

Programme Title: Bachelor of Dental Surgery (BDS)



Programme Specification (UG)

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

Schools / Institutes which will also be involved in teaching part of the programme:

N/A

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Barts Health NHS Trust

Programme outline

The five-year Bachelor of Dentistry (BDS) programme provides the knowledge, skills, attitudes, and behaviours essential for the prevention, diagnosis, and management of oral diseases. It follows an integrated, holistic approach, with each year of study equivalent to 120 credits.

The programme aligns with The Safe Practitioner: A Framework of Behaviours and Outcomes for Dental Professional Education published by the General Dental Council (GDC), which regulates the dental profession. This document outlines the competencies you must demonstrate by the end of your training in order to register with the GDC as a dental professional.

The curriculum is structured around the following key modules:

- Basic Sciences for Dentistry (BS)
- Human Health and Disease (HHD)
- Population Oral Health and Evidence Based Dentistry (POPEBD)
- Clinical Practice and Professionalism (CPP)

and the subject of Academic Advising and Graduate Attributes (AAGA) has been integrated to the modules above.

Programme Title: Bachelor of Dental Surgery (BDS)

These modules not only meet the GDC's expectations regarding clinical knowledge and technical expertise but also support you acquiring the necessary interpersonal skills, professionalism, and self-management required to practice dentistry. The programme promotes a multidisciplinary, interprofessional approach and encourages students to adopt a culturally sensitive, sustainable, and evidence-based perspective in clinical practice. Through this, you will develop the ability to deliver holistic patient care while understanding the broader context of improving population health.

The curriculum follows a "spiral" design, where key topics are revisited and built upon with increasing complexity throughout the five years. For example, content on Clinical Human Health and Disease introduced in the early years will be expanded in later years. This approach permits integrated holistic assessment as you progress through the course.

The foundation of scientific knowledge is laid primarily in the first year and remains an underlying theme throughout the course. This scientific framework is enhanced by a global, evidence-based approach to oral health care delivery. As you progress, professionalism, teamwork, and social responsibility will be essential elements of your development, demonstrated in both academic and clinical settings.

In the Clinical Skills Laboratory (CSL), you will acquire and refine basic clinical skills. Following a 'gateway' assessment, which ensures proficiency, you will be permitted to provide oral health care to adult and paediatric patients.

Clinical exposure begins in year one, with an introduction to the clinical environment, equipment, and materials, alongside your first direct involvement in patient care. Year two focuses heavily on expanding clinical knowledge and treatment skills while continuing patient interaction. From year three, the curriculum emphasises more complex treatment procedures, and clinical activities will constitute the majority of your study time.

Throughout the programme, you will gain practical experience at multiple sites, including outreach locations. This diverse clinical exposure, involving a wide range of patients and oral diseases, is designed to build your competence and confidence, ensuring you qualify as a 'safe practitioner,' as defined by the GDC.

The programme also embraces Queen Mary University of London's commitment to preparing students for the complexities of employment in the 21st century. The curriculum is aligned with the Queen Mary Graduate Attributes, which focus on employability and social responsibility, equipping you to become an active, globally minded dental professional.

Aims of the programme

The Institute of Dentistry is dedicated to cultivating a dynamic, confident, clinically proficient, adaptable, and empowered dental team through world-class, innovative dental education and research. This approach equips you to provide excellent oral healthcare and to positively impact oral health on both national and global levels, now and in the future.

The key aims of the BDS programme are organized into four core themes:

1. Basic Sciences for Dentistry

The focus of the Basic Sciences theme, particularly in Year 1, is to provide you with a strong foundation in essential clinical sciences. Emphasis is placed on the relationship between oral and systemic health, encouraging you to consider how a patient's medical history can influence their oral health. This fundamental knowledge in areas such as cell biology, pharmacology, and physiology will form the basis for making sound clinical decisions. This theme will continue throughout the programme, with a particular focus in the first two years.

2. Human Health and Disease

This module provides you with a comprehensive understanding of the pathology of human diseases, forming the foundation for 'whole-patient' clinical teaching. You will explore topics such as microbiology, pathology, immunology, haematology, and cancer biology. This knowledge will help you to understand common medical conditions, their presentations and management essential for delivering safe dental care. Additionally, this module will enable you to communicate professionally with other healthcare providers regarding your patients' overall health.

