

## PROGRAMME SPECIFICATION

**Awarding body/institution:** Queen Mary, University of London

**Teaching institution (if different from above):**

Institute of Dentistry, Barts and The London, Queen Mary's School of Medicine and Dentistry

**If accredited by a professional/statutory body, please give the name, date of last accreditation visit, approximate date of next visit and details of exemptions that will be given to QMUL graduates:**

There was a visit by the General Dental Council in October 2004 to the BDS course; the report is pending. The BDS course offered at the The London Hospital Medical College, University of London, was visited in May 1994 (and deemed to be 'sufficient'), followed by a visitation to the BDS Final examinations in June 2000.

**Name of the final award:** BDS (Bachelor of Dental Surgery)

**Duration of Study/Period of Registration:** 4 years

**Programme Title:** GEP-D (Graduate Entry Programme – Dentistry)

**UCAS Code:** A201

**QAA Benchmark Group:** Dentistry

**Criteria for admission to the programme:**

1. The entry requirements for admission to the Dentistry GEP will be a good Honours Degree (First or Upper Second class) in a Science or a health-related subject. This award will usually be a Bachelor's degree, but might be a Master's, provided it is a first degree. The applicant's first degree will only be considered for selection purposes; neither a second Bachelor's degree, nor any higher degrees, will be taken into account.
2. Whatever the degree offered, applicants must be able to demonstrate that they have reached a satisfactory standard in Chemistry and Biology, and either:
  - a. There must have been a significant component of Chemistry and Biology in their degree programme, at least equivalent to As-level (proof will be required from their university); or
  - b. They must have achieved grades of at least CC in A-level<sup>1</sup> Chemistry and Biology before starting their degree; or
  - c. They will be expected to have at least grade B in both Chemistry and Biology at AS-level<sup>1</sup>, in addition to their degree.
3. Applicants who have graduate from a University outside the UK, will be required to provide a transcript of their degree at the time of application. American and Canadian applicants must hold a science degree with a GPA of 3.6 or higher.

<sup>1</sup> or Scottish Highers, IB, or other recognised equivalent

4. The following English language qualifications will be required from students educated outside the UK and whose first language is not English:
  - Cambridge Proficiency in English at grade C or above
  - IELTS with a score of 7.5 overall
  - TOEFL with a score of 600+ (paper test) or 250+ (computer test).
5. MBBS, or an equivalent first qualification in Medicine, will be accepted.
6. The admissions process will involve suitably qualified applicants sitting an entrance test, and the scores obtained will be used to select candidates for interview.
7. All offers of a place on the course will be subject to completion of satisfactory police and health checks.
8. Applicants must provide evidence that they are not carriers of blood-borne viruses before they are admitted.
9. All students must be at least 18 years old at the start of the course.
10. The School encourages applications from mature students. There is no upper age limit, but applicants must satisfy the academic entry requirements specified above.
11. The School is keen to help all suitable applicants to study Dentistry, but unfortunately the nature of the profession may make this difficult for students with certain disabilities.

#### **Aims of the programme:**

The programme aims to produce well-rounded dentists who are caring, knowledgeable, competent and skilfully prepared for their roles to provide safe oral healthcare for their patients.

The GEP-D programme aims specifically:

1. To create dental graduate who are effective and reflective practitioners capable of responding to the demands of the 21<sup>st</sup> century.
2. To produce dentists who are fit-for-purpose and ready to face any manner of challenge in providing dental care for their patients.
3. To create dental graduates who are flexible and professional in their approach to providing dental care for all, as well as understanding and recognising their limitations in this process.
4. To provide opportunities for PCDs who wish to advance up the NHS 'skills escalator'.
5. To promote and facilitate the acquisition of knowledge, understanding and transferable and clinical skills, that will enable a QMUL dental graduate to practice professionally and to the highest standard for the benefit of patients.
6. To widen horizons and encourage participation in the dental team in such a way that inter-professional education benefits the community and individual patients.
7. To facilitate learning in an environment which represents the dental team and the community it serves.
8. To facilitate learning by using a range of appropriate learning and teaching methods and a blended learning approach which effectively utilises modern technologies, including e-learning and simulations.

