

## 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:	BSc Oral Health
Name of interim award(s):	Cert HE; Dip HE
Duration of study / period of registration:	3 years
QMUL programme code / UCAS code(s):	USOBL / UBZF-QMDENT1 / B980
QAA Benchmark Group:	Dental Care Professionals
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:

N/A

### Programme outline

This 3- year clinical programme leading to a BSc in Oral Health gives you the knowledge, skills, attitudes and understanding required for the prevention, alleviation and treatment of oral diseases. You will, upon satisfactory completion of all elements of the programme be eligible for registration as a Dental Hygienist and Dental Therapist with the General Dental Council. The programme will be taught using an integrated approach throughout the course of study where each year will be equivalent to 120 credits; this corresponds to approximately 1200 hours of study per year. You will study alongside, and be integrated with, undergraduate BDS students studying dentistry and this will foster a team approach to patient care.

The General Dental Council (GDC) by whom the dental team are regulated on qualification has published 'Safe practitioner 2025-Dental team learning outcomes for registration'. This document outlines the outcomes that you must be able to demonstrate by the end of your training in order to register with the GDC as a dental professional and member of the dental team.

These overarching outcomes form the foundations of professional practice.

The outcomes are grouped in the following five themes integrated and overlapping:

1. Basic Sciences for Dentistry (BS),
2. Clinical Sciences (CS),
3. Clinical Practice and Professionalism (CPP) ( including several sub -themes including Human Health and Disease (HHD)),
4. Population Oral Health and Evidence Based Dentistry (POHEBD)
5. Dental Inter-Professionalism (DIP)

These also complement the GDC's expectations of professionalism, communication, leadership and management to a higher level by engaging in a multidisciplinary and inter professional approach to team working and social responsibility from entry into and exit from the programme. You will be encouraged to take a global perspective and evidence base approach to your clinical practice.

The basis of scientific knowledge will underpin the clinical learning experience and taught primarily in the first year, but with ongoing emphasis of its importance throughout the programme. This will be enhanced by the delivery of a global evidence based dentistry approach to the oral health care delivery. Whilst progressing through the course you will be expected to embrace all aspects of professionalism, teamwork and social responsibility by demonstrating your knowledge and ability to apply this in your clinical experience. You will spend time in the Clinical Skills Laboratory (CSL) where you will learn your basic clinical skills and after a 'gateway' assessment of these newly found skills be permitted to provide oral health care for allocated adult and child patients.

Your clinical experience will start during year one and as you progress through the programme you will attend several different Outreach locations in the East End and in the North of London. The patient base and oral disease you will encounter is diverse, providing you with a challenging and satisfying professional experience as you progress through the programme.

We are also very keen to embrace the College's desire to prepare you for the complexities of employment in the 21st Century as well as the GDC's expectation that 'the learning outcomes will form the foundation upon which a registrant will be expected to develop and maintain their knowledge and skills throughout their professional career, and become fully proficient'.

## Aims of the programme

The Institute of Dentistry is committed to developing a dynamic, confident, adaptable and empowered dental team, through world class innovative dental education and research that will have global impact on improving oral health today, and for the future.

The general aims of the programme offered are to:

- Provide a programme of learning & assessment which covers the aspects of dental hygiene & therapy as defined by the General Dental Council's curricula in the Safe Practitioner Framework 2025
- Develop individual communication, critical, analytical, clinical and research skills.
- Develop individuals who, on qualification, are competent to undertake unsupervised clinical work within a dental team or in a multi disciplinary team as defined by the General Dental Council
- Prepare students for employment and career development.
- Enable students to pursue careers in multidisciplinary settings
- Enable students to undertake or participate in research projects
- Enable students to develop strong leadership and managerial skills, aligned to current societal challenges and standards of care.
- Enable students to develop the skills necessary for life-long independent learning.
- Provide a supportive & friendly learning environment for students throughout their course

To achieve these within the BSc Oral Health Programme the main aims are therefore embraced in the themes outlined below:

Basic Sciences for Dentistry (BS):

- To provide the foundation of knowledge necessary for the understanding of the development and structure of the body tissues and how this relates to function, with an emphasis on tissues directly related to oral function and healthcare.
- To develop an appreciation of how abnormal structure and or function relates to pathological processes and an understanding of the causative agents associated with the disease process.
- To develop an appreciation of dental materials, instruments and scientific principles of the main special investigations, and their application to dentistry.

