Programme Specification

A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from The University of Sheffield

1	**Programme Title**	Dental Surgery
2	**Programme Code**	DENU07, DENU107
3	**JACS Code**	A400
4	**Level of Study**	Undergraduate
5a	**Final Qualification**	Bachelor of Dental Surgery (BDS)
5b	**QAA FHEQ Level**	Honours
6	**Intermediate Qualification(s)**	DENU21 Dental Science (BMedSci) (Intercalated) DENU22 Dental Science (BSc) DENU08 Dental Studies (BSc) (Exit Degree)
7	**Teaching Institution** (if not Sheffield)	Not applicable
8	**Faculty**	Medicine Dentistry and Health
9	**Department**	School of Clinical Dentistry
10	**Other Department(s) involved in teaching the programme**	School of Medicine
11	**Mode(s) of Attendance**	Full-time
12	**Duration of the Programme**	5 years
13	**Accrediting Professional or Statutory Body**	General Dental Council of the United Kingdom
14	**Date of production/revision**	Dec 2007 / January 2009 / April 2013 / April 2014 / March 2016 / Dec 2021

15. Background to the programme and subject area

The BDS programme prepares graduates for a career as a dentist and on qualification graduates resident in the United Kingdom will be able to register with the General Dental Council. This is a non-modular programme.

There are numerous reasons to study dentistry at the University of Sheffield. The School of Clinical Dentistry is one of the leading UK dental schools. We consistently rank in the top five dental schools in the UK in the Independent Complete University Guide. The School of Clinical Dentistry takes a lively and innovative approach to preparing students for their future profession, employing dynamic, multidisciplinary teaching and learning methods designed to meet the different needs of each individual. These are broadly divided into lectures, seminars, tutorials, laboratory and practical work, directed self learning and of course clinical work. E-learning on the University intra-net also plays an important role. The School received several commendations in its most recent Periodic Review of Learning and Teaching including commendations for its inclusive and supportive culture and student-centred focus. Our teaching is informed by latest developments including the research activities of our staff. In research assessment exercises the School has consistently ranked highly among UK dental schools. As a result our students learn about the new techniques and advances that are rapidly taking place in the field of dentistry.

The programme content is to a large extent governed by the General Dental Council. However, some distinctive components in the Sheffield programme are: completion of an approved elective project, clinical learning in teams working in the Dental Practice Unit, outreach placements in primary care settings; undertaking supervised projects and the opportunity to study for an intercalated Bachelor of Medical Science degree at the end of the second year (DENU21).

The programme is organised in blocks of teaching and learning called Themes which have specific learning objectives and are integrated between departments and disciplines. Students learn about ‘health’ in all its aspects alongside ‘threats to health’ such as infections, and trauma and how to ‘maintain health’, that is how to prevent disease and also manage patients. Teaching of clinical attitudes and skills starts in the first year with clinical treatment of patients under close supervision commencing in the second year. Towards the end of the course, students are much more experienced and work more independently especially outside the dental hospital.

A very small number of students who study for the degree in dental surgery find that whilst they are academically

able, they are unsuited to the more clinical aspects of dentistry. An opportunity for these students to transfer out of the course and into a BSc in Dental Science is available at the end of the second year (DENU22). These students are required to undergo a further year of study to gain additional knowledge and insight into research processes which underpin medical and dental science.

For students who are unable to complete the course for reasons of ill-health etc, but have already successfully completed the first three years of the programme, an exit degree of a BSc in Dental Studies can be awarded. (DENU08).

Full details from our prospectus and course information may be found on the School web site at: http://www.shef.ac.uk/dentalschool/

16. Programme aims

The BDS programme is designed to produce a graduate who has the necessary qualification to enable registration with the General Dental Council and so practice as a general dentist.

Our aims are:

1. 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.
2. To produce graduates who are able to demonstrate the necessary knowledge, understanding, competences, skills and attitudes that will enable them to make a safe, caring and continuing contribution towards the preservation and maintenance of oral health for each member of the community, based on an appreciation of the need to keep up to date and to apply relevant advances in oral health care.
3. To have the skills necessary to work effectively as a member of the dental team as well as be able to participate in continuing professional development, adapt practice to changing patterns of knowledge, possess a capacity for self-audit and maintain an open-minded but critical approach to new information.

The aims of the BMedSci in Dental Science and the BSc in Dental Science are:

1. To provide an enhanced knowledge and understanding of a dentally-related scientific discipline.
2. To provide an appreciation of research methods appropriate to the chosen discipline and to apply these through an extended supervised research project.
3. To develop skills in acquiring and evaluating information from the scientific literature.