3. Population Oral Health and Evidence Based Dentistry

Spanning the entire curriculum, this module integrates both Dental Public Health and Evidence-Based Dentistry. You will engage

with topics such as epidemiology, dental public health principles, and addressing health inequalities. The module will provide structured education on prevention, in line with GDC learning outcomes, and will foster an evidence-based approach to clinical practice. You will learn how to contribute to improving population-wide oral health while delivering individual patient care.

4. Clinical Practice and Professionalism (CPP)

This module aims to develop your knowledge, skills, and professional behaviours to align with patient and professional expectations in a clinical setting. Clinical practice encompasses the subjects of Restorative Dentistry, Endodontics, Periodontics and Prosthodontics, Dental and Maxillofacial Radiology, Dental Public Health, Oral and Maxillofacial Pathology, Oral Medicine, Oral Microbiology, Oral Surgery, Orthodontics, Paediatric Dentistry and Special Care Dentistry. This module will integrate theoretical knowledge with health care ethics, legal principles, sociological and psychological concepts of health, illness, and behavioural change. You will also develop interpersonal skills and emotional intelligence to communicate effectively with patients and colleagues, ensuring compassionate, empathetic, and respectful interactions.

What will you be expected to achieve?

The overarching learning outcomes are outlined below, with specific detailed learning outcomes provided in the programme handbooks and are mapped to the four module themes: Basic Sciences for Dentistry (BS), Human Health and Disease (HHD), Population Oral Health and Evidence Based Dentistry (POPEBD) and Clinical Practice and Professionalism (CPP).

The level of achievement expected of you as you progress through the course when meeting these learning outcomes are outlined below:

The credit levels for each year are:

- BDS Year 1: level 4
- BDS Year 2: level 5
- BDS Year 3: level 6
- BDS Year 4: level 6
- BDS Year 5: level 6

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:

A1	Explain the aetiology, pathogenesis and epidemiological trends of oral and dental disease and their application to patient management (C1.1) CPP HHD POPEBD
A2	Describe and identify the clinical presentations of oral and dental diseases and explain the principles underpinning their diagnosis, prevention and treatment (C1.2) CPP HHD

A 3	Explain the variance in disease presentation across diverse cultural and social groups, and those with protected characteristics, and how this impacts diagnosis, prevention and treatment (C1.3) CPP HHD POPEBD
A 4	Describe and identify general and systemic diseases and psychological conditions, and their relevance to oral health and impact on clinical treatment, patient compliance, self-care, and outcomes (C1.4) CPP HHD POPEBD
A 5	Identify relevant and appropriate dental, oral, craniofacial and general anatomy (recognising the diversity of anatomy across the patient population) and explain their relevance to patient management (C1.5) CPP HHD POPEBD
A 6	Describe the scientific principles underpinning the use of materials and biomaterials and evaluate their limitations and selection with emphasis on those used in dentistry (C1.14) (BS)
A 7	Explain the scientific principles of medical ionizing radiation and statutory regulations, and how these are applied to clinical practice (C1.15) (BS) CPP
A 8	Discuss the importance of each component of the patient assessment process (C1.17) CPP
A 9	Critically evaluate all components of patient management including risks, benefits, contra-indications and indications (C1.21) CPP HHD POPEBD
A 10	Explain the risks, benefits, complications of and contra-indications to all interventions (non-surgical and surgical) (C1.22) CPP HHD POPEBD
A 11	Explain the range of contemporary orthodontic treatment options, their impact, outcomes, limitations and risks (C1.34) CPP
A 12	Describe the use of a range of communication methods and technologies and their appropriate application in support of clinical practice (I1.1) CPP
A 13	Describe the team working guidance provided by the GDC and other relevant bodies (I.2.5) CPP
A 14	Describe the legal responsibilities of maintaining and protecting patients' information (P1.2) CPP
A 15	Explain what is meant by the term insight in the context of professional practice (S1.1) CPP
A 16	Discuss the basic principles of a population health approach including demographic and social trends, UK and international oral health trends, determinants of health and inequalities in health, and the ways in which these are measured and current patterns (P3.1) CPP POPEBD