Clinical Sciences (CS):

- To familiarize students with the common human diseases
- To familiarize the students with the main epidemiological factors that determine health and disease and how this affects the oral care
- To develop medical social and dental investigative skills and to bring them together in the comprehensive examination with the patient at its center
- To inform the students of the medication in use for diverse human diseases and their interaction with the oral health care and treatments.
- To develop inter professional skills, understanding of the primary and secondary settings and how to refer patients.

Clinical Practice and Professionalism(CPP):

- To embrace the concept of holistic patient care and to utilize every clinical encounter as a learning episode
- To understand the oral health circumscribed to the concept of general human health and disease
- To apply the scientific information in the clinical setting, special investigations, use of instruments and dental materials approved
- To be aware of and undertake infection and contamination control and to act in agreement with Clinical Governance
- To be able to understand develop and deliver treatment plans in cooperation with the whole dental team and in agreement with the scope of practice
- To apply risk assessment and outcome risk assessment and to decide the recall intervals for sustainable care.
- To develop and enhance values, attitudes and behaviours in the student which will underpin the science and practice of dental therapy with professionalism, ethics, integrated in inter-professional and interdisciplinary teams, in various clinical and social settings.

Population Oral Health and Evidence based Dentistry (POHEBD)

- To develop critical evaluation skills which will enable implementation of best evidence whilst integrating dental therapy into the wider social context.
- To develop the understanding of and application of basic principles of research in practice and at community level.

Dental Inter-professionalism (DIP)

- To understand the principles of multidisciplinary work in health care
- To understand and apply pathways for referrals and work integrated in the comprehensive treatment plan in agreement with the scope of practice of the profession
- To develop critical and research skills and to apply them in a student led project
- To be able to identify, inform and initiate change as appropriate in accord with the principles of clinical governance.

### **What will you be expected to achieve?**

In order for you to gain registration with the General Dental Council as a safe practitioner on graduation you will be expected to have successfully achieved the learning outcomes outlined by the General Dental Council. We have adopted these learning outcomes and the level of achievement we will expect of you each academic year will be adjusted for that year of study. The credit levels for each year is 4, 5 and 6 for years 1, 2 and 3 respectively. The overarching learning outcomes are outlined below.

For each module these will be developed more fully and published in programme handbooks. Each learning outcome has been allocated to at least 1 module.

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

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

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

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

Academic Content:	
A 1	Explain the aetiology, pathogenesis and epidemiological trends of oral and dental disease and their application to patient management (C1.1) CPP HHD PPH
A 2	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 PPH
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 PPH
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 PPH
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 PPH
A 10	Explain the risks, benefits, complications of and contra-indications to all interventions (non-surgical and surgical) (C1.22) CPP HHD PPH
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 PPH

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)
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
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)
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 (QMGA)
C 13	Demonstrate cultural competence, accepting and respecting the diversity of patients and colleagues (P(B)3)
C 14	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 15	Contribute positively to the healthcare communities of which you are a part (P(B)17)

## How will you learn?

Teaching on the programme adopts a full range of teaching methods including one to one chairside teaching, small group teaching in seminars or tutorials and whole group where modular teaching as lectures or coordinated interactive and didactic teaching is better delivered at the same time. The majority of teaching from the second year onwards is through small groups both on and off the clinic. Teaching in the CSL will provide a safe and nurturing environment where you will gain experience of and competence in new clinical concepts prior to providing oral healthcare for patients on the clinic.

Communication skills training will utilise role play as a means to experience and practice in a safe environment prior to entering the clinic as a 'practitioner' providing dental care for patients under supervision. A blended learning approach will also be developed to provide additional sessional or indeed self directed learning through QMPlus (VLE) and the wider world wide web access where for instance 'how to ' videos will enhance your understanding and provide a means to refresh your knowledge of particular techniques.

Modules will be allocated into timetabled sessions each week, either in small (of up to 10) or large (>20) groups, one to one tuition in the CSL and clinic, and delivered by staff members with appropriate levels of specialist expertise throughout the academic year. This close contact is known to be valued by both students and teachers alike, which also facilitates monitoring of your engagement and progress. You will complete a series of projects under supervision and support your development of key skills and competencies as stated in programme aims and learning objectives.

The Institute of Dentistry embraces the concept of the Student Journey and Experience as outlined in the Queen Mary (QM) Learning, Teaching and Assessment Strategy which encompasses the arrival, the learning opportunities, succeeding and life after QM. The Institute believes that this platform will encourage you to acquire the required knowledge and clinical skills and enable you to excel to your true potential. The relatively small size of the school provides you with a well supported friendly environment in which to learn.

