

## Appendix 2 – Programme Specification

### Undergraduate Programme Specification BSc Oral Health Science

This specification provides a summary of the main features of the programme and learning outcomes that a student might reasonably be expected to achieve and demonstrate where full advantage is taken of all learning opportunities offered. Further details on the learning, teaching and assessment approach for the programme and modules can be accessed on the University website and Virtual Learning Environment, GCU Learn. All programmes of the University are subject to the University's [Quality Assurance](#) processes.

GENERAL INFORMATION			
Programme Title	BSc Oral Health Science		
Final Award	Bachelor of Science (Unclassified) in Oral Health Science		
Awarding Body	Glasgow Caledonian University		
School	School of Health and Life Sciences		
Department	Podiatry and Radiography		
Mode of Study	Full-time		
Location of Delivery	Glasgow Campus		
UCAS Code	A990		
Accreditations (PSRB)	General Dental Council		
Applicable to Period of Study	From:	September 2025	To: August 2030

EDUCATIONAL AIMS OF PROGRAMME
<p>The BSc in Oral Health Science is designed to provide quality education for those who wish to become dental hygienists/therapists. These are dental care professionals and members of the dental workforce who have skills in preventive, periodontal and restorative therapy and can provide care for both adults and children. The requirement for such practitioners is endorsed by the Scottish Government who fund the education provision for programmes via NHS Education for Scotland (NES). NES have committed to maintaining the intake of approximately 45 students to train each year in Scotland.</p> <p>The overall aim of the programme is to develop a caring knowledgeable highly skilled Hygienist/Therapist, who, on qualification, can accept professional responsibility for their role in the safe and effective care of patients, within the framework of their knowledge and competence. They should be able to work interprofessionally and flexibly in the modern global health and social care environment.</p> <p>An appreciation of the need for continuing professional development (CPD) is instilled alongside an ability to utilise advances in relevant knowledge and techniques. The student is also given an understanding of the role of the patient in decision making, which is embedded within the programme.</p>

## Objectives of programme

- Fulfil the requirements and curriculum as laid down by the General Dental Council in "Preparing for Practice" published by GDC in 2015
- Provide understanding of the legal and ethical obligations of the registered hygienist/therapist
- Provide a supportive and stimulating learning environment that fosters the enthusiasm of students
- Provide students with an appreciation of the main disciplines relevant to understanding the role of dental hygienists and dental therapists within the healthcare field
- Develop appropriate theoretical and clinical knowledge to practise safely and effectively
- Promote personal, interpersonal, presentation and team working skills with an appreciation of working in a multicultural environment
- Recognise the importance of respect for patients and colleagues, without prejudice, taking into consideration diversity of background and opportunity, language and culture.
- Acquire clinical skills needed to treat all categories of patients
- Develop appropriate analytical, critical, reflective and communication abilities in dealing with clinical situations and management of patient care
- Produce graduates who realise the requirement to continue to demonstrate lifelong learning
- To be an adaptable autonomous practitioner, that embraces flexible working, and who can deliver the patient-centred, safe, effective, timely and compassionate care demanded in a modern and dynamic health care environment.

## LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

### **A: Knowledge and understanding;**

- A1 The scientific basis of dentistry including the appropriate medical sciences
- A2 Mechanisms of knowledge acquisition
- A3 Behavioural science and communication
- A4 Clinical experience necessary for the practice of dental hygiene and therapy
- A5 The process of disease and how those affect the individual and the appearance and function of the oral tissues
- A6 Principles of health promotion and disease prevention
- A7 Ethics, medico legal considerations, dealing with medical emergencies, health and safety legislation and maintenance of a safe working environment

### **B: Practice: Applied knowledge, skills and understanding;**

- B1 Apply problem solving skills necessary for academic study and enquiry in relation to dental hygiene/therapy practise and associated health care
- B2 Have an approach to teaching and learning that is based on curiosity and exploration of knowledge
- B3 A desire to seek and act on evidence a capacity for self-evaluation and an appreciation of the need to participate in peer review
- B4 An understanding of audit and clinical governance
- B5 An awareness of moral and ethical responsibilities involved in the provision of care to both individual patients and to the population as a whole
- B6 The acquisition of a wide range of skills including research, investigative, analytical, planning, communication, presentation and team skills