### **Learning outcomes for the programme:**

The programme provides opportunities for the student to:

1. Describe and assess the contribution of the scientific method to the promotion of oral health for individuals and communities.
2. Appraise and use evidence in the promotion of oral health for individuals and communities.
3. Explain and discuss the underlying concepts, principles, processes and mechanisms of the body and the oral cavity, in health and disease.
4. Demonstrate a curious and critical approach in reviewing the knowledge base for the promotion of oral health in individuals and communities.
5. Integrate basic human and clinical science knowledge, attitudes and skills in the management of patients.
6. Describe, assess and manage the socio-psychological responses to physical and emotional pressures.
7. Explain and compare the oral needs of different individuals and communities.
8. Describe and implement the relevant Health and Safety legislation.
9. Describe and apply the medico-legal aspects of dental practice
10. Demonstrate Core Competencies in Clinical Skills in the promotion of oral health in individuals and communities.
11. Describe and manage patient care within primary, secondary and tertiary clinical settings.
12. Behave in an ethical manner in the promotion of oral health in individuals and communities
13. Recognise one's own personal limitations
14. Practice appropriate communication skills when relating to different individuals and communities.
15. Practice independently and as a team member in the promotion of oral health for individuals and communities.
16. Appraise critically individual and oral health team performances in the promotion of oral health for individuals and communities.
17. Apply information technology in the development of learning and study skills for initial, continuing and postgraduate professional training.
18. Recognise and evaluate practice management skills.

### **Teaching, learning and assessment strategies:**

The Institute of Dentistry aims to maintain the highest teaching and learning standards, and to facilitate knowledge, understanding and skills by using a broad range of teaching, learning and assessment methods.

The Teaching and Learning Strategy aims to:

1. Promote teaching and learning in a supportive yet challenging environment enriched by original scholarship and research.
2. Encourage students to become independent learners and to take responsibility for their own learning during their studies and beyond, as part of lifelong learning.
3. Achieve the highest possible quality in educational provision, as judged by the relevant internal and external performance indicators.
4. Provide the best possible range of modern learning resources appropriate to the needs of students and staff, and relevant to the programmes of study.
5. Exploit the potential of Information and Communications Technology (ICT) to facilitate flexible approaches to teaching, high quality learning and

- assessment, both on and off campus. These developments will be supported by sound educational principles.
6. Enhance in all students the development of powers of critical thought, reflection and the ability to express themselves orally and in writing.
  7. Encourage students to recognise and log the development of their own skills, and to be aware of the importance of these in the development of their academic and professional careers.
  8. Deliver teaching by staff that had had access to initial training in the pedagogy of higher education.
  9. Be flexible so as to respond as and when necessary to changing patterns of student need and student recruitment.
  10. Be sufficiently broad so that implementation can be appropriate to the needs of all stakeholders.

### **Programme structure(s) and requirements, levels and courses**

The programme of study extends over a minimum of 48 months and comprises three stages.

Stage 1 (12 months) consists of a dedicated induction programme and series of tailored seminars and academic tutorials. The induction programme and the supporting thread is also run in conjunction with students attending the Diplomas in Dental Hygiene and Therapy course providing a unique opportunity for the development of Inter-Professional Education within the Dental team as well as the necessary background in oral and dental anatomy, oral biology, human science and medical ethics. The GEP-D students are also integrated with the 2<sup>nd</sup> year (from the 5year programme) for their dental studies which includes, Introduction to Clinical Practice, Plaque-Related Disease (caries, periodontal disease endodontics and prosthodontics); oral cavity, dental radiology, and human health & disease.

Stage 2, in which the remainder of the Modules are integrated forms the main bulk of the course (2.5 years)..