Disciplinary Skills - able to:	
B 1	Obtain, record and interpret a comprehensive and contemporaneous patient history, taking into account social and/or cultural sensitivities (C2.1.1) CPP
B 2	Undertake an appropriate systematic intra- and extra-oral clinical examination (C2.1.2) CPP HHD
B 3	Appropriately prescribe and/or interpret the findings of clinical and laboratory investigations (C2.1.4) CPP
B 4	Undertake relevant special investigations and diagnostic procedures, including radiography (C2.1.5) CPP
B 5	Formulate a differential diagnosis or diagnoses and from there a definitive diagnosis (C2.1.8) CPP
B 6	Monitor and review treatment outcomes and patient response to advice, providing aftercare, follow-up and ongoing preventive advice and intervention (C2.2.5) CPP
B 7	Implement, perform and manage effective decontamination and infection control procedures according to current guidelines (C2.3.2) CPP

Programme Title: Bachelor of Dental Surgery (BDS)

B 8	Provide patients/carers with comprehensive, personalised preventive advice, instruction and intervention in a manner which is accessible, promotes self-care and motivates patients/carers to comply with advice and take responsibility to maintain and improve oral health (C2.5.1) CPP
B 9	Undertake appropriate non-surgical treatments to manage pulpal and periradicular disease for primary and permanent teeth as appropriate to a non-specialist environment (C2.8.9) CPP
B 10	Where appropriate manage and refer/delegate work according to the scope of practice of members of the dental team, in line with competence and professional practice (IB6) CPP
B 11	Support patients to make informed decisions about their care, making their interests your first concern (PB2) CPP
B 12	Demonstrate cultural competence, accepting and respecting the diversity of patients and colleagues PB3) CPP
B 13	Accurately assess your own capabilities and limitations in the interest of high-quality patient care and seek advice from supervisors or colleagues where appropriate (SB1) CPP
B 14	Utilise the receipt of effective feedback in the professional development of self (S2.6) CPP

Attributes:	
C 1	Underpin all patient care with a preventive approach, that takes account of patient compliance and self-care, to contribute to the patient's long-term oral and general health (C1.25) CPP
C 2	Adopt an evidence-based approach to clinical practice (C(B)1) CPP
C 3	Respect the roles of dental and other healthcare professionals in the context of learning and working in a dental and wider healthcare team (I.B.2) CPP
C 4	Respect, listen to, and value others and their opinions (QMGA)
C 5	Recognise and value your individual worth and identify the contributions you can make (QMGA)
C 6	Communicate with care, compassion, empathy and respect in all professional interactions with patients, their representatives, the public and colleagues (I (B)1)
C 7	Engage critically and reflectively with knowledge (QMGA)
C 8	Speak up to protect others from harm (P(B)5)
C 9	Act honestly, fairly and ethically, including in academic conduct (QMGA)
C 10	Promote socially responsible behaviour for a global sustainable future (QMGA)
C 11	Effectively manage your own time and resources (S(B)9)
C 12	Demonstrate cultural competence, accepting and respecting the diversity of patients and colleagues (P(B)3)
C 13	Work in partnership with colleagues to develop and maintain an effective and supportive environment which promotes the safety and wellbeing of the patient and dental team (P(B)15)
C 14	Contribute positively to the healthcare communities of which you are a part (P(B)17)

How will you learn?

The BDS programme employs a comprehensive range of teaching methods, including one-on-one chairside instruction, small

Programme Title: Bachelor of Dental Surgery (BDS)

group seminars and tutorials, as well as large group lectures or interactive didactic sessions. Communication skills are taught using role play, providing students with a safe environment to practice and build confidence before entering the clinic as supervised practitioners delivering patient care.

The curriculum follows an inclusive approach, ensuring all students feel supported both intellectually and academically. It integrates a variety of teaching methods, including online resources and on-demand materials like short videos, to cater to diverse learning styles. Inclusive learning strategies, such as flipped classrooms and virtual learning environments, have been embedded throughout the programme. By making learning outcomes clear and accessible, the curriculum empowers students to engage fully with the material.

Additionally, students have access to academic support services, such as learning development teams, recorded lectures, Advice and Counselling services, and student support, all aimed at enhancing the learning experience.

This co-created curriculum fosters a partnership between students and staff in a community of learning, encouraging shared decision-making and respectful interaction. By addressing structural inequalities, the programme seeks to include diverse voices, perspectives, and identities, making the curriculum relevant to a broad range of populations.

Immersive learning is also a core feature, enabling students to develop their knowledge and skills in realistic digitally simulated environments. By incorporating virtual and augmented reality, students can safely practice and refine techniques in a risk-free setting where outcomes are directly influenced by their actions. This method permits repeated practice and measurable development of skills enhancing the learning experience.

