

## Programme Regulations: 2021/22

### **BSc (Hons) Oral & Dental Health Sciences (Dental Hygiene & Therapy) Code: A207**

#### Notes:

- (i) *These programme regulations should be read in conjunction with the University's Taught Programme Regulations.*
- (ii) *The BSc (Hons) Oral & Dental Health Sciences is a non-modular programme leading to a professional qualification. The degree is equivalent to Level 6 on the University Qualification and Credit Framework.*
- (iii) *As the BSc (Hons) Oral & Dental Health Sciences is a qualification leading to professional registration, the University has an overriding duty of care to ensure that all students graduating from the programme not only meet the academic requirements of the course, but are also physically and mentally fit to practise and are of good character. The case of any student whose fitness for professional practice is a matter for concern shall be considered under the University's Fitness to Practise Procedure.*
- (iv) *Students will be required to undergo appropriate DBS and Healthcare checks as stipulated in University and School policies.*
- (v) *Students will be required to fulfil all requirements for clinical access as dictated by the relevant NHS Trust.*
- (vi) ***In order to make up any deficit in clinical teaching, clinical attachments will be extended to 22 July 2022 and additional evening sessions may be provided.***

#### **1. Programme Structure**

- (a) The programme is available for study in full-time mode.
- (b) The period of study for full-time mode shall be three years starting in September.
- (c) The BSc (Hons) Oral and Dental Health Sciences is divided into three Stages, corresponding to the three years of the programme with courses of work as follows:

##### Stage One

In the first year of the programme students will undertake taught sessions and self-directed learning to gain an understanding of the concept of professionalism, oral, dental & craniofacial anatomy, physiology, oral diseases, dental materials science, interpersonal communication skills and behavioural sciences. Students will develop key clinical skills in a simulated environment in preparation for clinical attachments in year 2.

##### Stage Two

In the second year of the programme students will be formally introduced to the clinical environment before starting longitudinal attachments to the periodontology and paediatric clinics of Newcastle Dental Hospital. Students will undertake taught sessions and self-directed learning to gain an understanding of human diseases and pharmacology and their impact on the practice of dentistry. They will gain experience in critically appraising scientific evidence and in presenting their work to their teachers and peers.

##### Stage Three

In the final year of the programme students will continue with clinical attachments to periodontology and paediatric clinics within Newcastle Dental Hospital. In addition, they will attend clinics in the community and gain experience of working with children under sedation. They will undertake taught sessions in extraction technique, radiology and simple diagnostic skills. They will increasingly work alongside dental students and dental specialists to deliver holistic care to their own patients.

## 2. Assessment methods

- (a) The programme's marking system is based on four grades for all academic and clinical work:

M – Merit (Pass)  
S – Satisfactory (Pass)  
B – Borderline (Fail)  
U – Unsatisfactory (Fail)

- (b) The examination will comply with guidance provided by the General Dental Council (GDC) and shall consist of:

### Stage 1 - Foundations of Clinical Practice Examination

This examination will be completed at the end of Stage 1 and will consist of two parts:

#### **Part 1 Assessment of Key Clinical Skills.**

#### **Part 2 Assessment of Knowledge**

Parts 1 and 2 must be passed independently. Failure in EITHER Part will require the candidate to resit **only that part**.

Part 1 will consist of a series of in-course simulated competency assessments (INSCAs), a reflective log, and an objective structured clinical examination (OSCE).

Part 2 will consist of one written paper.

A formative written paper will be completed at the end of Semester 1; the outcome will not contribute the Stage 1 examination.

### Stage 2 – Developing Clinical Practice

This examination will be completed at the end of Stage 2 and will consist of two parts:

#### **Part 1 Assessment of Clinical Skills.**

#### **Part 2 Assessment of Knowledge**

Parts 1 and 2 must be passed independently. Failure in EITHER Part will require the candidate to resit **only that part**.

Part 1 will consist of a series of in-course clinical competency assessments (INCCAs) and the presentation and case based discussion of two cases which the candidate has managed during that stage of the course.

Part 2 will consist of one written paper, and a critical review of a journal article.

A formative written paper will be completed at the end of Semester 1; the outcome will not contribute the Stage 2 examination.

### Stage 3 - Finals Examination (Enhancing Clinical Practice)

The finals examination will be completed at the end of Stage 3 and will consist of two parts:

#### **Part 1 Assessment of Clinical Skills.**

#### **Part 2 Assessment of Knowledge**

Parts 1 and 2 must be passed independently. Failure in EITHER Part will require the candidate to resit **both parts**. There is no compensation between the clinical and written parts of the examination.

The outcome for both parts of the final examination will be determined by the use of matrices.

Part 1 will consist of a series of in-course clinical competency assessments (INCCAs), the presentation and case based discussion of a portfolio of three to five clinical cases demonstrating a range of skills, and a case based discussion of a previously unseen patient.

Part 2 will consist of two written papers, and an in-course extended essay.

The pass marks for all examinations will be determined following a process of standard setting undertaken by the Board of Examiners.

- (c) Examinations and assessments are marked using the grades Merit, Satisfactory, Borderline and Unsatisfactory apart from the INCCAs for which there will be no B grade. This reflects the nature of this assessment which determines whether a candidate can demonstrate safe clinical knowledge and skills. All outcomes that are dependent upon a combination of grades (i.e. Stages 1, 2 and 3 examinations) will be determined using matrices.

