

No. R. 1150

2 December 2005

HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA**REGULATIONS RELATING TO THE REGISTRATION OF STUDENTS, UNDERGRADUATE CURRICULA AND PROFESSIONAL EXAMINATIONS IN DENTISTRY**

The Minister of Health intends, in terms of section 61(1)(a) of the Health Professions Act, 1974 (Act No. 56 of 1974), and in consultation with the Health Professions Council of South Africa, to make the regulations in the Schedule.

Interested persons are invited to submit any substantiated comments or representations on the proposed regulations to the Director-General: Health, Private Bag X828, Pretoria, 0001 (for the attention of the Director: Human Resource Development), within one month of the date of publication of this notice.

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1. **Definitions**

In these regulations "the Act" means the Health Professions Act, 1974 (Act NO. 56 of 1974), and any expression to which a meaning has been assigned in the Act, shall bear that meaning and, unless inconsistent with the context -

'approved' in relation to an educational institution or qualification, means an institution, facility or qualification which has been granted recognition and approval by the board following an evaluation process as prescribed by the board;

'board' means the Medical and Dental Professions Board established in terms of section 15 of the Act;

"critical outcomes" means minimum requirements in terms of theoretical knowledge and practical skills required for a practitioner to practice his or her profession;

"curricula" means the academic programmes outlining the academic learning, clinical training and development of skills as well as the integration of the student's professional attitudes and conduct;

"degree" means a university degree in dentistry recognized by the board in terms of section

24 of the Act for registration as a dentist;

“**student in dentistry**” means a student registered as such in terms of the Act;

“**dentist**” means a person **who** is registered as such with the council in terms of the Act;

“**evaluation**” means the process conducted by an external and impartial **body** approved by **the** board to grant recognition and approval to the academic and training standards and professional programme of studies **of** educational institutions or training **facilities**;

“**graduate**” means a student in dentistry who has successfully completed the curricula and obtained a qualification at an approved educational institution;

“manage” in relation to the oral health needs of a patient, means that a dentist may not provide any treatment beyond the scope of dentistry provided that such patient **is** referred by such dentist to another health professional **for** treatment;

“qualification” means a degree, diploma or certificate awarded by an approved educational institution to a student in **dentistry** after the successful completion of study for such degree, diploma or **certificate**;

“structures” means mechanisms used for the assessment of programmes for **quality** assurance; and

“**study**” means a course of study for a degree, diploma **or** certificate in dentistry degree as determined **in** Chapter 2 hereof;

CHAPTER I

REGISTRATION OF STUDENTS IN DENTISTRY

2 Registration as a **student in dentistry**

- (1) A student at an approved educational institution shall submit to the registrar an application **for** registration as a student in dentistry on a form provided by **the board** in accordance with the provisions of subregulation (2) –

- (a) In the case of a student enrolling at an approved educational institution in his or her first year of study, within two months of such enrolment; or
 - (b) in the case of a student who has been exempted from the first or second year of study, within two months of such enrolment in the second or third year of study, respectively.
- (2) An application by a student for registration as a student in dentistry shall be accompanied by-
- (a) such student's identity document or birth certificate or, if the student is unable to furnish either of these documents, such other proof of his or her age and correct names as may be acceptable to the registrar;
 - (b) a certificate to prove that such student has commenced study in a subject or subjects in an approved educational institution, which certificate shall specify the year of study and the date on which the student enrolled;
 - (c) the prescribed registration fee.
- (3) An application for registration as a student in dentistry by a visiting student from a country other than South Africa who has been admitted to an approved educational institution in South Africa for non-degree purposes for a period not exceeding one academic year shall be accompanied by-
- (a) a certificate to prove that such student has commenced such study;
 - (b) proof of registration as a student in dentistry by a recognised registering authority in a country or state other than South Africa;
 - (c) the prescribed registration fee.
- (4) A medical student who wishes to be registered as a student in dentistry shall submit an application for registration as such within two months of commencing study in an approved educational institution.
- (5) An application referred to in sub-regulation (4) shall be accompanied by-
- (a) a certificate to prove that such student has commenced such study;
 - (b) the original registration certificate as a student in medicine issued by the registrar; and
 - (c) the prescribed registration fee

- (6) A student in dentistry who resumes his or her studies after **interrupting** such studies for at least one year, shall submit an application for reregistration within **two** months of resuming of such studies.
- (7) An application referred to in sub-regulation (6) shall be accompanied by-
- (a) a certificate to prove that such student has resumed such study;
 - (b) the original registration certificate issued by the registrar; and
 - (c) the prescribed registration fee.
- (8) Subject to the provisions of regulation **3(3)**, the name **of** a student **in** dentistry who interrupted his or her study for more than one year, but who indicates annually in writing his or her intention to continue with his or her study, shall not be removed from the register.
- (9) A student registered with the council as a student in medicine **who** discontinued his or her study and whose name was subsequently removed from the register of students in medicine and who applies for registration as a student in dentistry, shall submit an application to be registered as such within **two** months of **commencing** his study in dentistry.
- (10) An application referred to in sub-regulation (9) shall be accompanied by-
- (a) a certificate to prove that such student has commenced such study
 - (b) the original registration certificate as a student in medicine issued by the registrar; and
 - (c) the prescribed registration fee.
- (11) A student who applies for registration in terms of sub-regulations (4), (6) or (9) and who is unable to furnish the original certificate, must apply for a certified extract from the register, for which the prescribed fee shall be payable.
- (12) An application, together with the applicable documents and fees referred to in sub-regulations (2), (3), (5), (7) or (9), submitted **after** the period of **two** months stated in sub-regulations (1), (4), (6) and (9), as the case may be, shall be subject to the prescribed penalty fee for late registration in respect of each month or portion of a month for which it is submitted after the due date.

- (13) No student shall be registered or re-register as a student in dentistry unless he or she has **complied** in all respects with the requirements of sub-regulations (2), (3), (4), (5), (6), (7), (8), (9), or (10) as the case may be, and those of sub-regulation (12), where **applicable**,
- (14) The **registrar** shall furnish a student registered as a student in dentistry with a registration certificate.
- (15) **Should** a student in dentistry change from one educational institution to another during **the** course of his or her study, the board shall be advised within two months from date of *such* change.

3. **Information to be submitted to the board**

- (1) An approved educational institution in South Africa shall submit to **the** board on **or before** 31 May of each year-
- (a) a list of **all** students in dentistry **enrolled** for that year; and
 - (b) a list of all students in dentistry **who** have discontinued their studies during the preceding year.
- (2) The **lists** referred to in sub-regulation (1) shall include the student's full names, the **year** of study and, where applicable, the date of discontinuation of study.
- (3) Together with the lists referred to in **sub-regulation (1)**, an approved educational institution shall submit-
- (a) a list of students in dentistry who discontinue their studies temporarily during the preceding twelve months, **specifying** the reasons for **such** discontinuation and **the** date on which such students are **expected** to resume their studies; and
 - (b) **a** list of students in dentistry who resumed their studies during the preceding **twelve months after temporarily discontinuing such** studies.
- (4) The name of a student in dentistry shall be removed from the register as soon as he or she **has been** registered as a dentist in the category public service (community **service**), or as **soon** as the registrar receives proof that such student has discontinued his or her studies.

