| PROGRAMME SPECIFICATION |  |
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| | | |
|---|---|---|
| 1 | **Awarding Institution** | Newcastle University |
| 2 | **Teaching Institution** | Newcastle University |
| 3 | **Final Award** | BDS |
| 4 | **Programme Title** | Bachelor of Dental Surgery |
| 5 | **UCAS/Programme Code** | A206 |
| 6 | **Programme Accreditation** | General Dental Council |
| 7 | **QAA Subject Benchmark(s)** | Dentistry |
| 8 | **FHEQ Level** | Masters |
| 9 | **Date written/revised** | July 2007 |

**10 Programme Aims**

The aim of the BDS curriculum is to produce a caring, knowledgeable, competent and skilful dentist who is able, on graduation, to accept professional responsibility for the effective and safe care of patients, who appreciates the need for continuing professional development, who is able to utilise advances in relevant knowledge and techniques and who understands the role of patients in decision making.

The content and structure of the programme is intended to meet the requirements of the General Dental Council publication The First Five Years and is guided by the QAA Subject Benchmark Statement for Dentistry.

In line with the recommendations of the General Dental Council

**Knowledge**

Students will acquire an understanding of the scientific basis of dentistry including the relevant biomedical and behavioural sciences, the mechanisms of knowledge acquisition, scientific method and the evaluation of evidence. They will also be aware of a wide range of problems that are presented by patients and the variety of techniques that have been developed for their recognition, investigation, prevention and treatment.

Other important areas of knowledge and understanding include:

- disease processes such as infection, inflammation, immune responses, neoplasia, metabolic disturbances and genetic disorders which may present as disease
- the principles of health promotion and disease prevention, the organisation and provision of health care in the community and in hospital.
- the ways in which both physical and mental illness occur in patients, and the psychological responses to normal physical and social processes
- the broader issues of dental practice, including ethics, medico-legal considerations, and health and safety legislation affecting dentistry

**Skills**

You will be able to obtain information, assess its validity, reason through problems, set priorities and plan effective solutions.

Students will be able to communicate effectively with patients, their families and associates, and with other health professionals involved in their care.

They will be able to elicit and record a comprehensive history, perform an appropriate physical examination, interpret the findings obtained from the history and the physical examination and organise appropriate further investigations. In that way they will be able to determine provisional assessments of patients' problems and formulate plans for their further investigation and management.

Students will be able to undertake to the highest possible standard those clinical procedures which are within their area of competence, including techniques for preventing and treating oral and dental diseases and disorders.

**Attitudes**

Students will acquire and be able to demonstrate an appreciation of attitudes favourable to the optimal practice of dentistry. This will include an attitude to learning that is based on intellectual curiosity and the exploration of knowledge, rather than on its passive acquisition, together with a willingness to aid its advancement for the benefit of patients.

Other important attitudes which will have been appreciated include:

- respect for patients and colleagues that encompasses without prejudice, diversity of background and opportunity, language and culture
- an awareness of moral and ethical responsibilities involved in the provision of care to individual patients and to populations
- a desire for intellectual rigour, the development of a capacity for self-audit and for participation in the peer-review process
- an awareness of personal limitations, a willingness to seek help as necessary, and an ability to work effectively as a member of a team

Students must develop and maintain the highest standards of patient management and to the arrangements established in the Hospital clinics. They will be under the supervision of members of staff during working hours. Standards of behaviour, dress and appearance should at all times conform to those expected of a caring profession, especially in the presence of patients

## 11 Learning Outcomes

Students will acquire an understanding of the scientific basis of dentistry including the relevant medical sciences, the mechanisms of knowledge acquisition, scientific method and the evaluation of evidence. They will also be aware of a wide range of problems that are presented by patients and the variety of techniques that have been developed for their recognition, investigation, prevention and treatment. The programme outcomes have references to the benchmark statements for dentistry.

