



Women Dental College

Ref# WDC/Estb/26/ 846

Dated: 18/08/2026

BDS Electives Policy

1. Purpose & Scope

1.1 Purpose of the Policy. The purpose of this policy is to provide an institutional framework for the planning, approval, implementation, supervision, assessment, and quality assurance of the BDS Electives Program at Women Dental College (WDC), Abbottabad. The policy is intended to ensure that student-selected electives are structured, educationally meaningful, outcomes-based, adequately supervised, and aligned with the WDC BDS curriculum, institutional standards, and applicable regulatory expectations.

1.2 Alignment. This policy is aligned with WFME and PM&DC's 2024 Inspection Proforma for 50 BDS Students.

- Pakistan Medical & Dental Council (2024). Inspection Proforma for 50 Undergraduate Dental Students. Available at <https://pmdc.pk/Publication/Standards>
- World Federation for Medical Education (2020). Basic Medical Education: WFME Global Standards for Quality Improvement. The 2020 Revision. Available at WFME Basic Medical Education Standards 2020
- Lumb, A., & Murdoch-Eaton, D. (2014). Electives in undergraduate medical education: AMEE Guide No. 88. *Medical Teacher*, 36(7), 557-572.
- Riley, S. C. (2009). Student selected components (SSCs): AMEE guide no 46. *Medical teacher*, 31(10), 885-894.

2. Definitions

Elective: A supervised, student-selected learning experience beyond the core BDS curriculum.

SSC: A structured curricular choice within approved institutional pathways.

Learning Agreement: A pre-placement record of objectives, activities, supervision, deliverables, and assessment.

Portfolio: Verified evidence submitted to demonstrate achievement of agreed outcomes.

3. Alignment with WDC BDS Program Learning Outcomes

3.1 PLO Alignment. The electives program shall support selected WDC BDS Program Learning Outcomes across knowledge, skills, and professional attitude domains. Electives shall provide supervised, outcomes-based learning opportunities in approved clinical, community, research, educational, leadership, quality enhancement, or other academically appropriate contexts.



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Elective Area / Context	PLO Domains	Indicative Evidence
Clinical learning context	Knowledge, skills, professionalism	Logbook, case reflection, supervisor evaluation
Community or public health context	Communication, prevention, social accountability	Outreach report, health promotion material, reflection
Research, audit, or scholarly context	Evidence-based practice, ethics, analysis	Proposal, audit/research report, poster or summary
Educational, leadership, or quality enhancement context	Educational scholarship, leadership, quality enhancement	Curriculum review, teaching resource, reflective portfolio

4. Elective Areas and Student-Selected Components

4.1 Elective Areas. WDC may approve a range of student-selected elective opportunities, which may include clinical, community, research, educational, leadership, quality enhancement, or other academically appropriate areas. Students shall normally select one approved elective opportunity per elective cycle, subject to eligibility, capacity, supervision, and institutional approval.

Clinical learning. Supervised exposure to approved dental or health-related settings, internal or external, focused on clinical reasoning, patient care awareness, and professional conduct.

Community and public health learning. Supervised community-based or public health learning focused on oral health promotion, screening, prevention, and social accountability.

Research, audit, and scholarly work. Student participation in approved research, audit, innovation, or scholarly projects with appropriate supervision and ethical review where applicable.

Educational, leadership, and quality enhancement work. Student-selected work may also include education, administration, curriculum, leadership, educational research, reflective writing, critical thinking, emotional intelligence, use of technology or AI in medical education, and quality enhancement, where academically appropriate and approved.

4.2 Study Guides, Curriculum Maps, and Committees.

- Each approved elective opportunity shall have appropriate student guidance developed before implementation.
- The guidance shall include the rationale, eligibility requirements, placement or activity structure, supervision arrangements, student responsibilities, intended learning outcomes, learning and teaching activities, assessment requirements, and required evidence for completion.
- Where applicable, each elective opportunity shall include a curriculum map demonstrating alignment between intended learning outcomes, learning and teaching activities, and assessment methods.



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- Elective-specific logbooks and/or portfolios shall be developed where required to document student attendance, learning activities, reflective work, supervisor feedback, required deliverables, and completion evidence.
- An Electives Curriculum Committee shall be constituted for this program to support elective design, student guidance, curriculum mapping, assessment planning, implementation monitoring, and periodic review. In the event that this committee has not yet been constituted, the Institutional Curriculum Committee shall provide interim oversight and support for these functions.

5. Eligibility, Application, and Placement Regulations

5.1 Eligibility. Proposed eligibility includes minimum 60% academic average, no pending supplementary or disciplinary action, and minimum 75% attendance.

5.2 Remedial Provision. Students not meeting criteria may be considered for localized, supervised remedial placements, subject to institutional approval.

5.3 Timing. Electives may be scheduled as a protected 2–8 week block during an approved academic window.

5.4 Approval Workflow. Application, eligibility screening, pathway review, supervisor/pathway confirmation, learning agreement, approval/NOC where required, placement completion, portfolio/logbook submission, supervisor evaluation, and final certification.

6. External Electives

6.1 Relationship with Student Exchange Policy. External electives shall follow the Student Exchange Policy and require prior approval, supervision, and completion evidence.

- Apply at least four weeks before the intended start date.
- State duration, host institution, objectives, supervision, and completion evidence.
- NOC processing shall begin after institutional review.
- The Department of Medical Education & Research shall assess eligibility, conduct, suitability, relevance, duration, and documents.
- After satisfactory review, the case shall be forwarded to the Principal for final approval and NOC, where applicable.
- Normally open to eligible 3rd year and Final year BDS students.
- May be undertaken during summer or winter vacations.
- During academic sessions, written permission is required and the period shall be marked as leave.
- Duration shall normally be two to eight weeks.
- National exchanges may be supported for up to four students per year, subject to funds, quota, and approval.
- International exchanges shall normally be self-funded.
- WDC may assist with documentation and institutional correspondence.
- Exchange placement may count as an elective only if approved before commencement.
- Required evidence includes learning agreement, attendance, host verification, supervisor feedback, reflection, and portfolio/logbook where prescribed.
- Completion shall be confirmed after institutional review on return.



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7. Assessment, Portfolio, and Certification Framework

7.1 Assessment. Assessment shall be competency-linked and graded Satisfactory/Unsatisfactory. A satisfactory outcome should require verified attendance, acceptable conduct, supervisor endorsement, portfolio, and submission of the agreed electives deliverable.

7.2 Certification. Following successful portfolio review and institutional approval, the student may receive a certificate or transcript notation of elective completion.

8. Governance, Supervision, Safety, and Quality Assurance Framework

8.1 Governance. Academic oversight shall rest with the Curriculum Committee or designated academic authority, supported by the Department of Medical Education, Student Affairs, relevant departments, supervisors, Research Cell, Curriculum Cell, Professional Development Cell, Counselling Cell, Examination Cell, IT/LMS team, and the Quality Enhancement Cell.

8.2 Supervision. Each placement shall have an approved named supervisor/department responsible for orientation, supervision, feedback, logbook/portfolio verification, and final evaluation.

8.3 Safety, Ethics, and Conduct. Students shall work within their level of training, maintain confidentiality, follow infection control and professional conduct requirements, and avoid unsupervised clinical procedures.

8.4 Fair Allocation. Where demand exceeds capacity, allocation should be transparent, documented, and based on declared criteria including eligibility, preferences, capacity, and placement availability.

8.5 Learning Agreement. Each elective should have a pre-placement agreement identifying outcomes, activities, supervisor, deliverable, assessment method, and required approvals.

8.6 Deliverables. Minimum deliverables may include clinical logs/case reflections, outreach reports, research or audit outputs, curriculum reviews, teaching resources, portfolio, reflective writing, or quality enhancement proposals, depending on pathway.

8.7 Quality Assurance and Review. The program should be reviewed annually using student feedback, supervisor feedback, completion data, portfolio quality, and safety/professionalism indicators. The policy should be formally reviewed every two to three years or earlier if regulatory requirements change.

8.8 Feedback Records. Student feedback, supervisor evaluations, attendance records, portfolio checklists, and annual review summaries should be maintained for monitoring and quality improvement.

Principal,
Women Dental College