Clinical skills simulation further supports this approach, giving students the opportunity to practice complex procedures without risk to patients. Training is conducted through a range of methods, from traditional phantom head simulators to high-fidelity haptic simulators, allowing students to build experience, confidence, and competence before moving on to patient care.

Modules are scheduled into weekly sessions, with a mix of small (up to 10 students), large (20+ students), and one-on-one tuition in both the Clinical Skills Laboratory (CSL) and clinical environments. Staff with relevant expertise deliver instruction throughout the academic year, ensuring close contact between students and teachers. This promotes monitoring of student behaviour, engagement, and progress, benefiting both students and educators.

The Institute of Dentistry embraces the Queen Mary University of London's 2030 Strategy, which emphasizes the core values of inclusion, ambition, collegiality, pride, and ethics. The curriculum is designed to be pedagogically innovative, fostering communities of practice. This supportive environment encourages students to acquire the knowledge and clinical skills needed to achieve their full potential. The relatively small size of the school ensures a friendly and well-supported learning environment.

Students are actively encouraged to provide feedback on teaching, clinical experiences, and the learning environment which will permit ongoing enhancement of the curriculum. This can be done informally through interactions with programme leads, year leads, or module coordinators, or through formal channels like the Student Voice Committee (SVC), Dental Quality Assessment Committee (DQAC), and Dental Education Committee (DEC).

Student progress is continuously supported and monitored throughout the academic year, with feedback and individualised development scores, provided to help students gauge their growth and support their learning. This ensures a smooth transition as students progress through different stages of the programme, building on previously acquired knowledge and skills. Students move from learning in the Clinical Skills Laboratory to patient care being delivered at all placements including outreach locations which consolidates their skills before entering Dental Foundation Training post-qualification.

In addition to formal directed teaching, students are expected to engage in self-directed learning to maintain academic progress and develop an evidence-based approach to clinical decision-making. This independent study time varies across the programme but is crucial in shaping competent, safe dental professionals upon graduation. Attendance at all timetabled academic sessions and clinical teaching is mandatory, as it is essential for satisfactory progress throughout the programme.

How will you be assessed?

The assessment of the programme's learning outcomes will take place through various phases over the five years of study. By the time of graduation, you are expected to demonstrate successful completion of the programme and meet the required learning outcomes for primary registration with the General Dental Council (GDC). This entails achieving the professional standards in

knowledge, clinical and technical skills, and behaviours, with the patient's well-being always as the priority. Assessments will be integrated and designed to reflect the educational level of achievement, driving your learning through evidence-based evaluation and practice.

The Assessment Strategy encompasses a blended approach which includes both summative and formative assessments which test your basic and applied knowledge, as well as your competencies in performing clinical and non-clinical procedures. Assessment may take place in the Clinical Skills Laboratory (CSL) or with patients.

A variety of assessment methods will be used, including:

Written examinations (Single Best Answer [SBA], Very Short Answer Questions [VSAQs], and Short Answer Questions [SAQs])

- Project reports
- Case presentations
- Laboratory reports
- Reflective portfolios
- Individual or group presentations (oral or poster)
- Work-place based assessments in the form of clinical course units
- Structured Clinical Reasoning Exams (SCRs)
- Viva Voce (oral examination)
- Objective Structured Clinical Examinations (OSCEs).

These assessment methods will vary depending on the content and objectives of each module.

For example, in Year 1, assessments will primarily focus on testing the foundational scientific knowledge required for clinical practice using SBA, VSAQs, SAQs and OSCEs. This foundational knowledge underpins your development as a safe and competent dental practitioner. In later years, assessments will shift towards practical skills and clinical reasoning, with a greater emphasis on SCRs, and case presentations, reflecting the increasing complexity and holistic nature of clinical practice.

You will be encouraged to engage in self-reflection throughout the programme, particularly regarding your progress and daily performance. This reflective practice will be supported with feedback and recorded in a logbook or portfolio. This will help you identify areas for personal development and track your achievements. You and your tutors will be able to assess your progress, ensuring continuous improvement. This practice prepares you for lifelong learning, fostering a positive attitude towards the ongoing development of skills and enhancing your employability.

Timely feedback will be a key part of the assessment process, whether formative or summative. Feedback will be delivered on an individual and group basis, and is especially crucial for the development of communication and clinical skills. After each clinical session, you will engage in a two-way discussion with your tutor to review your performance, embracing teamwork, professionalism, and clinical competence. This ongoing dialogue will reinforce your learning and support your growth as a dental professional.