CHAPTER 2

UNDERGRADUATE CURRICULUM IN DENTISTRY AND PROFESSIONAL EXAMINATIONS
FOR STUDENTS IN DENTISTRY

4. Profile of a graduate

- (1) The curricula of a student in dentistry shall provide for -
 - (a) academic learning;
 - (b) training and development of skills; and
 - (c) moulding of a student in dentistry's professional attitudes and conduct.
- (2) On the successful completion of the curriculum referred to in subregulation (1) such student in dentistry should have developed into a basic dentist who is fit to practice the profession over the broad spectrum of dentistry or to undergo specialist education and training.
- (3) An approved educational institution shall create a profile of a graduate which must achieve the following:
 - (a) conveying knowledge, skills, attitudes and appropriate modes of professional conduct to a student in dentistry;
 - (b) preparing a student in dentistry for health promotion, the prevention or treatment of illness and rehabilitation of impairment; and
 - (c) developing research and management abilities and stimulate a preparedness for continuous professional development.
- (4) An approved educational institution shall sustain and transfer attitudes, skills and knowledge which are prerequisites for promotion of health and preventive, curative or rehabilitative activities to the next generation by appropriate management, professional development and research activities.
- (5) In order for a graduate to have a sound knowledge and understanding of health care, the promotion thereof and of the prevention and management of disease, such graduate shall have-
 - (a) knowledge of the normal structure, functions and development of a

person as a **whole** and as an individual within the **context** of the family and community;

- (b) a **well** founded knowledge of disease and pathological processes as the basis of clinical medicine;
- (c) an understanding of scientific principles in dentistry and be capable of problem-solving and **decision-making**; and
- (d) the ability to use dental and scientific terminology with confidence.

(6) A graduate shall -

- (a) **be** proficient in basic clinical skills, including the ability to take a history, perform a oral examination and assess a patient's mental state, interpret the findings, diagnose and treat disease, prevent disease and promote oral health;
- (b) be able to utilize diagnostic aids, as well as the services of professionals allied to dentistry and to work as a member of a team to the advantage of the patient in rendering health services;
- (c) have appropriate attitudes and behaviour patterns to ensure quality health **care** which **shall** include -
 - (i) a commitment to health care and responsibility with regard to the physical, mental and social well-being of the community;
 - (ii) a recognition of the importance of primary oral health care and of a community-orientated approach to oral health care;
 - (iii) the establishment of an attitude of lifelong learning;
 - (iv) the ability to take independent dental decisions with due consideration of the ethics involved;
- (d) be sensitive to and acquire the necessary knowledge and understanding to be aware of the health needs of the country, while he or she must be equipped through relevant education and training to **serve** communities optimally, but his or her education and training as a student in dentistry must equally satisfy international standards of excellence; and
- (e) promote oral health, prevent and treat illness and injury, and provide appropriate care by -
 - (i) treating disease and palliate suffering with empathy and within ethical norms and guidelines;
 - (ii) being an effective manager of oral health;

- (iii) rendering a service as a member of a health team;
 - (iv) acting as an advocate for his or her patients and communities;
 - (v) being able to communicate well, be a critical thinker and practitioner who obtains and applies knowledge of social and behavioural sciences; and
 - (vi) being well-motivated.
- (7) Professional reasoning and problem solving skills shall be an integral part of the basic clinical skills referred to in subregulation (6) (a).

5. General goals of education and training in dentistry.

- (1) The overarching goal of an approved educational institution shall be to provide a student in dentistry with opportunities to acquire competences for rendering a professional service to the community as a dental practitioner.
- (2) Competencies referred to in subregulation (1) shall include knowledge, skills, professional thinking, attitudes and conduct in all the ramifications of dentistry and oral health care to be able to pursue his or her profession as a dental practitioner and manager of oral health care.
- (3) In order to develop a graduate who has all the characteristics referred to in regulation 4, a two-phased approach shall be followed by an approved educational institution.
The following general goals shall be pursued during both phases:-
 - (a) Instructing a student in dentistry in the fundamental principles and methods of dentistry which facilitate understanding;
 - (b) Mastering and practising by a student in dentistry of clinical skills which entails instruction in the ability to make accurate observations, in the laboratory and elsewhere in order to ensure that such student must be able to reach fair conclusions with regard to essential aspects of diagnosis, prognosis and treatment;
 - (c) Promoting the oral health of an individual and of communities;
 - (d) treating both physical and mental diseases; and
 - (e) instructing of student in dentistry in medical ethics.