### **3. Progression and Assessment**

- (a) Before presenting for examinations the candidate must have attended the prescribed course of study.
- (b) Progression from one Stage to another is dependent on the candidate passing each Stage Examination.
- (c) Candidates are required to undertake and achieve a satisfactory grade in a number of in-course clinical assessments (INCCAs), as detailed in the assessment guide, in order to progress from Stage 2 to Stage 3. Assessments can be repeated an unlimited number of times until competence is demonstrated.
- (d) A candidate who does not satisfy the Board of Examiners at any Stage will be allowed to resit (on one occasion only) one or both Parts of the failed Examination and if successful will be allowed to continue onto the next Stage of the programme. The maximum grade achievable for passing a resit examination is Satisfactory.

- (e) A candidate who fails a clinical examination may be required by the Board of Examiners to produce evidence of further study in the clinical environment as prescribed by the examiners before presenting himself/herself for re-examination.
- (f) To be eligible for the award candidates must have completed the prescribed course of study in the University and satisfied the Board of Examiners in both Parts of Stage 1 (Foundations of Clinical Practice), Stage 2 (Developing Clinical Practice), and the final examinations, Stage 3 (Enhancing Clinical Practice).
- (g) To be eligible for the award with Merit or Distinction candidates must have passed both Part 1 (Clinical Skills) and Part 2 (Knowledge) of the Final Stage Examination at the first attempt, in addition to the criteria below:
  - BSc (Hons) with Merit – candidates must have achieved a Merit in either Part 1 (Clinical Skills) or Part 2 (Knowledge) of the Stage 3 Examination
  - BSc (Hons) with Distinction – candidates must have achieved a Merit in both Part 1 (Clinical Skills) and Part 2 (Knowledge) of the Stage 3 Examination
- (h) Candidates who wish to withdraw from study may be considered for one of the following exit awards:
  - (i) Candidates who have satisfied the examiners for the Stage 1 BSc examination but who wish to permanently discontinue their dental studies may, on the recommendation of the Board of Examiners, be awarded without further examination, a Higher Education Certificate in Oral Health Studies.
  - (j) Candidates who have satisfied the examiners for Stages 1 and 2 BSc examinations but who wish to permanently discontinue their dental studies may, on the recommendation of the Board of Examiners, be awarded without further examination, a Higher Education Diploma in Oral Health Studies.
  - (k) Candidates exiting with the above awards will not be permitted to resume their studies for the degree of Bachelor of Science in Oral & Dental Health Sciences. Neither of the exit awards listed above are registrable qualifications with the GDC.
  - (l) Further guidance for candidates is available in the Programme Handbook and Stage Guides.

#### **4. Exemptions to the University's Taught Programme Regulations**

- (a) Due to the integrated nature and requirements of the award, the following variations to the University Regulations have been approved:

##### **Non-modular structure**

The programme does not operate a modular credit based system, and instead uses an integrated approach to teaching, learning and assessment. Programme regulations therefore appear different in style and substance from other programmes of study. Regulatory requirements in relation to module and credit are not applicable.

## **Taught Programme Regulations (Undergraduate) - Section C 22 – Return of Marks**

### Use of an Alternative marking scheme / Use of Standard Setting

BSc (Hons) Oral & Dental Health Sciences uses an alternative method of marking assessments. Each component of assessment does not necessarily carry a percentage mark and assessments are not weighted.

Standard setting, used to determine the required passing threshold needed to judge a student to have reached the level of a 'safe beginner'\* with respect to knowledge or skill or professionalism, is used for a number of assessments. The passing threshold for such assessments will vary depending on the individual assessment.

### **Taught Programme Regulations Section I – Principles of Discretion**

#### **Taught Programme Regulations (Undergraduate) Section C23 - 24 Progression from One Stage to Another**

#### **Taught Programme Regulations (Undergraduate) Section C29 – 33a The Award and Classification of Degrees and Use of Discretion**

#### **Taught Programme Regulations (Undergraduate) Section C25 - 28 – Principles of Compensation**

In order to meet professional standards and ensure attainment of all learning outcomes students must pass all Stage Examinations. To meet these requirements discretion and compensation is not used by the Board of Examiners.

Each component of assessment does not necessarily carry a percentage mark and assessments are not weighted therefore progression and award requirements are individual to the programme. The overall Stage mark is recorded as pass or fail, however candidates may be awarded Merit or Distinction for Stage Examinations. The programme is an honours award. Classifications are not standard, however the Board of Examiners can award the BSc (Hons) Oral & Dental Health Sciences Merit and Distinction.

### **Taught Programme Regulations Section J - Reassessment**

Resit arrangements for this programme may vary and where candidates have failed clinical aspects of the programme they may be required to resit these assessments with attendance.

- (b) In the event of any inconsistency between the programme and University regulations in relation to the above section, the programme regulations take precedence over the University regulations. Further guidance is provided in Programme and Year handbooks which are available on the Virtual Learning Environment (VLE).

\* GDC Preparation for practice - [https://www.gdc-uk.org/docs/default-source/quality-assurance/preparing-for-practice-\(revised-2015\).pdf?sfvrsn=81d58c49\\_2](https://www.gdc-uk.org/docs/default-source/quality-assurance/preparing-for-practice-(revised-2015).pdf?sfvrsn=81d58c49_2)