You are encouraged to participate in a number of ways in a variety of ways and feedback on teaching, clinical experience and your learning environment is welcomed. This might be informal contact between you and programme, year or module and assessment leads or more formal feedback through the Student Voice Committee, and representation on the Dental Quality Assessment Committee (DQAC) and Dental Education Committee (DEC).

To compliment directed teaching, you will be expected to carry out a substantial amount of self directed learning in order to maintain your academic progress and develop an evidence based approach to decision making which will produce a safe and competent dental professional on graduation. For example, in Year 1 at least 30% of notional study time will be allocated to self directed learning which diminishes towards the end of the programme whereby the clinical face to face contact with patients will dominate and constitute at least 70% of such time. Your attendance is expected at 80% of time tabled academic and all clinical teaching is mandatory as this is a requirement for satisfactory progress throughout the programme.

## How will you be assessed?

Assessment of the programme learning outcomes will encompass many different phases across the programme. The main expectation of you on graduation is that you are able to demonstrate successful completion of the programme and fulfill the learning outcomes required for registration with the General Dental Council. As previously stated this is associated with attaining the highest standards in terms of knowledge, clinical and technical skills and professional attributes whereby you place the patient first at all times.

The Assessment Strategy will encompass summative and formative assessment that tests basic and applied knowledge, your ability to demonstrate competence in carrying out clinical and non clinical procedures on patients and in the CSL respectively. You will achieve this through a variety of assessment methods such as written examinations (Single Best Answer [SBA] and Extended Matching Answers [EMQ], Short Answer Questions [SAQs], Very Short Answer Questions [VSAQ]) , project writing, case presentations or case studies, laboratory write ups, reflective portfolio, individual group presentations [verbal or poster], work based assessment in the form of clinical course units and Objective Structured Clinical Examinations [OSCE]. These are not exhaustive and will vary depending on the content of each module. LiftUpp will be utilised to monitor the student journey with clinical patients and provide feedback following each patient interaction .

For example, in Year 1 the assessment will be primarily based on testing the necessary scientific knowledge for clinical practice which underpins becoming a safe and competent dental clinician using written papers whereas in the later years there is an emphasis on more practical based assessments such as OSCEs and case based assessments including presentations. You will be encouraged to reflect on your progress and daily performance as a means to recognize the importance of personal development and achievement and record your reflections and personal development plans in a reflective logbook /portfolio. This will also enable tracking and appraising progress by your tutors and yourself. Such practice will also prepare you for the best employment opportunities by developing positive attitude towards life long learning and advancement of skills.

Throughout, timely formative and summative feedback will be given to you after assessments on an individual or group basis. Such feedback will be especially important in development of communication and clinical skills and will occur at the end of every clinical session whereby a two way discussion will be had between you and your teacher embracing team work and professionalism as well as clinical and knowledge competence.

## How is the programme structured?

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

The BSc Oral Health programme structure fully utilises the diversity of the local population and their oral disease and also to embrace the GDC Learning Outcomes to ensure that at graduation you are knowledgeable, professional, safe and competent practitioners.

To achieve this, five main themes have been developed Basic Science for Dentistry, Clinical Sciences, Clinical Practice and Professionalism and Population Health and Evidence Based Dentistry, and Dental Interprofessionalism. Your student year will be broken into small groups which will provide a framework for scheduling across the modules on and off the clinic and provision of personal tutor support. Lifelong learning will flow throughout the programme from entry until graduation, with a goal to provide support and guidance throughout the course to ensure that you achieved your own personal goals.

The programme will be delivered around an academic year of three years whereby the programme will build on early basic science knowledge to more established and advanced clinical practice in Outreach Dental Centres and in the main dental hospital. For example, clinical dentistry will start by the introduction of core clinical skills in the clinical skills laboratory, prior to developing onto the clinic for Clinical Practice and Professionalism in Year 2, progressing to more advanced and consolidating Clinical practice in year 3.



Programme Title: BSc Oral Health

Throughout the programme you will build on the knowledge and increasing 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 professionalism, critical thinking and inter-disciplinarity and inter-professionalism throughout the BSc Oral Health programme which will feed into and further develop those all important attributes required at graduation and beyond.

Each year will be structured around the themes and the assessment of the learning process will match the key elements of demonstration of knowledge acquisition, application of the same and then demonstration of gaining confidence and competence in core clinical skills necessary for entry onto the Dental Care Professionals Register with the GDC.

Another key element of our philosophy is to have a global and responsive approach to learning and providing dental care for patients who present for treatment.

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

Ultimately, at graduation and by demonstrating knowledge and competence in clinical skills, you will be eligible to register with the General Dental Council.

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		30	4	Core	1	Semesters 1-3
Clinical Practice and Professionalism 1		75	4	Core	1	Semesters 1-3
Population Oral Health and Evidence Based Dentistry 1		15	4	Core	1	Semesters 1-3

Academic Year of Study FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Clinical Sciences		30	5	Core	2	Semesters 1-3
Clinical Practice and Professionalism 2		75	5	Core	2	Semesters 1-3
Population Oral Health and Evidence Based Dentistry 2		15	5	Core	2	Semesters 1-3



Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Clinical Practice 3		90	6	Core	3	Semesters 1-3
Dental Inter-Professionalism (DIP)		30	6	Core	3	Semesters 1-3

### What are the entry requirements?

GCSES: A minimum of 6 GCSEs at Grade C/5, including English, Mathematics, Biology (or Human Biology) and Chemistry. The Science Double Award may substitute all sciences at GCSE.

A-level: ABB including Biology/ IB 32 655 HL Inc. Biology

Access to HE: 60 credits overall, with 45 credits at Level 3, of which 30 credits must be at Distinction and 15 credits at Merit or higher. You must take at least 15 credits in Biology. No Access programme is specified and will accept any programme providing this includes at least 15 credits in Biology related units.

BTEC: Only RQF Nationals BTEC in Applied Science are accepted for entry. The QCF BTEC is not accepted.

For BTEC - RQF (2016) - DDM overall with at least two Distinctions and a Merit in three externally assessed mandatory units is required.

IELTS: IELTS 7.0 overall with 6.5 in writing and no less than 5.5 in all other components, in line with SMD requirements

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

The Dental Quality Assurance committee oversees all aspects of the quality of the programme including module evaluations, external examiner comments and regularly reviews the assessment criteria. Feedback from Module evaluations and the National Student Survey are also considered by this committee.

We also operate an Annual Programme Review of our taught undergraduate and postgraduate provision. The process is normally organized at a School-level basis with the Dean for Dentistry responsible for the completion of the school's Annual Programme Reviews. Students' views are considered in this process through analysis of the NSS and module evaluations. Queen Mary also carries out a Periodic review of education programmes within the Institute of Dentistry and the report, commendations and recommendations are considered by the Quality Assurance Committee and the Dental Education Committee.

The BSc Oral Health programme will also be subject to regular inspections by the General Dental Council to ensure the course fulfills the criteria for registration as a Dental Hygienist and Dental Therapist.

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

## What academic support is available?

Your wellbeing is very important to us. The Student Support Office (SSO) within the Institute of Dentistry has a well developed team of staff to help and guide you through the BSc programme. They are keen to make sure that you are offered confidential, independent and non judgemental advice on matters ranging from personal problems and academic issues to university procedures and financial matters such as student funding. You will receive feedback on your progress from the SSO, Senior Tutors and Pastoral Advisors on a regular basis. This will represent a culmination of the feedback you will receive at the end of every clinical session and post assessment to assist your learning by knowing what you could do better on another occasion. By completing a progress review, you will be expected to reflect on your learning and achievements and develop personal development plans to assist your ongoing successful progression to graduation.

You will receive a series of Joining, Rejoining, Assessment and Module 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 where necessary and placed on QMPlus for continued reference.

## 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

### 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 (GDC), the Faculty of Medicine and Dentistry and any Outreach Clinics or other placement NHS Trusts. Assuming you have passed all assessments, and you have acquired the competencies for a safe practitioner, on completion of the programme you will be eligible to apply for registration with the GDC but this is dependent on having no outstanding professionalism issues.

All modules in each academic year are core and all must be passed before progression into the subsequent year of the programme. The pass mark for all module examinations, assessment and coursework and for the programme of study is 50.0%

Clinical performance and experience will be monitored throughout the BSc programme. A student whose clinical performance is deemed to be less than satisfactory may be required to attend a specific remedial programme or be required to repeat part of the programme to demonstrate improved performance.

There is no advance standing for this course.

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

## **Links with employers, placement opportunities and transferable skills**

Clinical experience gained within the Dental Hospital and outreach centres, supervised by a variety of clinical lecturers, who may be General Dental Practitioners, Dental Hygienist and Dental Therapists.

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 or environment.

## Programme Specification Approval

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**Person completing Programme Specification:**

Mrs Lorraine Low, Quality & Assessments Officer

**Person responsible for management of programme:**

Dr Ioana Ruxandra Moraru

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

31 Mar 2025

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