**C: Generic cognitive skills;**

- C1 A range of clinical procedures within their knowledge and competence as defined by current legislation relating to dental hygiene and therapy
- C2 The accurate recording of a relevant history, performing an appropriate clinical and physical examination, interpreting a care plan and making appropriate arrangements for the further management of patients whose treatment is beyond their level of competence.
- C3 Effective and professional communication with patients' their families and associates, members of the dental team and other healthcare professionals involved in patient care
- C4 Develop the ability to apply knowledge and understanding of core theory to underpin hygiene and therapy practice
- C5 An awareness of the need to limit interventions to the minimum necessary to achieve the desired outcomes.
- C6 An awareness of personal limitations, a willingness to seek help as necessary and an ability to work effectively as a member of the dental team

**D: Communication, numeracy and ICT skills**

- D1 Utilise problem solving and clinical reasoning skills in theoretical and practical situations
- D2 Plan, monitor and review their own learning and development
- D3 Have the ability to demonstrate effective communication, verbal, non-verbal, written and electronic
- D4 Be aware of collaboration and participative strategies
- D5 Be familiar with the concept of and participate in reflective practice
- D6 Be able to apply evidence-based dentistry

**E: Autonomy, accountability and working with others.**

- E1 – Exercise substantial autonomy and initiative in professional and academic activities by recognising the range of skills that contribute to effective management and leadership
- E2 – Critically reflect on their current knowledge and utilise the provision and receipt of effective feedback to establish a focused personal development plan.
- E3 – Undertake group collaborative tasks that contribute to the learning within the programme.
- E4 – Demonstrate initiative and accurately assess own capabilities and limitations in providing high quality patient care.
- E5 Take a patient-centred approach to working with the dental and wider healthcare team.
- E6 – Manage ethical and professional issues and make informed judgements.

**LEARNING AND TEACHING METHODS**

The programme provides a variety of learning and teaching methods. Programme and Module specific guidance will provide detail of the learning and teaching methods specific to each module.

Across the programme the learning and teaching methods and approaches include the following:

- Lectures
- Seminars
- Practical classes
- Placements
- Simulation experiences
- Groupwork

- Flipped classroom approaches
- Online learning

The above approaches may be delivered either in person or online as appropriate and determined at module level by the Module Leader.

## **ASSESSMENT METHODS**

The programme provides a variety of formative and summative assessment methods. Programme and Module specific guidance will provide detail of the assessment methods specific to each module.

Across the programme the assessment methods include the following:

- Written coursework (essays, reports, case studies, literature review)
- Oral coursework (presentations, structured conversations)
- Practical Assessment (Placement, VIVA, Laboratory work)
- Group work
- Blogs and Wikis
- Portfolio Presentations
- Formal Examinations and Class Tests

The above assessments may be delivered either in person and online as appropriate and determined at module level by the Module Leader.

All theoretical assessments are standard set using the Modified Angoff Method. The modified-Angoff method is one of the most common ways to set a defensible cut score on an exam. This method utilises between 6 and 8 members of the Programme Team to judge how difficult each item is in an exam to determine the cut score. The cut score determines the pass or fail standard as a % and is like a line in the sand that divides students into two groups; those below the cut-off and those above the cut-off. Below the cut-off may indicate a fail and above the cut-off may indicate a pass. A major advantage to this methodology is that the determined pass mark is based on the content of the examination and not on group performance. It also reflects the difficulty of the content – Angoff focuses on just the content of the exam and the level at which candidates should be performing to meet a certain standard.

## **EXCEPTIONS**

Since the inception of the BSc Oral Health Science Programme in collaboration with GCU in 2010 the definitive programme approval document stated that the maximum number of attempts granted to any student on any level would be two. This regulation was followed by all university assessment boards to approve university marks, progress and awards.

