to attend all courses, PBL tutorials and seminars that constitute the BDS programme. Clinical students must attend all timetabled clinical sessions and be available to treat their patients throughout the clinical term. The Director of the BDS Programme cannot exempt students from this obligation except in exceptional cases. Unauthorised leave is a disciplinary matter that may lead to a referral to the Progress or Fitness to Practice Committee.