17. Programme learning outcomes

The BDS Programme

Knowledge and understanding: At the end of the undergraduate programme students will be able to demonstrate knowledge and understanding of:

K1	The main principles underlying health promotion and the prevention, treatment and management of oral disease.
K2	Current terminology used in dentistry and related subjects.
K3	Features of common oral disorders and diseases and of those which may be less common but have potentially serious consequences, including the underlying processes that may be involved such as genetic and developmental disorders, degeneration, metabolic disturbances, inflammation, immunity, infection and neoplasia.
K4	Applications, integration and relevance of the general principles of medical and allied sciences, including mental illness and behavioural sciences, to dentistry.
K5	Features of oral disorders and diseases which may be relevant to specific types of dental practice because of their relationship to age, gender, ethnicity, geography or social factors.
K6	Inter-relationships between oral disorders and diseases and those affecting other parts of the body.
K7	Inter-relationships between the effects of medical and dental treatment.
K8	The main ways in which medical, dental and technical specialties are applied to oral health care.
K9	The medico-legal and ethical considerations affecting the roles of dental and related health care personnel and their responsibilities in respect of health and safety legislation.
K10	A sound knowledge of the process of scientific enquiry.

K11	The ways in which health promotion, preventive, operative and therapeutic methods are organised and applied to oral health in health care settings and beyond.
K12	The relevance of social, environmental, economic and health policies for oral heath and the importance of business and risk management in the delivery of health care.

Skills and other attributes: At graduation students will be able to demonstrate the skills necessary to:	
S1	Identify individual patients and groups with oral conditions through effective history taking, clinical examining and the interpretation of clinical findings.
S2	Make suitable and effective arrangements and plans for the investigation, treatment and management of patients.
S3	Carry out investigative and operative procedures to the highest possible standard within his or her competence for the prevention and treatment of oral disorders and diseases.
S4	Promote oral health and prevent oral disorders and diseases.
S5	Communicate and work effectively with patients, their families and carers, the dental team, other health professionals and any other relevant person or group.
S6	Obtain reliable information efficiently, assess it objectively, adopt a problem-solving approach, set priorities and plan effective solutions.
S7	Interpret and apply the results of experimental and clinical research in relation to oral health.
S8	Adopt practices that are safe for the patient, the dental team and others who might be affected.

BMedSci and BSc programmes **Knowledge and understanding:**	
Students will have knowledge and understanding of:	
K1	The place of research in medicine.
K2	Current medical research and it methods.
K3	The conduct of research in accordance with correct research methodologies and procedures.
K4	The importance of conducting research in accordance with up-to-date ethical guidelines and policies.
K5	The fundamental principles of designing research projects and protocols.

Skills and other attributes:	
Academic and intellectual skills: students will be able to:	
S1	Design a research project in accordance with appropriate research methodologies and ethical principles.
S2	Exercise independent judgment and critical thinking.
S3	Apply basic statistical methods to data evaluation and interpretation.
S4	Present work orally and in writing to an academic audience.
S5	Where their project requires it, carry out practical experiments and tasks in a laboratory setting in accordance with health and safety guidelines.
S6	Produce a well-structured and substantial dissertation to present the results of their research project.
S7	Conduct an extensive literature review using relevant sources.

Skills and other attributes:	
Transferable skills: students will be able to:	
T1	Apply good time-management skills to structure their work and meet deadlines.
T2	Effectively use a wide range of IT packages for a variety of tasks.
T3	Work independently on a project.
T4	Display good written and oral communication skills.
T5	Understand and apply basic statistical methods.
T6	Self-direct their learning.

18. Teaching, learning and assessment

BDS Programme

Development of the learning outcomes is promoted through the following teaching and learning methods:

Our strategy is to offer a variety of appropriate and contemporary teaching methods and learning opportunities and to use assessment methods relevant to the learning outcomes. Aims and learning outcomes have been identified for all Themes and for their individual components. These are published in Theme booklets distributed to each student and to staff involved in the teaching. Feedback to students is provided at all levels and in a variety of ways. The intentions of feedback are to enable the student to gain more self-knowledge and to congratulate appropriately when a task has been well done.

Our teaching programme is integrated so that students acquire an understanding of the basic scientific and pathological processes underlying oral and dental disease at the same time as they learn the skills to manage patients appropriately and maintain and promote health.

Clinical learning begins at the start of the programme and is integrated between different clinical and scientific disciplines. Much of the teaching is longitudinal, allowing progressive development of clinical skills, but there are intermittent block courses in some disciplines to reinforce specific related clinical skills and provide greater breadth of experience. Clinical learning is provided through demonstrations and the supervision of students treating patients. (S1-S6, S8).

Practical classes focus on the development of practical skills in a range of disciplines. Students have to demonstrate sufficient knowledge and skill before undertaking invasive clinical procedures on patients (S3).

Lectures, seminars and tutorials: lectures focus on knowledge and understanding, while tutorials and seminars are more interactive learning events, dealing with topics in greater depth and developing communication skills (K1-K12).

Teamwork skills are developed through small group work in various courses and in the Dental Practice Unit and Outreach. Students sometimes work in pairs, generating an awareness of teamwork and enabling students to learn from each other (K11, S2, S5, S8).

Independent learning is facilitated through provision of computer aided learning packages and the requirement to consult original source material for assignments, while transferable skills develop through students being required to collect, analyse and organise information for oral presentations, word-processed reports or log-books (K1-K12).

Projects. Various projects allow students to study an area in depth promoting all knowledge based outcomes and the development of transferable skills and foster an interest in continuing professional development (K10, S6, S7).

Transferable skills are also developed throughout the programme and particularly by the elective project that encourages the development of and an appreciation of research methodology. The periods spent in the Dental Practice Unit, primary care placements and on the elective, provide opportunities to undertake clinical work in a variety of settings and to broaden students' horizons (S3-S8).

Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods:

To improve consistency in assessment processes, the School has common mark scales for written and clinical work, each mark having clear descriptors relating to knowledge, understanding and professional attitudes. Various forms of assessment are used throughout the course to achieve both self-knowledge in the student and information about their abilities. Single best answer questions, long essays and assignments, short answer questions, assessed practical's (S6), and written and verbal reports and presentations (S7), assess knowledge and understanding (K1-12). Clinical skills are assessed by tests on models, clinical procedures for patients, evaluation of clinical information by verbal or written means and by assessment of competency (S1-8). Students' professional attitudes are regularly monitored. The use of Objective Structured Clinical Examinations (OSCE) throughout the course allows criterion-based assessment of competencies. In particular the following assessment methods are used:

Formative assessments: There are formative assessments throughout the programme in order to provide feedback to students concerning their progress. These provide benchmarks of the student's abilities and identify areas of knowledge or skill that might require particular attention. These assessments enable student's abilities to be monitored in terms of practical skills, knowledge and attitudinal characteristics. They provide an opportunity to identify and rectify areas of weakness and to encourage the further development of areas of strength.

Summative assessments: At the end of the first, second, third and fifth academic years as well as at the end of semester 1 of the first and third years there is a professional examination covering the knowledge and skills learnt in the relevant Themes. These are assessed by an appropriate combination of SBA and short answer questions to test

knowledge (K5, K6, K7, K8, K9, K11, K 12) and OSCE and practical tests where appropriate to determine the level of clinical or practical competence achieved (S1-5).

In addition to these formal assessments the Dental School Office monitors and maintains a progress file on each undergraduate student. Student progress is monitored by the Dental School Progress Committee. The number of students withdrawing from, or required to leave, the BDS programme is very low.

BMedSci and BSc Programmes

Development of the learning outcomes is promoted through the following teaching and learning methods:

All students attend a set programme of teaching sessions at the start of the course covering project design, ethics, statistics, literature searching and health and safety. Additionally, each student receives an individual programme of teaching sessions with relevance to the subject matter of his or her research project. This is provided by the academic department/division in which the student receives supervision and may incorporate, for example, ward rounds and other clinical sessions, a selection of modules from an existing higher degree course, and instruction in laboratory methods.

However, due to the high degree of independent thought necessary to successfully complete a BMedSci research project, students are encouraged to self-direct their learning at every opportunity. This approach is fostered by the development of a close, professional supervisor/supervisee relationship as is more commonly found in the structure of higher degrees by research.

Students are encouraged to present their work at departmental research seminars and all students have to attend a presentation day at the end of the BMedSci year to present their work to an academic audience. Students are also encouraged to write for publication and to attend conferences in their field wherever possible.

Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods:

The learning outcomes relating to the conduct of research, including project design, statistical analysis, interpretation of results and dissertation, are all subject to summative assessment based on a viva voce examination of the candidate in terms of his or her dissertation: to count towards 70% of the final mark.

All students also complete two pieces of written work in the form of short assignments relating separately to ethics and statistical methods. The statistics assignment accounts for 20% of the final mark and the Ethics coursework 10%.

	TEACHING / LEARNING					**ASSESSMENT**	
LEARNING OUTCOME	Lectures in Short Course	Oral presentation	Individual research project	Coursework assignments		Viva voce examination on dissertation submission	Coursework submissions
K1 The place of research in medicine	*		*				
K2 Current medical research and it methods	*		*				
K3 The conduct of research in accordance with correct research methodologies and procedures	*		*	*		*	*
K4 The importance of conducting research in accordance with up-to-date ethical guidelines and policies	*		*	*			*
K5 The fundamental principles of designing research projects and protocols	*		*			*	
S1 Design a research project in accordance with appropriate research methodologies and ethical principles	*		*			*	*
S2 Exercise independent judgment and critical thinking		*	*	*		*	*

S3 Apply basic statistical methods to data evaluation and interpretation	*	*		*		*	*
S4 Present work orally and in writing to an academic audience		*	*	*		*	*
S5 Where their project requires it, carry out practical experiments and tasks in a laboratory setting in accordance with health and safety guidelines	*		*				
S6 Produce a well-structured and substantial dissertation to present the results of their research project	*		*			*	
S7 Conduct an extensive literature review using relevant sources	*		*			*	*
T1 Apply good time-management skills to structure their work and meet deadlines			*	*			*
T2 Effectively use a wide range of IT packages for a variety of tasks		*	*	*			*
T3 Work independently on a project		*	*	*		*	*
T4 Display good written and oral communication skills		*	*	*		*	*
T5 Understand and apply basic statistical methods	*	*	*	*		*	*
T6 Self-direct their learning		*	*	*		*	*

19. Reference points

BDS Programme

The learning outcomes have been developed to reflect the following points of reference:

The mission statement of the University of Sheffield

General Dental Council Standards for Education: Standards and requirements for providers of education and training programmes (Revised 2015)

General Dental Council Preparing for Practice: Dental team learning outcomes for registration (Revised 2015)

General Dental Council Scope of Practice (2013)

General Dental Council Standards for the Dental Team (2013)

The guidelines of Honours level courses within the Faculty of Medicine, Dentistry and Health at the University of Sheffield

University of Sheffield Strategic Plan - Education

BMedSci and BSc Programmes

The learning outcomes have been developed to reflect the following points of reference:

Subject Benchmark Statements

Framework for Higher Education Qualifications (2014)

Its learning outcomes reflect the skills required of graduates in biomedical and materials science to ensure comparability of attainment with science graduates.

The composition of Honours level courses within the Faculties of Medicine and Pure Science at the University of Sheffield

University of Sheffield Vision

University of Sheffield Strategic Plan - Education

20. Programme structure and regulations

Please refer to the Programme Regulations and General Regulations http://www.shef.ac.uk/calendar/regs, and the Programme Specification http://www.shef.ac.uk/calendar/progspec for detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules.

A person who has passed the Part A and Part B Examination for DENU07 for the Degree of BDS at a standard acceptable to the Board may read for the Degree of BMedSci in Dental Science. The programme of study shall normally be intercalated between Part B and Part C for DENU07.

The programme of study shall be pursued full-time for forty-eight weeks.

A candidate shall take:

a) Introduction to Research Ethics and Governance Applications of Statistics in Medical and Health Sciences and

b) follow a prescribed programme of study comprising project work and taught components.

Detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules are published in the University Calendar available on-line at http://www.sheffield.ac.uk/calendar/regs.

21. Student development over the course of study

BDS Programme

The programme is developed in a logical progression, and teaching is integrated between disciplines in the **first year** there are two Themes: The Human Body and The Oral Cavity in Health and Disease.

The Human Body introduces students to the structure, function and control of those cells, tissues, organs and systems of the body relevant to the practice of clinical dentistry. It also introduces students to the dental team, the use of dental and IT equipment, safety and legal requirements of clinical dental practice and law and ethical considerations affecting practice together with interpersonal skills.

The Oral Cavity in Health and Disease Theme introduces students to the structure, function and development of the dental, periodontal tissues and related structures in the oral cavity and head and neck relevant to clinical dental practice. Students are introduced to the range, aetiology and pathology of common oral diseases and how they may be prevented and managed. Students also acquire core clinical skills to enable them to carry out simple preventive procedures safely and effectively on each other.

These subjects are studied within the Dental School. They are taught by means of lectures, practical and clinical sessions, and tutorials and seminars. The Anatomy teaching involves a considerable amount of dissection of the thorax, head and neck, where students work in small groups.

The two Themes in the **second year**, are Growth, Development, Ageing and Nutrition (GDAN) and Basic Oral & Dental Care. In GDAN students study the basic biological principles governing growth, development, ageing and nutrition as well as the challenges of providing comprehensive care for both young patients with developing dentitions and for elderly patients with age-related changes in oral health status.

In Basic Oral & Dental Care students undergo an intensive Clinical skills course which enables them to treat patients of all ages by the second semester of that year but also consolidates their understanding of disease processes.

At the end of the second year students who find they are not suited to clinical dentistry may transfer to the BSc course in Dental Science. This is an exit degree and students may not return to the BDS course.

Certain students who are academically able may wish to study for an intercalated BMedSci in Dental Science before resuming their BDS studies. Both the BSc and BMedSci involve an additional year of study.

The **third year** builds on the clinical dental aspects already learned but students also start to acquire advanced clinical skills necessary for successful patient management in the Intermediate Oral & Dental Care Theme. In the Integrated Human Disease Theme they study the pathological and microbiological basis of human disease along side the clinical features and principles of management. This knowledge is an essential component of understanding total patient care.

The **fourth year** continues to build on all clinical skills learned with emphasis on whole patient care and integrated clinical practice. In addition students learn in detail the pathological and microbiological basis of diseases of the oral mucosa, jaw bones and associated tissues as well as diagnosis and management. This year also includes the Elective Period, during which students may spend time in any country of their choice, investigating a dentally related subject (subject to approval) from the perspective of another culture. In addition students attend Outreach placements in primary care settingsgiving them the opportunity to treat an extended range of patients in community clinics, dental access centres and general dental practices. Students also work in the Dental Practice Unit each week. This is a unit set up as a general practice, where students work in their own surgery, with the close support of a nurse, and minimal supervision. This acts as a great transition from the undergraduate to the general practitioner, and is viewed very enthusiastically by all.

Clinical experience in Outreach continues into the **final year** and together with the experience in the Integrated Patient Care Theme provides students with as much clinical experience as possible, ready for graduation. In addition final year students gain experience of the advanced patient management in different dental specialities and how these function in hospital and university settings.

The BDS degree is not classified but students may obtain the degree "with Honours". In addition, outstanding students may gain a distinction in components of the BDS examinations.

BMedSci and BSc Programmes

Due to the diverse nature of the projects taken in this year it is not possible to identify the precise timings of the development of the knowledge, skills and attributes listed in Section 17.

In order to undertake this project, students must research the available literature, identify suitable research questions and hypotheses and design experiments that will successfully answer these issues. These activities, as well as the conduct of the practical experiments, will be facilitated and supervised by an experienced academic tutor. Throughout the periods of designing and conducting experiments students will be required to read widely around their subject area and integrate this knowledge and that acquired from teaching during the programme.

It is anticipated that for most students the last two to three months of the year will be spent writing-up their results and finalising their dissertations.

BSc in Dental Studies

The BSc in Dental Studies is an Exit Award for those students who choose to leave the course after the third Year, not through failure but for other reasons.

22. Criteria for admission to the programme

BDS Programme

Detailed information regarding admission to the programme is available at http://www.sheffield.ac.uk/dentalschool/undergraduate/bds/selection

The School aims to admit high quality, motivated students and attracts a high number of applications for the places available on the BDS programme. These include candidates with conventional 'A' level qualifications or their equivalent. We welcome mature students and have a few places for students from overseas. The admissions process for all courses complies with the University's equal opportunities policy. The Admissions Tutor, in liaison with the Dean, selects BDS candidates for interview on evidence of actual academic attainment (e.g. GCSE grades), predicted grades, their personal statement, the academic referee's report and the UCAT score.

Interviewing BDS candidates is a responsibility shared by all Dental School academic staff, students in the later years of their course, and with voluntary participation from NHS colleagues. Particular attention is paid to commitment to dentistry and to Sheffield, evidence of interpersonal skills and manual dexterity, and to evidence of the qualities and values required of a healthcare professional. To promote consistency of selection, a set of guide questions and criteria have been drawn up in consultation with staff and a structured interview record is returned to the Admissions Tutor for decision. All candidates are invited to tour the Dental School and Hospital with a senior dental student, enabling them to ask questions informally.