This was updated in 2014 following the programme re-approval to allow the following exceptions:

- The minimum length of study is 3 years. Normally the maximum period of study within which a student must complete the programme is 5 years. This period includes the successful completion of all assessments. In the situation where a student is not in attendance at the University, the maximum break from the programme is one academic year.
- Students are required to attend all classes, clinics and outreach placements. Where a student has unauthorised absence of, or in excess of 20% of a theoretical module he/she may be required to retake this module prior to proceeding to the next level of the programme.

Unauthorised absence in more than one module may result in the student being withdrawn from the programme.

- It is a pre-requisite that students are required to successfully complete all modules at each level before progressing to the next level.
- A student may be required to withdraw from the programme if it is deemed that their fitness to practise is in question using both GCU and GDC policies.
- Students are expected to attend clinical teaching on all allocated sessions. For assessments which consist of a clinical and a written element both components must be passed.
- All clinical modules must be passed and a pass mark of 40% is required. This is a core regulation
- Only two attempts are allowed in any clinical module and compensation is not applicable.

## **ENTRY REQUIREMENTS**

Specific entry requirements for this programme can be found on the prospectus and study pages on the GCU website at this location: [www.gcu.ac.uk/study](http://www.gcu.ac.uk/study)

All students entering the programme are required to adhere to the [GCU Code of Student Conduct](#).

### **Disclosure Scotland**

As a condition of entry to the course all students are required to complete a PVG application with Disclosure Scotland. It should be noted that NHS Scotland is exempt from the 1974 Rehabilitation of Offenders Act (Exclusions & Exceptions) (Scotland) Order 2003. This means that all previous convictions classed as "spent" or "unspent" must be disclosed.

### **Occupational Health**

All potential students must undergo additional health clearance before acceptance on to the course and screening for Hepatitis B, Hepatitis C and HIV will be required prior to a confirmed offer of a place.

## PROGRAMME STRUCTURE AND AVAILABLE AND FINAL EXIT AWARDS<sup>1</sup>

The following modules are delivered as part of this programme:

Module Code	Module Title	Core or Optional	SCQF Level	Credit Size	Coursework %	Examination %	Practical %
M1A220776	Restorative Dentistry	Core	7	30	100%*		100%*
M1A425878	Clinical Practice I	Core	7	30	100%*		100%*
M1B120775	Biomedical Science and Oral Biology	Core	7	20	100%		
M1B120779	Plaque Related Disease	Core	7	20	40%	60%	
M1B025798	Preparation for Professional Practice	Core	7	20	100%		
M2B925948	Clinical Practice II	Core	8	30	60%*	40%	20*
M2A925879	Comprehensive Oral Care	Core	8	30	60%	40%	
M2A920786	Paediatric Dentistry	Core	8	20	100%*		30%*
M2B820784	Dental Radiography and Imaging	Core	8	10	50%*	50%	50%*
M2B920782	Dental Biomaterial Science	Core	8	10	100%		
M2B026832	Individuals, Teams and Communities	Core	8	20	100%		
M3A420789	Oral Disease	Core	9	20	100%		
M3A425945	Clinical Practice III	Core	9	30	100%*		30%*
M3B923062	Integrated Patient Care	Core	9	30	60%*	40%	20%*
M3B925947	Dental Research	Core	9	20	100%		
M3B025797	Understanding Professional Teams and Leadership	Core	9	20	100%		

Students undertaking the programme on a full-time basis commencing in September of each year will undertake the modules in the order presented above. Only students who successfully complete the unclassified degree programme will be eligible for Registration as a Dental Hygienist/Therapist with the General Dental Council. \* denotes the % of practical assessment within coursework.

The following final and early Exit Awards are available from this programme<sup>2</sup>:

Certificate of Higher Education in Health & Social Care achieved upon completion of 120 credits

Diploma of Higher Education in Health & Social Care achieved upon completion of 240 credits

<sup>1</sup> Periodically, programmes and modules may be subject to change or cancellation. Further information on this can be found on the GCU website here:

[www.gcu.ac.uk/currentstudents/essentials/policiesandprocedures/changesandcancellationtoprogrammes](http://www.gcu.ac.uk/currentstudents/essentials/policiesandprocedures/changesandcancellationtoprogrammes)

<sup>2</sup> Please refer to the [GCU Qualifications Framework](#) for the minimum credits required for each level of award and the Programme Handbook for requirements on any specified or prohibited module combinations for each award.

