

THE UNIVERSITY OF HONG KONG**Bachelor of Dental Surgery**
Credit Unit Statement

The six-year integrated Bachelor of Dental Surgery (BDS) is outcomes and competency based and adopts a problem-based learning (PBL) approach. The problem-based study of basic sciences, medical, dental and psychosocial sciences relevant to dental practice forms the foundation for and continues alongside the study of clinical dental sciences and professional practice. The majority of learning occurs in small-group environments with a limited number of large-group interactive workshops and lectures.

Structure

The BDS curriculum extends over six academic years and is divided into twelve integrated semesters and the inter-semester periods. The types of credit-bearing learning experiences include the *Professional Core* and the *Compulsory University Requirements*. The Professional Core consists of the twelve Integrated Semesters; six Clinical Skills Blocks; and two Integrative Projects. *Compulsory University Requirements* include six Common Core and three Language Enhancement courses. Additionally, workshops in English for dental students are offered in the first year of the Professional Core. Research skills are developed in group projects with opportunities to become involved in Faculty research projects and a competitive research scholarship programme. Final year International Clinical Experience offers opportunities for international exchange.

The Professional Core provides a rich diversity of learning experiences across the BDS years to develop students' relevant knowledge, skills and attitudes in preparation for professional careers. Student workload aligns with international standards for ECTS requirements in dental curricula with full-time study equating to 36-40 weeks per year. Credits awarded range in multiples of 3 up to a maximum of 27 credits for a single course with 60-90 hours of student learning activity (contact and non-contact including assessment periods) as the norm for 3-credits but these may differ across learning activities. Total student contact hours range from approximately 24 hours per week in the early years up to approximately 28 hours per week in the later years. This steady increase in student contact hours across the curriculum reflects the increasing proportion of student time dedicated to patient contact and supervised clinical care.

Professional Core**A. Integrated Semesters (12-27 credits)**

Problem-based tutorials with supporting interactive workshops and lectures foster knowledge building and are integrated with practical applications across an Integrated Semester. Clinical learning includes demonstrations and simulations, practical classes, ward teaching, and supervised care for patients in both hospital and community contexts. The BDS emphasises early clinical exposure, and the development of psychomotor and oral health care skills increases progressively across the six years. In the final year, journal-based learning replaces PBL and provides a transition to further studies and continuing professional education. Formative and/or summative assessments for the integrated semesters are conducted through

examinations and assignments using a variety of methods such as, but not limited to, tutorial and clinical performance, case presentation, written paper, oral presentation and structured viva examination, and Objective Structured Clinical Assessment (OSCA) and 'key' skills assessments of clinical competences

B. Clinical Skills Blocks (3-6 credits)

The Clinical Skills Blocks fall across the second semester and the end-of-year period and provide a dedicated period for clinical contact. Learning activities include case-based learning, workshops on clinical skills and supervised patient care. Formative assessment includes clinical performance and case presentations with summative assessment conducted through 2-5 'key skills' assessments of clinical competences per year.

C. Integrative Projects (3-9 credits)

Integrative Projects provide an additional opportunity for synthesising and transferring knowledge to new situations both on and off campus. The final year International Clinical Experience provides an opportunity to experience and learn from different contexts in clinical care and research. Integrative projects are assessed formatively and summatively through written reports (up to 5,000 words), logbooks, oral presentations and vivas (20 minutes), and examinations.

Capstone Experience: The final year 'Portfolio' represents a culmination of student learning activities across the Professional Core. Sample tasks required in the portfolio include case presentations, written reports and reflections.