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The BDS Programme structure has evolved to fully utilise the diversity of the local population and their oral disease and also to embrace the GDC Learning Outcomes to ensure that at graduation you are knowledgeable, professional, safe and competent practitioners.

To achieve this, four main themes have been developed Basic Sciences for Dentistry (BS), Human Health and Disease (HHD), Population Oral Health and Evidence Based Dentistry (POPEBD) and Clinical Practice and Professionalism (CPP). The basic framework of these modules will involve small groups which will take place on and off the clinic and facilitate the provision of academic and pastoral support. Academic advising and support to achieve graduate attributes will be provided throughout the programme from entry until graduation to guide you throughout the course to ensure that you achieve your personal goals.

The programme will be delivered around an academic year of three semesters. This will build on early basic science knowledge and will lead to more established and advanced clinical practice in Outreach dental centres (which provides a learning environment at the level of primary dental care in general dental practice) and in the main dental hospital. For example, Clinical Dentistry will start in Year 1 with a focus on prevention followed by the development of core clinical technical skills in the clinical skills laboratory (Year 2), progressing onto the outreach clinic setting for Clinical Practice in Year 3 and Advanced Clinical Practice

Programme Title: Bachelor of Dental Surgery (BDS)

in Years 4 and 5 in various clinical contexts.

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

Each academic year will be structured around the five key themes, with assessments designed to evaluate your knowledge acquisition, practical application, and progressive development of confidence and competence in essential clinical skills required in preparation for entry onto the Dental Register. A cornerstone of our educational philosophy is fostering a global and adaptable approach to both learning and patient care. Our aim is to prepare students to deliver high-quality dental care to diverse patient populations. Upon graduation, through demonstrated satisfactory clinical skills, behaviours and knowledge, students will qualify as safe practitioners for registration with the General Dental Council (GDC).

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Basic Sciences for Dentistry 1		45	4	Core	1	Semester 1
Basic Sciences for Dentistry 2		45	4	Core	1	Semester 2
Clinical Practice and Professionalism (CPP) 1		15	4	Core	1	Semesters 1 & 2
Population Oral Health and Evidence Based Dentistry 1		15	4	Core	1	Semester 2

Academic Year of Study FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Clinical Practice and Professionalism (CPP) 2		60	5	Core	2	Semesters 1-3
Human Health and Disease		45	5	Core	2	Semesters 1-3
Population Oral Health and Evidence Based Dentistry 2		15	5	Core	2	Semesters 1-3

Academic Year of Study FT - Year 3

Programme Title: Bachelor of Dental Surgery (BDS)

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Clinical Practice and Professionalism (CPP) 3		120	6	Core	3	Semesters 1-3

Academic Year of Study FT - Year 4

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Clinical Practice and Professionalism (CPP) 4		120	6	Core	4	Semesters 1-3

Academic Year of Study FT - Year 5

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Clinical Practice and Professionalism (CPP) 5		120	6	Core	5	Semesters 1-3

What are the entry requirements?

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

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

All candidates for dentistry must undertake the University Clinical Aptitude Test (UCAT). We use UCAT scores to select applicants for interview, in conjunction with academic performance (predicted/achieved) to date. To register and for further information, visit <https://www.ucat.ac.uk/> You will not be considered for interview if your total UCAT score falls below the fourth decile and/or SJT Band 4.

A-level

A levels at grades A*AA, achieved in one sitting over a study period of no longer than two years. A-levels must include:

First A Level - Chemistry or Biology

Second A Level – A further science subject from (Chemistry, Biology, Physics, or Maths)

Third A Level - Any A level subject. Further Maths is not accepted if Maths is taken as your second A level.

The A* can be in any of the three subjects and does not need to be in one of the required sciences

If A level Maths and Further Maths are offered in the same sitting, Further Maths will not be counted towards the minimum A*AA requirement.

Six GCSEs at grades 777666/AAABBB including Biology, Chemistry, English Language or English Literature and Mathematics. The Science Double Award may substitute all sciences at GCSE.

If you are an international student who does not study GCSEs/IGCSEs as part of your qualifications, then we would not expect you to have met this requirement. GCSEs are not required for graduates.