6 Knowledge objectives of curricula

A graduate shall have a knowledge and understanding of the following:

- (a) the abilities basic to dentistry which include
 - (i) applicable and relevant knowledge;
 - (ii) an understanding of research methods; and
 - (iii) the **skills** which are essential to evaluate;
- (b) the range of problems with which such student might be confronted as a dental practitioner and the range of solutions that have been developed for his or her recognition, investigation, prevention or treatment;
- (c) disease in terms of processes, both mental and physical such as trauma, inflammation, immune responses, degeneration, neoplasms, metabolic disturbances and genetic disorders;
- (d) how a disease presents itself in patients of all ages, how patients react to illness and how illness behaviour varies amongst social and cultural groups;
- (e) the environmental and social determinants of disease;
- (f) the principles of disease prevention and oral health promotion, with special emphasis on primary oral health care;
- (g) appropriate and cost-effective utilization of special investigations and new technologies;
- (h) the principles of therapy and rehabilitation which include:
 - (i) management of acute illness;
 - (ii) medication, its actions, prescriptions and administration;
 - (iii) medical care of the chronically **ill** and disabled;
 - (iv) rehabilitation, institutional and community care;
 - (v) the amelioration of suffering and relief of pain; and
 - (vi) care and counseling of the terminally **ill**.
- (i) human relations in the individual and community context;
- (j) ethical and legal issues relevant to the practice of dentistry;
- (k) **organizational** and managerial aspects of the provision of oral health care at the national, community and **individual practice levels; and**
- (l) the promotion and delivery of cost-effective oral health care.

7. Skills objectives of curricula

A graduate shall have acquired and be able to demonstrate his or her proficiency in essential **skills** required for dental practice, including the following:

- (a) the basic clinical skills –
 - (i) to take a history;
 - (ii) to perform an oral examination and assess the mental state of a patient;
 - (iii) to interpret findings and make a diagnosis; and
 - (iv) to formulate a plan for treatment and management based on sound professional reasoning and problem-solving abilities;
- (b) **skill** in basic clinical procedures;
- (c) basic computer and management **skills**;
- (d) communication **skills**;
- (e) leadership skills and ability to function as a member of a multi-disciplinary team; and
- (f) skills required to accurately refer patients to appropriate resources.

8. Attitudinal objectives of curricula

A graduate shall demonstrate attitudes and conduct essential to the practice of dentistry, such as the following:

- (a) respect for patients and colleagues, without prejudice regarding their background, race, culture, gender, lifestyle and the like;
- (b) recognition of human and patient's rights;
- (c) approaches to learning which shall be based on an inherent wish to **acquire** and explore knowledge that will be retained throughout his or her professional life, instead of the passive acquisition of knowledge;
- (d) a positive approach towards self-directed lifelong learning;
- (e) an awareness of the importance of **community-based** learning and service rendering;
- (f) a positive approach towards primary oral health care;
- (g) an awareness of moral and ethical responsibilities;
- (h) a desire to always ensure patient care of the highest quality;
- (i) a willingness to participate in self and peer evaluations;
- (j) an awareness of **personal** limitations and a **willingness** to **seek** help when necessary;
- (k) a willingness to work as a member of a multi-disciplinary team;
- (l) an ability to adapt to change and to function within the uncertainties of the times;

- (m) a positive attitude with regard to continuing professional development; and
- (n) an acceptance of responsibility to contribute to the advancement of medical
- (o) knowledge, *i.e.* a research approach in practice.

9. Requirements relating to overall premises

(1) The purpose of any approved educational institution at the undergraduate level shall be to provide education and training which must –

- (a) enable a graduate to render a service across a wide front in dentistry and oral health care; and
- (b) prepare a graduate to specialize in any recognized speciality of dentistry.

(2) In order to achieve the purpose referred to in subregulation (1), the following premises shall apply:

- (a) undergraduate education and training curricula shall make provision for and be sensitive to academic demands and the unique needs of the South African society;
- (b) education and training in dentistry at both undergraduate and specialist levels shall meet global dental standards of professional excellence in practice;
- (c) approved educational institutions shall be responsible for the development in a future graduate of a high standard of ethical principles and a healthy outlook on life; and
- (d) a culture of lifelong learning shall be cultivated in a student in dentistry.

10. Requirements relating to curriculum and learning content

- (1) A core curriculum shall be developed with a decrease in the number of facts that need to be digested.
- (2) Specific themes shall be included in the core curriculum, while the remaining learning contents shall consist of special study modules which allow for in-depth study of a choice of themes.