Stage 3 consists of the Preparation for Vocational Training Module and takes place during the final 24 weeks of the course..

The core course material is presented in integrated Modules:

Inter-professional education and Systems in health and disease; Oral Cavity; Human Health and Disease; Plaque-related Diseases; Prosthodontics and Occlusion; Growth and Aging; Child Oral Health; Endodontology; and Preparation for Vocational Training. 'Threads' comprise subject disciplines which run through the Dental modules, and include: Prevention; Communication Skills, Human Sciences and Ethics & Law; Dental Materials Science; Dental Public Health; Critical Appraisal and Dental Statistics; Pain and Pain Control, including Dental Therapeutics; Planning Dental Care; and the Practice of Dentistry.

Selected Study Modules (SSMs) are Modules which provide opportunities for choice of study area, for study in depth, and for study periods spent outside the Institute of Dentistry. The range of SSMs may vary from year to year. A full list, published annually, forms the basis for discussions between a candidate and his/her tutor, who will ensure that the selection of SSMs over the whole programme represents a balanced portfolio of study. SSMs are assessed as part of Continuous Assessment.

**Indicators of Quality (please include details of: SSLC meetings, student feedback mechanisms, personal tutor arrangements, programme induction, programme review and monitoring).**

Student support and guidance will be provided to the GEP-D students based on the effective model used for the five-year BDS students, with the addition of specific support depending on academic and/or personal needs. All students will participate in an induction course at the start of the programme that explains the geography of the College, its many campuses, the nature of the BDS course (including the assessment system), the student monitoring system, professional code of conduct, health and safety issues, and patient confidentiality.

The Institute of Dentistry's strategy for student support and guidance through the Personal Tutor system is a keystone in the undergraduate programme, and is highly valued by students. From the start of Year I, all GEP-D students will be allocated a Personal Tutor, who remains with them for the rest of the course. The Personal Tutor System relies on the Progress File for recording student learning, reflection and achievement. A complementary file is given to the teachers and tutors to record student achievements. These records form the basis of reports to the Senior Tutor (Dentistry) at least twice a year (January and July), having met with tutees prior to Progress Reviews carried out by the Dean and the Senior Tutor (Dentistry).

The student support available through the Personal Tutorial System is explained and emphasised prior to students being introduced to their personal tutors in the induction course. The Progress File is also introduced to the students in their first year to support them as they start their clinical course. In addition, all undergraduate participate in a half-day Reflective Practice Workshop, which aims to welcome the undergraduates to clinical training and reinforce the notion of reflection and learning in clinical practice to become a 'Reflective Practitioner'.

It is acknowledged that GEP-D entrants may well have specific learning needs relating to their prior learning and experience, and this will be addressed in a number of ways. All students will have Biology and Chemistry elements in their first-year course, which will help to bring students up to the same level of achievement, despite having different entry qualifications. Using the medical GEP programme as the basis of the first-year training will provide a sound foundation for providing the underpinning knowledge for dental training. Additional remedial teaching will be offered to those students who have a specific gap or who are having difficulty with certain subjects. The College provides support for students with identified learning needs such as dyslexia, and also provides assistance on general welfare issues such as finance and accommodation.

Quality assurance and enhancement of the GEP-D programme will be along the same lines as that of the BDS five-year programme and in accordance with School QA mechanisms. The Dental Education Committee (DEC), responsible for managing the BDS course, will also manage the GEP-D programme, in that feedback regarding timetabling, teaching methods, assessment and quality are considered at monthly meetings, and where necessary additional committees/groups are convened.

The Dental Education Quality Enhancement Committee (DEQEC) is responsible for obtaining feedback from the students via module and thread reports, which are carried out at least once a year. Feedback is from DEQEC and DEC. The Staff Student Advisory Committee (SSAC), meeting monthly, reports to DEC, with representatives on DEQEC as a means to exchange information regarding the students' satisfaction or otherwise of the course.

Both the BDS and the GEP-D programmes will be moderated and monitored by appointed external examiners to all five parts of the BDS degree. External examiner reports provide an excellent check and balance of assessment procedures for the BDS degree.

The GEP-D programme is influenced by external frameworks such as the General Dental Council's 'The First Five Years. A Framework for Undergraduate Dental Education' ([www.gdc-uk.org](http://www.gdc-uk.org)) and the Subject Benchmark Statement for Dentistry [2002] ([www.qaa.ac.uk](http://www.qaa.ac.uk)).

### **Employer's Links**

The GEP-D programme has links with employers in the following ways:

1. The Practice Placement Scheme offered as an SSM and Dental Public Health teaching. The students visit General Dental Practices, and the scheme aims to provide an opportunity for undergraduates to gain an insight into the day-to-day working of a general dental practice, develop relationship-building skills, undergo socialisation into the dental profession, and investigate a specific issue related to practice management.
2. Clinical experience gained within the Dental Hospital and the outreach centre at Barkantine Health Centre, Southend PCT Health Centre, Steels Lane Dental Clinic.
3. Career fairs, where different member representatives of the dental profession gather to provide information for career consideration, once a year.
4. Prizes are available for excellence; one or two have been donated by alumni to promote excellence in communication (Class of 65), and the Malcolm Jenkins Travelling Scholarship.

In addition, the GEP-D programme covers all transferable key skills (communication skills, working with others, problem solving, and numeracy, the use of information technology, learning how to learn, personal and professional development) at different stages through the course.

**Alternatively in the programmes aims a rationale can be includes explaining how and why the programme would benefit potential employers as well as graduates from the programme. Please include supporting evidence from any potential employers who have been consulted.**

The Dental Practice Placement Scheme (DPPS) aims to provide an opportunity for undergraduates to gain an insight into the day-to-day working of a general dental practice, develop relationship-building skills, undergo socialisation into the dental profession, and investigate a specific issue related to practice management. Likewise, it affords the profession the opportunity to integrate and promote good clinical practice, with the result that these hosts later employ Queen Mary graduates.

The practitioners hosting the DPPS, on the whole, were very enthusiastic about the students, as illustrated by the following comments: '*has shown great enthusiasm for this project and participated fully with a polite, friendly and professional attitude to patients*', '*seemed to be a very useful activity. Beneficial to practice, students and patients*' and '*your two students must be a credit to the Institute of Dentistry; nice to see such enthusiasm and keenness to learn.*'

We have many different stakeholders (e.g. London Deanery, Strategic Health Authority, Workforce Development Confederation, Primary Care Trust), and it is important that by working together, the best facilities and learning environment may be provided for the undergraduates. SSMs are a rich resource. During a recent SSM for second-year students exploring 'Disability and Dentistry for Children', the following comments were made by a patient (Osteogenesis Imperfecta) and a Senior CNS Haemophilia Nurse (Royal London Hospital), respectively: *'Your students are fab and I am sure that are now beginning to have a different outlook on disability issues'* and *'Your dental students were lovely, and I think they enjoyed the time in clinic (Haemophilia Clinic)'*.

Person Completing Programme Specification	Professor E S Davenport
Person responsible for management of programme	Professor P S Wright
Date programme specification agreed by Department of teaching and learning committee	May 4 <sup>th</sup> 2005 Dental Education Committee
Date of completion of programme specification	26 <sup>th</sup> April 2005
Date of approval by Faculty Board/EB	26 <sup>th</sup> January 2006
Date of update/amendment	

#### Revision

Person Completing Revised Programme Specification	Dr A Cruchley
Person responsible for management of programme	Professor F Fortune
Date revision agreed by Department of teaching and learning committee	February 3 <sup>rd</sup> 2010 Dental Education Committee
Date of completion of programme specification	February 3 <sup>rd</sup> 2010
Date of approval by Faculty Board/EB	
Date of update/amendment	