Programme Title: Bachelor of Dental Surgery (BDS)

International students

We accept 4 international students onto the Dental programme each year. If you are offering academic qualifications other than those listed above, please check your country of origin to ensure we accept your qualifications: <https://www.qmul.ac.uk/fmd/study/undergraduate/courses/a200/entry-requirements/>

English Language requirements

GCSE/IGCSE English Language grade 6/B

or

IELTS score of 7.0 overall with 6.0 in all components. This must be taken within two years of starting the course.

For further information on other accepted English Language qualifications, please see our English Language page (<https://www.qmul.ac.uk/international-students/englishlanguage/requirements/undergraduate-and-postgraduate-programmes/>).

Graduates

A minimum 2:1 (upper second-class honours) undergraduate bachelor degree (or international equivalent) in a Molecular or Biomedical Sciences related degree. No further qualifications required.

Molecular or Biomedical Sciences related degree

Biomedical Sciences

Biomedicine

Biochemistry

Cellular and Molecular Medicine

Genetics

Human Anatomy

Microbiology

Molecular Biology

Neuroscience

Pharmacology

Pharmaceutical Chemistry

Pharmacy

To meet the subject requirements, the degree must be in a Molecular or Biomedical Sciences. We are unable to review transcripts prior to you making an application, and if your degree meets our entry criteria, then we would encourage you to make an application.

Or

A minimum 2:1 (upper second-class honours) undergraduate bachelor degree (or international equivalent) in any other degree subject.

In addition to your degree, you must also have passes at A-level of at least BB in Chemistry and Biology (or acceptable equivalent <https://www.qmul.ac.uk/fmd/study/undergraduate/courses/a200/entry-requirements/>)

Graduates who offer a degree with at least an upper second class honours or equivalent who have graduated from a university outside the UK, must check their degree equivalency to a UK honours degree with at least a 2:1 against the Postgraduate requirements stipulated for their region (<https://www.qmul.ac.uk/international-students/regions/>). If equivalent, the above applies.

The Admissions Policy for Undergraduate Programmes in Medicine and Dentistry can be found here (<https://www.qmul.ac.uk/governance-and-legal-services/policy/>)

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

The Student Voice Committee (SVC) provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs and concerns of students, as well as act as a forum for discussing programme and module developments. SVCs meet regularly throughout the year.

Each school operates a Learning and Teaching Committee (Dental Education Committee), which advises the Dean for Dentistry

on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

Periodically we operate Programme Reviews of our taught undergraduate and postgraduate provision with the Dean for Dentistry having overall responsibility for their completion. Students' views are considered in this process through analysis of the NSS and module evaluations.

What academic support is available?

Your wellbeing is very important to us. The Student Support Office (SSO) has a well-developed team of staff to help and guide you through the programme. They are keen to make sure that you are offered confidential, independent and non-judgmental advice on matters ranging from personal problems and academic issues to university procedures and financial matters such as student funding.

The Institute of Dentistry has an Academic Advising system in place for all undergraduate students. This means that each student has an Academic Advisor who oversees a group of 8-14 students. The Advisor also facilitates two reflective practice sessions per academic year with this group. Academic Advisors can help explore options for students who are struggling academically.

You will receive a series of handbooks which will outline the appropriate learning outcomes, academic and clinical requirements and relevant assessment and deadlines for completion of coursework and submission. These are constantly updated and placed on QMPlus (QMUL's virtual learning environment) for ease of access.

How inclusive is the programme for all students, including those with disabilities?

The Institute of Dentistry will provide the following:

The learning outcomes are aligned with the GDC Safe Practitioner Framework and can be accessed via the module handbooks on QMPlus. Teaching will be delivered through a blended, integrated, spiral approach that includes lectures, small group sessions, laboratory demonstrations and practice, clinical teaching, and flipped learning. In line with the QMUL 2030 Strategy, this will include a blended combination of interactive in-person teaching, online resources and enhanced use of immersive technology. The curriculum has an emphasis on cultural competency and is patient centred.

Lectures will be available for review through QMPlus, Microsoft Teams, Q-Review, or other future platforms that best support diverse learning styles. The reading list is available on Talis Aspire and is linked to the relevant QMPlus page.

Student Support

The Student Support Office (SSO) offers confidential, independent, and non-judgmental advice on personal, academic, and financial matters, including university procedures and student funding. The SSO is committed to ensuring students receive the support they need to succeed.