The following qualifications are acceptable:

- Three A levels at minimum grades of AAA including Chemistry and *Biology*. The third A level may be in any subject and we do not give preference to any particular subject for this third A-level choice. Similarly, preference is not given to applicants who are taking 4 A-levels or additional AS levels.
- Scottish Highers in five subjects at grades AAAAB to include Biology plus one Advanced Higher in Chemistry at grade A.
- Irish Leaving Certificate in six subjects at the Higher level to include Chemistry and Biology at grades AAAAAA.
- Welsh Baccalaureate with a pass plus two A-levels in Chemistry and Biology.
- International Baccalaureate with grades 6 in Chemistry and Biology at Higher level with an overall score of 37.
- Cambridge Pre-U Certificate D3 D3 D3 including Chemistry and Biology.
- BTEC Level 3 Extended Diploma (18 units) Grades D*DD to include Chemistry and Biology.
- UCAT required.

- Graduate applicants are usually required to obtain at least an upper Second Class Honours in a related science subject.

Specific information about entry requirements may be found at:
http://www.sheffield.ac.uk/dentalschool/undergraduate/bds/selection

GCSEs

Although we attempt to take an holistic approach to the selection of students most applicants who secure an interview have a minimum of 6 A grades including Maths, English Language and Science subjects.

If your qualifications differ from the above, you are advised to check your eligibility directly with the Dental School by contacting the Admissions Secretary at dental.admissions@sheffield.ac.uk

Offers may vary according to individual circumstances.

Retake applicants

The minimum requirement for applicants who are retaking is the standard AAA. However, all other circumstances being equal, applicants completing in one sitting may be given preference over applicants who are taking longer than the normal two years to complete their A-levels. Those applicants retaking modules within the normal two years will not be considered as retake applicants. Amongst retake applicants, priority is given to those who applied to Sheffield the previous year.

BMedSci Programme

The programme is normally available to BDS students after passing BDS Part B (end of second year) by which time they will have received instruction on the human body, the oral cavity in health and disease, growth, development, ageing and nutrition and basic oral and dental care. Students must discuss their intentions to enter the programme with their non-academic tutor, BMedSci programme tutor, the Director of Learning and Teaching and the Dean of the School. In principle students should have passed their professional examinations at the first sitting.

BSc Programme

This programme may be available to BDS students who find they are not suited to clinical dentistry. Students will have passed BDS Part B (end of second year) by which time they will have received instruction on the human body, the oral cavity in health and disease, growth, development, ageing and nutrition and basic oral and dental care. Students must discuss their intentions to leave the BDS course and enter the programme with their non-academic tutor, BSc programme tutor, the Director of Learning and Teaching and the Dean of the School. Once students have entered this programme they will not be allowed to resume their BDS studies.

23. Additional information

The Dental School in Sheffield was first established in the early 1900s and Sheffield University has been awarding a degree in Dental Surgery since 1922. The current Dental School building was opened in 1992.

On the ground floor of the School you will find our 120-seat lecture theatre. There are also six seminar/tutorial rooms, an IT Suite with 20 workstations, a dental simulation suite and an internet café / common room. All our academic units have study rooms for use by postgraduate students and all have access to computer facilities.

On the second floor of the School there is a 54-unit Clinical Skills Learning Environment with a dental chair for demonstrations via a live video link and computers offering computer aided learning packages. In the annexe to the School, we have a Dental Technology Teaching Laboratory with associated materials processing facilities.

The School houses purpose-built and state of the art research laboratories for cell and tissue culture, microbiology, electron microscopy, histology, histochemistry and immuno-cytochemistry, biochemistry, molecular biology, proteomics and materials science.

The Dental School is connected to the Charles Clifford Dental Hospital.

The various clinical departments are equipped with dental units in both open clinics and small side clinics. Facilities for treatment under inhalation anaesthesia as well as conscious sedation and recovery are available. The Dental Hospital has a well equipped radiography department and we also have our own oral pathology service which provide support services for all clinical areas. A dental production laboratory supports both undergraduate and postgraduate teaching and learning as well as providing National Health Service treatment. All these clinical facilities are used by undergraduate and postgraduate dental students. All students are provided with clinical attire. Changing facilities are available in the School and Dental Hospital.

For further information prospective students are directed to the School web pages at http://www.sheffield.ac.uk/dentalschool/index
This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed at http://www.sheffield.ac.uk/study