**Knowledge and Understanding**

On completing the programme the Dental graduate must know and understand:

A1 The scientific basis of dentistry, including the relevant biomedical sciences, the mechanisms of knowledge acquisition, scientific method and evaluation of evidence

A2 Behavioural sciences and communication

A3 Disease processes such as infection, inflammation, disorders of the immune system, degeneration, neoplasia, metabolic disturbances and genetic disorders

A4 The principles of health promotion and disease prevention

A5 The organisation and provision of health care in the community and in hospital

A6 The broader issues of dental practice, including ethics, medico-legal considerations, management, and the maintenance of a safe working environment.

**Intellectual Skills**

On completing the programme students should be able to demonstrate:

B1 A desire for intellectual rigour, the development of a capacity for self-audit and an appreciation of the need to participate in peer-review

B2 An awareness of personal limitations, a willingness to seek help as necessary, and an ability to work effectively as a member of a team

B3 Respect for patients and colleagues that encompasses without prejudice, diversity of background and opportunity, language and culture

B4 An understanding of patients' rights, particularly with regard to confidentiality and informed consent, and of patients' obligations

B5 An awareness of moral and ethical responsibilities involved in the provision of care to individual patients and to populations

B6 Integrity, honesty and trustworthiness

B7 An awareness of audit and clinical governance

B8 An awareness that dentists should strive to provide the highest possible quality of patient care at all times

B9 An awareness of the importance of his or her own health and its impact on the ability to practise as a dentist

B10 An awareness of the need to limit interventions to the minimum necessary to achieve the desired outcomes

B11 An awareness of the need for continuing professional development allied to the process of their continuing professional development, in order to ensure that high levels of clinical competence and knowledge are maintained

**Practical Skills**

On completing the programme the dental graduate must be able to:

C1 Obtain and record a comprehensive history, perform an appropriate physical examination, interpret the findings and organise appropriate further investigations

C2 Undertake a range of clinical procedures which are within a dentist's area of competence, including techniques for preventing and treating oral and dental diseases and disorders

C3 Communicate effectively with patients, their families and associates, and with other health professionals involved in their care

C4 Share with patients provisional assessment of their problems and formulate plans for their further investigation and management

C5 Apply evidence-based treatment

**Transferable/Key Skills**

On completing the programme students should be able to:

D1 Exercise initiative and personal responsibility

D2 Communicate effectively at all levels in both the scientific and professional contexts using verbal, non-verbal and written means

D3 Work effectively as a member of a team

D4 Use information technology as a means of communication, for data collection and analysis, and for self-directed learning

D5 Analyse and resolve problems, and deal with uncertainty

D6 Manage time, set priorities and work to prescribed time limits

D7 Make decisions based on sound ethical, moral and scientific principles

D8 Manage their learning in the context of establishing a philosophy of continuing professional development

D9 Acquire, analyse, process and communicate information in a scientific manner to solve problems and to guide clinical decision-making

D10 Evaluate the evidence published in refereed scientific journals and other publications for sound experimental design and statistical analysis

D11 Evaluate the validity of claims related to products or techniques

**Teaching and Learning Methods**

Knowledge and understanding related objectives (A1–A6) are met by a variety of methods including lectures, seminars, computer-assisted learning, practical classes, essays, projects, technique courses, clinical instruction and case reports. Throughout the course students are encouraged to supplement taught material by independent reading, for which they are given support and guidance on reading materials and how to use them.

Cognitive and intellectual skills (B1-B11) are introduced in Stages 1 and 2 through seminars, problem solving exercises and project work. They are then developed throughout clinical training by individual feedback from teachers and presentation of clinical cases as well as through seminars.