Disability and Dyslexia Service (DDS)

Queen Mary's Disability and Dyslexia Service (DDS) supports all students with disabilities, learning difficulties, or mental health conditions whether full-time, part-time, undergraduate, postgraduate, UK, or international students across all campuses. The DDS provides guidance and assistance in the following areas:

- Assessment for specific learning difficulties (e.g., dyslexia)
- Applying for Disabled Students' Allowance. (DSA) Arranging DSA assessments of need
- Organizing special examination arrangements
- Access to loaned equipment (e.g., digital recorders)
- Specialist one-to-one study skills tuition
- Providing course materials in alternative formats
- Educational support workers (e.g., note-takers, readers)
- Specialist mentoring for students with mental health issues or Autism Spectrum Disorders

Programme Title: Bachelor of Dental Surgery (BDS)

Support for Specific Learning Disabilities:

- Regular one-to-one study skills sessions with a dyslexia specialist
- Lecture notes provided in advance through QMPlus or email
- Q-Review lecture access, or permission to record non-Q-Review sessions (e.g., Clinical Skills Laboratory sessions on Phantom Heads/the use of Haptics)
- Specialist software with text-to-speech functionality to aid concentration and reduce fatigue

Support for Physical Disabilities:

- Speech recognition software for dictation
- Accessible lab and clinic environments, including ground-floor clinics, lifts to higher floors, and ramps

Inclusive Education

We are committed to providing all students with equal access to learning opportunities. Inclusivity ensures that all students are valued and supported, regardless of their background or circumstances, in line with the QMUL 2030 Strategy, which emphasizes "progressive, inclusive" teaching and curriculum design centred on the student experience. The 2025 curriculum has been co-created with recent graduates and existing students.

To achieve these goals, inclusive pedagogical practices recognize the importance of diverse knowledge, identities, and ways of learning. This approach shifts the focus from student deficits to individual abilities and needs, ensuring that institutional practices do not alienate certain groups of students.

By fostering a curriculum that treats students as partners in knowledge construction, inclusive pedagogy embraces differences and carefully considers the impact of teaching initiatives on each learner.

Programme-specific rules and facts

Programme requirements and Progression:

You should at all times abide by the standards of professionalism and academic behaviour expected of dental undergraduates as outlined in principle by the General Dental Council, the Faculty of Medicine and Dentistry, Queen Mary, University of London and all placements whilst undergoing training on any NHS Trust or University site.

All modules in each academic year are core and all must be passed before progression into the subsequent year of the programme.

Clinical competence, professional behaviours and attitudes will be monitored throughout the course. A student whose clinical performance is deemed to be less than satisfactory may be required to attend a specific remedial programme or be required to repeat part of the programme to demonstrate improved performance. You are required to demonstrate a satisfactory level of clinical practice and knowledge by passing practical tests of competence (Gateway Test) before being permitted to carry out clinical treatment of patients.

There is no advance standing for this course.

Should a student withdraw from the programme or fail to meet the requirements for progression or award, they may be entitled to an exit award of a Certificate or Diploma or Higher Education, or an Ordinary Degree (where the requirements for those awards have been met; these awards shall be made with the title 'Dental Sciences'. These exit rewards will not be sufficient for registration to practice with the General Dental Council.

Links with employers, placement opportunities and transferable skills

Career-wise, dentists have many options open to them. They can work in general practice, both for the NHS or privately, in the community or in the armed forces, at home or overseas. As well as becoming a General Dental Practitioner, a wide variety of career opportunities exist, ranging from Oral and Maxillofacial Surgery to Orthodontics (braces); and from Paediatric Dentistry to Prosthodontics (that is implants, false teeth, etc). You could specialise in Periodontics (gum disease), Oral Medicine (oral soft tissue disease), Restorative Dentistry (fillings, crowns and bridges) or become a lecturer and researcher in any of these. Oral

Programme Title: Bachelor of Dental Surgery (BDS)

Pathology analysing lumps, bumps and so on for cancers and other diseases is another possibility. Dentistry can also be a flexible career for those wishing to take time out, to work irregular days or hours, or for those who wish to work in more than one location.

Programme Specification Approval

Person completing Programme Specification:

Mrs Lorraine Low, Quality & Assessments Officer

Person responsible for management of programme:

Dr R. Desai, Director of Education UG (Taught Programmes)

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

29 Oct 2024

Date Programme Specification approved by Taught Programmes Board: