

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. Experiential learning opportunities are provided in the form of Integrative Projects locally, and as International Capstone Experience internationally.

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, with each year of study carrying a total of 60 to 69 credits. Credits awarded range in multiples of 3 up to a maximum of 39 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 15 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. Knowledge and Reasoning (6, 9, 12, 15, or 18 credits)

Professional topics are integrated and delivered through various pedagogical methods. Problem-based tutorials with supporting interactive workshops and lectures foster knowledge building and are held throughout the curriculum. In the final year, journal-based learning is emphasized and provides a transition to evidence-based practice, and to further studies and continuing professional education. Formative and summative assessments for the integrated topics are conducted through examinations and assignments using a variety of methods such as, but not limited to, performance at tutorials, case presentation, written paper, Objective Structured Assessment (OSA), oral presentation and structured viva examination.

B. Practical Skill Learning (3, 18, 21, or 24 credits)

Acquisition and development of psychomotor and oral health care skills begin early in the BDS

programme. Practical Skill Learning is mediated through demonstrations and practices in a simulated clinical environment. Diagnostic skills are developed through clinical demonstrations, and case-based learning and discussion, prior to supervised clinical practice. Formative and summative assessments are conducted using a variety of methods including, but not limited to, Objective Structured Clinical Assessment (OSCA) and assessment of 'key' skills in a simulation environment.

C. Clinical Learning in Dentistry (3, 12, 24, 30, 36, or 39 credits)

The BDS programme emphasises early clinical exposure. Clinical learning activities include workshops on professionalism and communication skills, ward teaching, and supervised care for patients in both hospital and community contexts. The Clinical Learning spans and increases progressively across the six years of the BDS programme. Formative assessment includes clinical performance and case presentations. Summative assessment is based on continuous assessment of clinical performance and professionalism, Clinical Practice Assessment (CPA), assessments of clinical competences and clinical portfolio.

D. Integrative Projects (6 or 9 credits)

Integrative Projects provide an additional opportunity for synthesising and transferring knowledge to new situations both on and off campus.

Students undertake project-based, community-oriented research activities in the Community Health in BDS V. Knowledge is synthesized and transferred through conducting the projects and presenting the project findings.

The International Capstone Experience to be held in the BDS IV to VI years will provide opportunities for students to experience and learn from different contexts in clinical care and research. Integrative projects are assessed formatively and summatively through written reports, logbooks, oral presentations, and viva voce examinations.

E. Capstone Portfolio (6 credits)

The final year 'portfolio' represents a culmination of student learning activities across the Professional Core. Sample tasks required in the portfolio include patient care synopses, written reports and self-reflections. The portfolio will demonstrate the students' achievements in various domains of professional competency throughout the BDS programme.

Credit unit weighting and study load of the Professional Core in the BDS curriculum

Total no. of credits: 333 credits

Total study load (student learning hours): 8,480 hours

Nature of course	Credits	Learning Hours	Outputs	Assessment
<p>Knowledge & Reasoning</p> <ul style="list-style-type: none"> • Inquiry-based learning (problem-, case-, journal- and research-based) • Basic medical science and dental science • E-learning, large-class session, and/or Flipped classroom (large-class session and tutorials) 	6, 9, 12, 15, or 18	165, 180, 240, 300, or 396-502	<p>Varied including, but not restricted to:</p> <ul style="list-style-type: none"> • Continuous in class PBL tutorial performance; • Assessment of PBL products (group presentation); • Written (MCQ) examination; • Objective Structured (Short answer) Assessment; • Extended response/modified essays; • Case scenarios (Short answer); and • Oral examination. 	<ul style="list-style-type: none"> • In-course formative assessment • Summative: coursework and/or written examination
<p>Practical Skill Learning</p> <ul style="list-style-type: none"> • Para-clinical learning through demonstrations and simulations 	3, 18, 21, or 24	70-90, 396, 420, or 627	<p>Varied including, but not restricted to:</p> <ul style="list-style-type: none"> • Objective Structured Clinical Assessment (OSCA); and • Assessment of ‘key’ skills in simulation laboratory (Practical Skill Assessment). 	<ul style="list-style-type: none"> • In-course formative assessment • Summative: coursework or practical examination
<p>Clinical Learning in Dentistry</p> <ul style="list-style-type: none"> • Chairside learning or “ward round” in a clinical environment • Supervised patient care 	3, 12, 24, 30, 36, or 39	90, 240, 600, 900, 1,080, or 1,170	<p>Varied including, but not restricted to:</p> <ul style="list-style-type: none"> • Continuous clinical performance; • Attainment of prescribed clinical competency; • Assessments of clinical learning (Portfolio); • Assignments (written critiques); • Mini-Cases (written papers); and • Clinical practice and case scenarios (Short answer, case-based with clinical materials). 	<ul style="list-style-type: none"> • Formative: coursework • Summative: coursework, continuous assessment, and/or Assessments of Clinical Learning

Nature of course	Credits	Learning Hours	Outputs	Assessment
Integrative Projects <ul style="list-style-type: none"> • Experiential learning (community and international contexts) 	6 or 9	145 or 198	Varied including, but not restricted to: <ul style="list-style-type: none"> • Extended response, modified essays; • Assignments, e.g. group project (oral presentation, written report); and • Oral presentation and self-reflection. 	Summative: coursework, and/or written examination
Capstone Portfolio	6	170	<ul style="list-style-type: none"> • Completed case portfolio (written report with self-reflection, oral examination); and • Dental Practice Visits (written report). 	Summative: written portfolio and oral examination