Skill based objectives (C1-C5), involving the treatment of patients, are met by closely supervised allocation to all clinical disciplines (oral surgery, restorative dentistry, child dental health, oral medicine, radiology, dental emergency clinic) within the Dental Hospital as well as those in 'Outreach Clinics' and by a series of technique courses in the second, third and fourth years of the course. Attitudinal objectives (C3-C11) are addressed by providing students with a series of patients to examine and treat during the clinical part of the course, and supporting them in developing their communication skills with patients in the Dental Hospital. The dental needs of the community are emphasised by visits to families, schools, community clinics and district general hospitals.

Transferable skills (D1-D11) are introduced in lectures, seminars and projects in Stages 1 and 2 and then as part of good clinical practice and patient management. These

skills are developed throughout the course through problem-solving exercises, role play, clinical skills, independent reading, research projects, group activities and self evaluation.

**Forms of Teaching and Learning**

**Case Reports** in Periodontology give students the opportunity to present an assessment of the dental needs and subsequent treatment of individual patients.

**Case Presentations** in Child Dental Health provide the students with an opportunity to use a number of illustrative clinical cases/material to demonstrate skills and development in Child Dental Health during the clinical stages of the course.

**Clinical Attachments** form the foundation of latter Stages of the BDS course. In the Stage I shadowing scheme clinical sessions introduce students to equipment, procedures and appropriate standards of behaviour in the clinics while in Stage 2 they gain further clinical experience in the Plaque Growth Project. Furthermore, in these sessions students will develop skills of observation and recording which will be applied in the clinical phase of the course. Starting in Stage 3, Clinical Attachments comprise continuous allocation to most of the clinical departments of the Dental Hospital with block attachments in oral surgery and dental sedation, when students will undertake treatment of patients and develop practical skills and a professional approach to clinical work.

**Clinical Skills Courses** provide a series of laboratory and integrated laboratory and clinical courses designed to allow students to develop the practical skills required for patient care in a dedicated teaching environment under close supervision.

**Communication and Information Technology** (C&IT) is used throughout the course and includes use of the Internet, word processing, databases and presentation software. Some learning is guided through Computer Assisted Learning (CAL) that allows students to study a particular aspect of the course, working at their own pace. The experience of CAL prepares students for its use in postgraduate education.

**Directed Self-Study** is a major feature of the course. In all Stages time is allocated for self-study during the working day (though students will need to devote further time to study in the evenings and at weekends). Guidance will be given by teachers but it is the students' responsibility to ensure that they work through the material satisfactorily and understand it.

**Lectures** introduce students to new knowledge and factual information within a broader context. While lecture notes may be a major source of information, students are expected to consolidate their understanding by further reading. Certain sources are recommended for directed self-study in the course guides, study guides and lecture handouts but there are many other relevant books and articles in the library.

**Portfolio** The personal undergraduate portfolio facilitates reflective practice and the development of a personal development plan, as well as providing a means of recording clinical activity and the results of all formative and summative assessments The portfolio is used to record experience and progress throughout the course and to help students to reflect upon their experience. The portfolio will form a central part of regular meetings and discussions with personal tutors. On graduation students are able to take their Portfolio away as evidence of progress through the curriculum. This will prove helpful to future employers.

**Practical Sessions** are linked to the lectures and designed to reinforce and extend knowledge by direct observation of anatomical specimens, tissue sections, bacteria and dental materials and to develop skills in manipulation of equipment and specimens. These sessions also provide an opportunity to ask questions of academic staff and demonstrators.

**Projects** such as those associated with the Oral Environment, Behavioural Science, Dental Materials and Nutrition & Diet courses help students gain experience in forming hypotheses, designing studies, and accumulating and analysing data, alone and in groups.

**Seminars** provide an opportunity to clarify information from the lectures and practical sessions but will also help to develop communication skills in group discussion, working with colleagues to analyse data and speaking in front of an audience.

**Transferable Skills** through the means outlined above, the BDS course makes provision to help develop skills which will not only be essential for a career as a dentist but in other aspects of life. These transferable skills include the use of information technology for word-processing, sending electronic mail and accessing information by the Internet; working with others in teams; making verbal and written presentations using appropriate audio-visual aids; communication with colleagues and the public.

