



**CHILDREN'S EDUCATION SOCIETY (Regd.)**

**THE OXFORD DENTAL COLLEGE**

(Recognized by the Govt. of Karnataka, Affiliated to Rajiv Gandhi University of Health Sciences, Karnataka & Recognised by Dental Council of India, New Delhi)

Bommanahalli, Hosur Road, Bangalore – 560 068.

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An initiative of the Dental Education cell , has come out with a robust mechanism for graduate attributes and evaluation . In line with this, all concerned departments listed graduate attributes and evaluation method.

Methods used to measure competencies :

**Formative assessment**

- Preclinical training and evaluation
- Role play
- Group discussion
- Hands on experience evaluation - viva, monitoring etc
- Clinical examination

The Oxford Dental College has envisioned to implement the following

**OSPE** : As a part of the assessment, students will be subjected for their practical skill evaluation through OSPE .

- For eg : Department of Oral and Maxillofacial Pathology and Oral Microbiology trains the students in Dental Anatomy with the motto that they should be able to carve the morphology of the permanent teeth.
- Demonstration of tooth carving using wax block.
- Students are instructed to carve teeth on wax blocks.
- Demonstrator will assess the students performance and suggest corrective actions
- Scoring will be done

**OSCE** : As a part of the assessment, students will be subjected for their clinical skill evaluation through OSCE .

- Spotters : Patients - Identify and Diagnose followed by propose the Treatment plan
- Faculty will assess them and corrective measures will be suggested .
- Scoring will be done

**Summative assessment** : Will be done through examination conducted at the end of the course by the University .

*Fd Ammathi*  
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Report on the list and steps taken by the College to measure attainment of specific competencies by the BDS students/interns stated in the undergraduate curriculum during the year.

### **DEPARTMENT OF ORAL & MAXILLOFACIAL SURGERY**

Dental Students during their course acquire adequate knowledge, skills, and attitudes required for carrying out all activities appropriate to a general dental practice involving prevention, diagnosis, and treatment of anomalies and diseases of teeth, mouth, jaws, and associated tissues.

Evaluation is a continuous process, which is based upon criteria developed by concerned authorities with certain objectives to assess the performance of learner. This also indirectly helps in the measurement of effectiveness and quality of concerned B. D.S. program.

College has implemented OSCE/OSPE in internal assessments for evaluating clinical competencies of BDS students. It has introduced objective methods to measure learning outcomes and graduate attributes for BDS course. College emphasizes on problem-based learning, patient simulations based learnings and other strategies. It helps students develop critical appraisal skills and attain mastery of evidence based oral health care.

Clinical departments play active role in enhancing Students' recall and recognition of specific facts and demonstration of technical skills, regular assignments, ability to analyses information and clinical application in appropriate situations.

Expertise is assessed after completion of clinical procedure in a station by eliciting the justification for particular treatment option. Examiner observes student performance during entire examination process in different OSCE stations.

Interns are motivated to take up projects and seminars and perform routine minor oral surgery procedures to hone their surgical skills. TODC strives to introduce newer teaching methods to improve student knowledge and clinical aptitude. A comprehensive hands-on, real-time approach help students to understand key factors of clinical decision making process and challenges.

UG students are taught concept of anatomy and surgical skills and are mandated to participate in apply them in various clinical scenarios. All these measures help students develop a proper attitude, the right standard of ethics and conduct.



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## **DEPARTMENT OF CONSERVATIVE DENTISTRY & ENDODONTICS**

Competency evaluation is done in a planned way by using different strategies. For eg: whole class interaction in class rooms, small group interactions during clinical postings. -Self-evaluation and evaluation by faculty, OSCE and OSPE.

-Small group discussions provide opportunities for divergent thinking and encourage students to take responsibilities for their own learning. This enables students to develop personality, communication skills and other qualities which is necessary for their clinical experience.

-Discussions are done by faculty in preclinical and clinical setup. This helps in evaluating skills in proper case history, examination of patient, perform diagnostic procedures and order essential laboratory tests, interpret them and arrive at a provisional diagnosis about the dental condition. This is followed by deciding an appropriate treatment plan and performing the relevant clinical procedure.

-Regular periodic assessment are done throughout the course. Examinations are designed with a view to assess not only the knowledge but also practical and clinical skills, communication and interpersonal skill and values which are necessary for a graduate to carry out professional day to day work competently.

### **Assessments**

- Self- assessments by students, as well as by staff, during preclinical and clinical training
- OSCE/OSPE
- Interactions during discussions
- Various assignments given during discussions
- Report of work done-
- Monthly or posting end test
- Checklists assessed by staff for students' performances in academic presentations, clinical work.



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## **DEPARTMENT OF ORTHODONTICS & DENTOFACIAL ORTHOPAEDICS**

Steps taken to measure the competencies or outcomes

1. Pre-clinical assessment is done through evaluation of record books for basic wire bending exercises and model analysis.
2. Evaluation of wire bending on graph sheet and glass slab.
3. Evaluation of model analysis on study models and case history discussion.
4. Direct observation by a faculty member assesses student's communication, interaction and management of the patient and parent during the clinical appointment.
5. Comprehensive assessment of all aspects of a student's performance in case history recording, treatment planning and competency during the clinical postings through observation and clinical assessment by faculty members who have daily interactions with the student.
6. At the end of the clinical posting, a test is conducted to evaluate the competency in clinical skills in any one of the clinical exercises and oral assessment through viva-voce.
7. Record review and evaluation: faculty members review a student's clinical work as evidenced in the documentation of patient cards, student work-done book and treatment registers.
8. Participation of students in Group discussions and presentation of seminars is evaluated.
9. Monitoring of clinical treatment of interns and assessment of projects assigned to them. As per RGUHS a minimum of three internal assessments are held in an academic year and an average of these is submitted to the university.



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## **DEPARTMENT OF PEDODONTICS & PREVENTIVE DENTISTRY**

### **Steps taken to measure the competencies or outcomes**

- a. Pre-clinical assessment is done through evaluation of record books for tooth morphology diagrams and tooth numbering systems.
- b. Evaluation of cavity preparations on typhodont teeth, application of matrices and wedges and fabrication of one habit breaking appliance.
- c. Direct observation by a faculty member assesses student's communication, interaction and management of the child and parent during the clinical appointment.
- d. Comprehensive assessment of all aspects of all student's performance) n case history recording, treatment planning and competency during the clinical postings through observation and clinical assessment by faculty members who have daily interactions with the student.
- e. At the end of the clinical posting, a test is conducted to evaluate the competency in clinical skills in any one of the clinical exercises and oral assessment through viva-voce.
- f. Record review and evaluation: faculty members review a student's clinical work as evidenced in the documentation of patient cards, student work-done book and treatment registers.
- g. Participation of students in Group discussions and presentation of seminars is evaluated.
- h. Monitoring of clinical treatment of interns and assessment of projects assigned to them.



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## **DEPARTMENT OF ORAL AND MAXILLOFACIAL PATHOLOGY & ORAL MICROBIOLOGY**

### **I Year**

- Craving geometric forms, permanent teeth both of upper and lower arch teeth on Wax block
- Identification of oral and paraoral histology slides
- Demonstration of Identification of deciduous and permanent teeth , mixed dentition study models.
- Demonstration of preparation of ground sections , decalcification, paraffin section and H & E staining .

### **II Year**

Identification of hard and soft tissue specimens

### **III Year**

- Identification of hard and soft tissue specimens
- Demonstration of cytosmear and bacteriology smear
- Identification of microscopic slides of various oral lesions

Steps taken to measure the competencies or outcomes :

### **Evaluation**

(A) Evaluation is a continuous process, which is based upon criteria developed by the concerned authorities with certain objectives to assess the performance of the learner. This also indirectly helps in the measurement of effectiveness and quality of the concerned B.D.S. programme.

(B) Evaluation is achieved by two processes

1. Formative or internal assessment
2. Summative or university examinations.



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Formative evaluation is done through a series of tests and examinations conducted periodically by the department

Summative evaluation is done by the university through examination conducted at the end of the 1st and 3rd year BDS.

#### METHODS OF EVALUATE COMPETENCIES

Evaluation may be achieved by the following tested methods:

1. Class test
2. Internal Written exams
2. Practical examination
3. Viva voce
4. Quiz
5. Seminar presentations
6. Group discussion



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## **DEPARTMENT OF PUBLIC HEALTH DENTISTRY**

- Apply the principles of health promotion and disease prevention
- Have knowledge of the organization and provision of health care in community and in the hospital service
- Have knowledge of the prevalence of common dental conditions in India.
- Have knowledge of community based preventive measures
- Have knowledge of the social, cultural and env. Factors which contribute to health or illness.
- Administer and hygiene instructions, topical fluoride therapy and fissure sealing.
- Educate patients concerning the aetiology and prevention of oral disease and encourage them to assure responsibility for their oral health.

### **Evaluation of competencies:**

(A) Evaluation is a continuous process, which is based upon criteria developed by the concerned authorities with certain objectives to assess the performance of the learner. This also indirectly helps in the measurement of effectiveness and quality of the concerned B.D.S. programme.

(B) Evaluation is achieved by two processes

1. Formative or internal assessment
2. Summative or university examinations.

Formative evaluation is done through a series of tests and examinations conducted periodically by the institution.

Summative evaluation is done by the university through examination conducted at the end of the 4<sup>th</sup> year.

### **METHODS OF EVALUATION:**

Evaluation may be achieved by the following tested methods:





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1. Written test
2. Clinical examination
3. Viva voce

**CLINICAL EXAMINATION:**

1. Objective Structured Clinical Evaluation: this type of evaluation is objective and structured without examiners bias. A number of examination stations with specific instructions are provided. This can include clinical procedures, spotters etc
2. Records/ Log Books: The candidate is given credit for his records based on the scores obtained in the record. The marks obtained for the record in the first appearance are carried over to the subsequent appearances if necessary.
3. Scheme of clinical examination: The specific scheme of clinical examination, the type of clinical procedures/ experiments to be performed and marks allotted for each are discussed and finalized by the Chairman and other examiners and are published prior to the conduct of the examinations along with the publication of the time table for clinical examinations. The clinical examinations are evaluated by two examiners of which one is an external examiner appointed from other universities preferably outside the State. Each candidate is evaluated by each examiner independently and marks computed at the end of the examination.
4. Viva Voce: Viva voce is an excellent mode of assessment because it permits a fairly broad coverage and it can assess the problem solving capacity of the student. An assessment related to the affective domain is also possible through viva voce. Viva voce is conducted independently by each examiner. In order to avoid vagueness and to maintain uniformity of standard and coverage, questions can be pre-formulated before administering them to each student. Twenty marks are exclusively allotted for viva voce and that are divided equally amongst the examiners, i.e., 10 marks per examiner.

  
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