Bachelor of Science in Oral Health Science achieved upon completion of 360 credits

## ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the GCU Assessment Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students. These can be found at:

[www.gcu.ac.uk/aboutgcu/supportservices/qualityassuranceandenhancement/regulationsandpolicies](http://www.gcu.ac.uk/aboutgcu/supportservices/qualityassuranceandenhancement/regulationsandpolicies)

In addition to the GCU Assessment Regulations noted above, this programme is subject to Programme Specific Regulations in line with the following approved Exceptions:

Case No: 206

Details: Undergraduate Programme-Specific Assessment Regulations for the following HCPC/GDC regulated awards:

- BSc (Hons) Diagnostic Imaging
- BSc (Hons) Radiotherapy and Oncology
- BSc (Hons) Podiatry
- BSc (Hons) Physiotherapy
- BSc (Hons) Occupational Therapy
- BSc Oral Health Sciences
- BSc Paramedic Science

1 University Assessment Regulations apply except where there is a documented exception approved by the University Exceptions Committee. These Health and Social Care Programme- Specific Regulations override the University's standard Assessment Regulations (Approved September 2019) in Sections 6, 9, 10, 13, 14, 15 and 23.

2 These Programme-Specific Assessment Regulations apply to the above-named programmes. They apply to all modules irrespective of the number of credit points allocated.

3 Due to the time commitments and Practice Based Learning elements of the professional programmes hosted by the SHLS, students may not be registered on a second full-time programme of study while enrolled on any Health or Social Care programme.

### **4 Failure at the First Diet (Undergraduate Assessment Regulations, Section 15)**

Students are normally required to re-enter Level 4 with attendance. The offer of re-entering Level 4 without attendance is normally permissible only in exceptional medical/personal circumstances, which are documented appropriately.

**5 Attendance Requirements (Attendance Policy: Taught)** Students within the above-named programmes are expected to attend all classes, practice visits, laboratory sessions and Practice Based Learning placements. Where a student has unauthorised absence of, or in excess of, 20% in any module he/she may be required to retake the module with attendance prior to undertaking Practice Based Learning Modules, or proceeding to the next level of the programme. Unauthorised absence in more than one module may result in the student being required to withdraw from the Programme.

6 Students within the above-named programmes are normally required to successfully complete all modules identified in the Definitive Programme Document for their programme as these are protected titles leading to an academic and professional qualification and require successful completion of all core modules.

**7 Compensation (Undergraduate Assessment Regulations, Section 13.2)** Compensation for failure in a single module, where a student has passed modules at any one level, will not normally apply to modules leading to the award as identified in the definitive programme document for the above-named programmes. Compensation of a fail in Practice Based Learning modules is not permitted. This is consistent with the guidelines set by Regulatory/Professional Bodies.

8 For Honours degree programmes the submission of the Honours Project is compulsory. Failure to submit an Honours Project will result in the student being ineligible for the named award and, consequently, eligibility to apply for registration with the Regulatory Body.

9 Failure in any Level 4 module at second attempt will result in the award of an unclassified degree (e.g. BSc in Health and Social Care) and will result in the student being ineligible for the named award and, consequently, eligibility to apply for registration with the Regulatory Body.

10 A student may be required to withdraw from the programme if he/she is deemed by the Fitness to Practise Board, and ratified by the Assessment Board, to be professionally unsuitable or guilty of professional misconduct. Students will be required to declare at the commencement of each session his/her Fitness to Practise and Good Character through Self-Disclosure. A student who is considered to be professionally unsuitable or guilty of professional misconduct will be one who:

- has failed to abide by the SHLS Fitness to Practice Policy and GCU Code of Student Conduct,
- and/or has failed to meet the standards, policies or codes of conduct laid down by partner organisations that provide Practice Based Learning Placements
- and/or is unable to meet the programme requirements despite reasonable adjustments.