**Critical Skills** critical skills to which you will be introduced include the use of Scientific Method; Information Gathering and Report Writing; Clinical History Taking and Diagnosis; and Self-appraisal, Peer-review and Audit. Regular review of the curriculum ensures that these aspects are incorporated at appropriate stages of the BDS course.

**Assessment Strategy**

In each Stage of the BDS course there is a professional examination which students must pass before they graduate from the University. This examination includes elements of continuous and progressive assessments during each semester or term in addition to a synoptic examination. Details of each of the Stage examinations are included in the five separate Stage Handbooks.

The taught degree programme is intended to provide students with a foundation of knowledge and understanding but it should not be seen as either exhaustive or limitative. Students should view lectures, practical classes, small group teaching and clinical work as a framework around which to build their learning of dentistry. As they progress through the 5 Stages of the programme it is expected that knowledge, understanding and ability increase accordingly. Students should not assume that elements of the curriculum included in previous Stages are immune from re-examination where this is appropriate.

In line with this, the School's assessment strategy is designed to drive learning and reward broader and deeper knowledge and understanding of the subject as a whole. Consequently, students are very strongly advised not to compartmentalise learning within the various taught courses and Stages but to adopt a holistic approach to study. In practice this means that, although an assessment may be focussed on material relating to a particular course, examiners will always be looking to reward evidence of deeper understanding and ability to place the topic being assessed in a wider context by drawing on learning associated with other parts of the curriculum. It is expected by the School that ability in this respect increases as students progress from stage to stage.

**Forms of Assessment**

Assessments have two functions. First, they are **formative** in that they provide students with information about performance in individual aspects of the course so that they can readily identify strengths and weaknesses and direct effort accordingly. Second, they are **summative** because they provide examiners with a measure of ability which they can use to judge progress. Some assessments are entirely formative (*e.g.* In-course clinical gradings) while others serve both functions. Summative assessments attract marks which count toward the overall assessment for the stage and will be readily identified in each Stage Handbook in the section on the Stage Examination.

In line with the multidisciplinary teaching and learning approach of the degree programme all assessments and examinations test a variety of systems and topics at one time.

**Knowledge and understanding** (A1 to A6) are primarily assessed by unseen examinations including Structured Short Answer, Modified Essay, Extended Matching Item papers and OSPEs. This is supplemented in the case of A1 and A2 by research projects designed to assess ability to acquire and apply knowledge and understanding. In the Final examination,

knowledge is also assessed through oral examination of case presentations.

**Intellectual and cognitive skills** (B1 – B11) are assessed through project work and problem Solving exercises as well as observation of patient management and presentations of clinical cases. Improvement through reflection and self assessment is encouraged through the use of a personal portfolio.

**Skill based objectives** (C1-C5), involving the treatment of patients, are assessed in-course by laboratory and clinical prescribed exercises, case reports and clinical examinations.

**Transferable skills** (D1 – D11) are assessed through project work (some involving team activity), clinical prescribed exercises, case reports and clinical examinations.

**Regulations and Examination Conventions**

The Regulations and Examination Conventions of the University and of the Faculty of Medical Sciences govern all examinations and other forms of assessment. Note that the University *Undergraduate Progress Regulations* apply to the BDS programme **except** for sections C, D and F, which relate to Patterns of Study, Honours Degree Regulations and Assessment elsewhere in the University. BDS is also exempt from the requirements of the undergraduate Examination Conventions which relate to assessment, reassessment and the use of a common scale for the return of marks.

Different modes of examination and different assessment instruments are used to assess acquisition of knowledge, skills and attitudes appropriately matched to the learning outcomes of the Stage of study.

**Skills**

- Essay and Short Answer examinations are used to assess retained factual knowledge, understanding and analysis and provide an opportunity to demonstrate learning beyond the core material.
- Essay and Short Answer papers are also concerned with assessing ability in organisation, analysis of information, reasoning, deduction, critical thinking and written communication skills.
- Objective Structured Clinical Examinations (OSCEs) are used to assess competency in clinical skills and other tasks.
- Written assignments, project reports, case reports and oral presentations are used to assess the critical skills of retrieval, organization and analysis of information, reasoning, deduction and critical evaluation of evidence, written and oral communication, and attitudinal objectives.
- Structured Clinical assessments determine ability to perform a variety of clinical and technical procedures.
- Clinical exams assess skills in diagnosis, treatment planning, treatment and patient management.

**Attitude**

A student's overall performance in all forms of assessment, feedback from their tutor and their approach to clinical work including time-keeping, dress, personal hygiene, rapport with patients and members of staff provide the School with information relevant to a student's progress and about the attitude to learning, acquiring skills, understanding and professionalism. Selective oral examinations and case presentations provide external examiners an opportunity to assess knowledge, skills and attitudes.

**Examinations**

Professional examinations, each of which includes elements of in-course assessment, are as follows:

| | |
|---|---|
| Stage 1 | Biomedical and Biomolecular Sciences |
| Stage 2, Part 1 | Oral Biology and Dental Sciences |
| Stage 2, Part 2 | Key Clinical Skills |
| Stage 3, Part 1 | Human Disease |
| Stage 3, Part 2 | Clinical Dental Subjects |
| Stage 4 | Human Disease |
| Stage 5 | Final BDS Examination |

**Grading and Performance Criteria**

The performance of candidates in all elements of assessment is classified according to attainment, within the range

Merit
Satisfactory
Borderline
Unsatisfactory.

In all objective modes of assessment (eg EMI, Problem Solving, OSCE), progress is measured according to boundaries specified for each grade. In all assessments, progress is measured against explicit criteria specified for each grade.

**Determination of Honours**

Whilst the BDS degree programme is not classified in accordance with the traditional Honours system, Merits and Distinctions are awarded in order to recognize excellence in Stage examinations. Additionally, Distinction in the Final BDS Examination, coupled with outstanding performance throughout the course, may be recognized by the award of BDS with Honours.

## 12 Programme Curriculum, Structure and Features

**Basic structure of the programme**

The undergraduate BDS curriculum is designed to provide a general dental education and to serve as the foundation for later career development. The course lasts 5 years, each year corresponding to a Stage:

**Stages 1 and 2**

Students assimilate a basic, core knowledge of biomedical and behavioural sciences relevant to Dentistry. Stage 1 focuses upon normal structure and function of the whole body with a particular focus on structures that are dentally relevant. Stage 2 builds upon this base with particular emphasis on oral biology and oral health and also examines abnormal structure and function. The third term of Stage 2 develops the practical skills that students need to acquire before starting to operate on patients. Throughout Stage 1 and 2, the relevance of the biomedical sciences to clinical dentistry is stressed by the extensive use of examples and involvement of clinical staff in the teaching programme. The Introduction to Dentistry course and Shadowing Scheme in Stage 1 by providing early clinical exposure ensures that students can see their knowledge being applied to clinical problems and this aspect is developed further by practicals and project work in Stage 2. Students are encouraged to adopt an

approach to learning which will develop understanding and long-term memory, and develop skills which will enable reasoning, deduction and application of knowledge. These include study skills; information retrieval skills and an introduction to dental research; information technology skills; analytic and investigative skills, including an understanding of simple statistics and study design; communication skills - verbal, listening and written. From the very start of their dental education students are required/encouraged to reflect on their experiences through a personal portfolio which develops into a record of activity and experience developed throughout the five years.