**11 Aegrotat Awards (Undergraduate Assessment Regulations, Section 23)** Due to the requirements of the Regulatory/Professional Bodies there will be no aegrotat awards on the above-named programmes.

12 Students who are awarded one of the above-named awards are eligible to apply for Registration with the Health and Care Professions Council (HCPC) / General Dental Council (GDC) and/or Membership of the named Professional Body.

13 In the case of HCPC regulated Programmes, all Programmes will have at least one external examiner who is appropriately experienced and qualified and, unless other arrangements are agreed, will be from the relevant part of the Register.

#### **ADDITIONAL ASSESSMENT REGULATIONS SPECIFIC TO PRACTICE BASED LEARNING**

1 All Practice Based Learning Modules must be passed, including Elective Placements where offered.

**2 Module Pass Criteria (Undergraduate Assessment Regulations, Section 13.1)** For Practice Based Learning Module assessments that consist of multiple components, all components must be passed at a minimum of 40% in order to complete the module successfully.

**3 Maximum Number of Attempts at a Module (Undergraduate Assessment Regulations, Section 14)** Only two attempts are permitted for Practice Based Learning Modules at all levels of the programme.

**4 Failure at the First Diet (Undergraduate Assessment Regulations, Section 15)** A student who fails or is unable to successfully complete Practice Based Learning Module(s) will be required to re-enter the module(s) either during the student's summer recess, or re-enter with attendance the following academic year, as determined by the Programme Assessment Board. The specific dates will be determined by placement availability.



5 A student must complete satisfactorily all requirements laid down by Regulatory/Professional bodies in relation to Practice Based Learning, e.g. number of placement days/ hours (as specified in the Programme Handbook). Failure to do so will require additional placements to be undertaken

**VERSION CONTROL (to be completed in line with AQPP processes)**

**Any changes to the PSP must be recorded below by the programme team to ensure accuracy of the programme of study being offered.**

<i>Version Number</i>	<i>Changes/Updates</i>	<i>Date Changes/Updates made</i>	<i>Date Effective From</i>
1.0	Created for programme review	October 2024	September 2025

## Curriculum Map

The curriculum map links the modules listed in the Programme Structure to the Learning Outcomes

This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a checklist for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses.

Modules			Programme Learning Outcomes																														
	Code	Title	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	E1	E2	E3	E4	E5	E6
SCQF 7	M1A220776	Restorative Dentistry	x		x	x	x	x	x							x	x	x	x	x	x	x	x	x						x		x	
	M1A425878	Clinical Practice I	x		x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x		x	x		x	x	x	x	x
	M1B120775	Biomedical Science and Oral Biology	x	x			x	x		x	x						x		x										x	x			
	M1B120779	Plaque Related Disease	x	x		x	x	x	x	x	x		x		x	x	x	x	x	x	x		x	x	x		x		x	x	x		
	M1B025798	PPP		x	x			x	x		x	x	x	x	x			x		x	x	x	x	x	x		x	x	x	x	x	x	

Modules			Programme Learning Outcomes																														
	Code	Title	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	E1	E2	E3	E4	E5	E6
SCQF 8	M2B925948	Clinical Practice II	x	x	x	x	x	x	x	x				x		x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	
	M2A925879	Comprehensive Oral Care	x	x	x	x	x	x		x		x		x	x			x	x	x	x	x	x	x	x	x	x		x	x	x	x	x
	M2A920786	Paediatric Dentistry	x	x	x	x	x	x	x		x	x		x		x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x
	M2B820784	Dental Radiography and Imaging	x	x							x	x	x	x	x	x		x		x		x	x	x	x	x	x		x	x	x	x	x
	M2B920782	Dental Biomaterials Science	x	x					x		x	x	x	x	x				x	x						x					x		
	M2B030697	ITC				x			x			x	x			x				x		x	x	x	x	x				x	x	x	x

[illegible]