**Stages 3-5**

A series of practical Skills Courses, lectured-based courses on Human Diseases and dental subjects prepare students for the supervised treatment of patents. Students develop understanding and application of the science which underpins the practice of clinical dentistry, including the disease processes and the relationship between dental/oral health and general health. They also acquire an appreciation of the development and behaviour of the individual from birth to adulthood and the nature and role of families, communities and authorities in controlling or influencing public health. Clinical competence is achieved by the development of a wide range of skills in diagnosis and patient treatment, including the use of safe working practices. Students enhance the development of critical and transferable skills acquired during in the earlier part of the course. An attitude of professionalism and experience of working with other members of the dental team is developed through work on the dental clinics, with students taking increasing responsibility for their own learning and decision-making during the course. Students in years four and five will attend Outreach Clinics' which are designed to broaden the clinical experience through access to different clinical environments as well as a wider range of patients requiring primary dental care.

**Portfolio**
A personal undergraduate portfolio is maintained by each student to facilitates reflective practice and the development of a personal development plan, as well as providing a means of recording clinical activity and the results of all formative and summative assessments.

**Key features of the programme (including what makes the programme distinctive)**

In Stage 1 and Stage 2 the distinctive feature of the teaching is that normal structure and function is taught throughout with a strong emphasis and focus upon those structures that are relevant to the practice of dentistry upon qualification.

**Programme regulations (link to on-line version)**

http://www.ncl.ac.uk/regulations/

**13 Criteria for admission**

*Entry qualifications*

**A/AS Levels and AVCE Qualifications**

AAB from 18 units including Chemistry and Biology A level.

**Scottish Qualifications**
AAAAB at Higher Grade including Chemistry and Biology. English and Mathematics required at Standard Grade (or Intermediate 2).

**International Baccalaureate**
A minimum of 35 points in IB Diploma with Chemistry and Biology at Grade 6 or above at Higher level.

**Irish Leaving Certificate**

AAAAAB at Higher Level, to include Biology, Chemistry, English and Maths. Excluding Irish.

**Access Qualifications**

For candidates offering Access to HE courses, modules in Biological Sciences and Chemistry are essential (at Distinction level for HEFC).

*Admissions policy/selection tools*

Candidates who are considered, on the basis of their application form, to be particularly promising are interviewed.

All applicants must take the UK Clinical Aptitude Test

*Non-standard Entry Requirements*

All applicants must meet minimum academic requirements irrespective of the type of previous qualifications undertaken.

*Additional Requirements*

Two weeks work shadowing in a General Dental Practice. Applicants must demonstrate abilities and attitudes relevant to entering a caring profession.

*Level of English Language capability*

IELTS grade 7.0 overall with not less than 6.5 in any of the four domains

**14 Support for Student Learning**

*Induction*
During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/international/arrival/jan/index.phtml

*Study skills support*
Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid. Further details are available at:

http://www.ncl.ac.uk/library/news_details.php?news_id=159 Help with academic writing is available from the Writing Centre. Details can be obtained from Alicia.Cresswell@ncl.ac.uk

*Academic support*
The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

*Pastoral support*
All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be

found at http://www.ncl.ac.uk/undergraduate/support/tutor.phtml
In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see
http://www.ncl.ac.uk/undergraduate/support/welfare/index.phtml

*Support for students with disabilities*
The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see http://www.ncl.ac.uk/disability-support/

*Learning resources*
The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see
http://www.ncl.ac.uk/undergraduate/degrees/facilities/index.phtml

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-sessional language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange. See
http://ncl.ac.uk/langcen/index.htm

## 15 Methods for evaluating and improving the quality and standards of teaching and learning

*Course reviews*
All aspects of the BDS course are subject to review by questionnaires which are considered by the Board of Studies. Changes to the course, or the introduction of new elements of teaching are considered at the School's Curriculum Committees and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. Major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

*Programme reviews*
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

*External Examiner reports*
External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

*Student evaluations*
All aspects of the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at www.thestudentsurvey.com/ With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

*Mechanisms for gaining student feedback*
Feedback is channelled via the Staff-Student Committee and the Board of Studies.

*Faculty and University Review Mechanisms*

The programme is subject to the University's Internal Subject Review process, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

*Accreditation reports*

The programme is subject to accreditation visits by the General Dental Council every five years.

*Additional mechanisms*

## 16 Regulation of assessment

**Board of Examiners**
The Stage 5 Board of Examiners is the official degree awarding body for the BDS degree. For the progress examinations at each of the other stages meetings of examiners are held at which external examiners are present to agree progression from each stage. The outcomes of these meetings are reported to the Board of Examiners and to the BDS Board of Studies.

**Pass Marks**
All Summative assessments graded on a four-point scale: Merit, Satisfactory, Borderline, and Unsatisfactory. Students must achieve Satisfactory or Merit in order to pass an assessment.

**Course Requirements**

All courses are compulsory.

Students are required to pass each Stage in order to proceed to the next.

**Weighting of Stages**

Only successful completion of Stage 5 (Finals) can lead to the award of the degree of BDS. Whilst the BDS degree programme is not classified in accordance with the traditional Honours system, Merits and Distinctions are awarded in order to recognize excellence in Stage examinations. Additionally, Distinction in the Final BDS Examination, coupled with outstanding performance throughout the course, may be recognized by the award of BDS with Honours.

**Common Marking Scheme**

In-course assessments are graded against pre-published criteria on the M, S, B, U scale.

Thresholds for unseen examinations are determined by an appropriate standards setting methodology, i.e. the modified Anghoff method for written and practical examinations.

**Role of the External Examiner**

External examiners are distinguished members of the academic community and are appointed by FTLC on the recommendation of the Board of Studies.

External examiners are invited to comment on draft exam papers at all Stages; moderate examination scripts at all stages; invited to observe clinical examinations for all Stages; observe Student Oral Presentations; attend the Board of Examiners meetings; and report to the University of the comparability of standards.

In addition, information relating to the programme is provided in:

The University Prospectus (see http://www.ncl.ac.uk/undergraduate/)

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see http://www.ncl.ac.uk/calendar/university.regs/)

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**Annex**

## Mapping of Intended Learning Outcomes onto Curriculum/Modules

Either

| Intended Learning Outcome | Stages where outcomes delivered |
|---|---|
| A1 | Stage 1 & Stage 2 |
| A2 | Stage 2 |
| A3 | Stage 1, 2, 3, 4, 5 |
| A4 | Stage 2, 3, 4 |
| A5 | Stage 2, 3, 4 |
| A6 | Stage 1, 2, 3, 4, 5 |
| B1 | Stage 1, 3, 4, 5 |
| B2 | Stage 1, 2, 3, 4, 5 |
| B3 | Stage 3, 4, 5 |
| B4 | Stage 3, 4, 5 |
| B5 | Stage 1, 2, 3, 4, 5 |
| B6 | Stage 1, 2, 3, 4, 5 |
| B7 | Stage 3, 4, 5 |
| B8 | Stage 3, 4, 5 |
| B9 | Stage 1, 2, 3, 4, 5 |
| B10 | Stage 3, 4, 5 |
| B11 | Stage 3, 4, 5 |
| C1 | Stage 3, 4, 5 |
| C2 | Stage 3, 4, 5 |
| C3 | Stage 2, 3, 4, 5 |
| C4 | Stage 3, 4, 5 |
| C5 | Stage 3, 4, 5 |
| D1 | Stage 1, 2, 3, 4, 5 |
| D2 | Stage 1, 2, 3, 4, 5 |
| D3 | Stage 1, 2, 3, 4, 5 |
| D4 | Stage 1, 2, 3, 4, 5 |
| D5 | Stage 1, 2, 3, 4, 5 |
| D6 | Stage 1, 2, 3, 4, 5 |
| D7 | Stage 1, 2, 3, 4, 5 |
| D8 | Stage 3, 5 |
| D9 | Stage 3, 4, 5 |
| D10 | Stage 1, 2, 5 |
| D11 | Stage 2, 3, 5 |