- (3) Promotion of knowledge, which includes themes covering and integrating of relevant basic and clinical disciplines.
- (4) The curriculum and assessment system used by an approved educational institution shall be outcome based and aimed at achieving professional competence which shall facilitate lifelong learning.
- (5) The outcomes of the curriculum and assessment systems referred to in subregulation (4) shall determine the content of the curriculum.
- (6) Early contact between a student in dentistry and patients must be the norm to promote and facilitate enthusiasm and motivation and to develop communications skills.
- (7) Horizontal and vertical integration of curriculum content over the spectrum of disciplines must be encouraged, while education and clinical training shall take place at all levels of health care.
- (8) A system based core curriculum shall be developed with dividing lines between pre-clinical education and training to fade or to be eliminated.
- (9) A curriculum shall be structured by an approved educational institution so as to relate to dental diseases and conditions according to systems and/or anatomical structures.
- (10) Provision shall be made for mastering generic skills such as computer literacy, working in a team, critical thinking, problem solving and communication skills, the latter to be emphasized throughout the curriculum.
- (11) Problem based learning shall be introduced to make teaching more practical, relevant and stimulating.
- (12) Dental public health as a theme shall figure prominently throughout the curriculum and shall include-
 - (a) strategies for oral health promotion;
 - (b) methods of prevention of disease and injury to the stomatognathic system;
 - (c) skills to determine community needs and promoting community participation;
 - (d) defining environmental and social factors which contribute to poor oral health; and

- (e) evaluating the effectiveness of oral health interventions.
- (13) The contents of the curriculum shall address national oral health issues and take cognizance of available resources while the relevance of the curriculum shall be a key criterion.
- (14) Sensitivity to cultural, racial, language, gender and religious differences shall be emphasized.
- (15) Both the curriculum and the evaluation and evaluation system of an approved educational institution shall aim at achieving professional competence and cultivating specific social values, and not the mere retention and recall of factual knowledge. As it is impossible to address all the specialized and specific learning needs of students in dentistry, provision shall be made for electives.

1. Requirements relating to teaching and learning

- (1) Learning by an approved educational institution shall be curiosity-driven and geared at self-exploration and critical evaluation of contents, while the role of teachers is to change from transmitter of knowledge to that of a resource person and facilitator of learning.
- (2) An approved educational institution shall emphasize student-centred learning and students in dentistry need to accept responsibility for their own learning and for this purpose, students in dentistry shall be supplied with study guides that shall contain and explicitly describe the following:
 - (a) The assessment criteria (cognitive, psychomotor and affective learning objectives); and
 - (b) a complete reference list of the embedded knowledge which student in dentistry will have to master in order to achieve the specific outcomes for each of the prescribed exit level outcomes or competencies.
- (3) Self-activity, group work and co-operation shall be the norm while the focus shall shift from passive learning to active study. A student in dentistry shall be prepared to become a lifelong learner.
- (4) A student in dentistry shall develop a sound understanding of scientific research methods and participate in a research activity as an elective.

- (5) Excellence in teaching shall be rewarded and teachers must be experts in teaching and training and masters of their subjects.
- (6) An approved educational institution shall provide academic support to a student in dentistry including support in the development of life and learning skills.
- (7) An approved educational institution shall support teachers with regard to the development of innovative educational approaches, strategies and teaching methods and techniques.
- (8) The importance of dental education shall be fully recognized and appreciated by educational authorities or approved educational institutions and therefore units for the development of dental education are to be established by the board for such approved educational institutions where possible and mechanisms instituted for the advancement, co-ordination and evaluation of necessary educational reforms.
- (9) An approved educational institution shall emphasize community based education and training and introduce a student in dentistry to work in the community at an early stage.
- (10) Learning systems of an approved educational institution shall be grounded in modern educational theory and a variety of available technological teaching aids shall be used optimally, while applicable teaching and learning strategies are to be employed by such educational institution.

12. Requirements relating to clinical training

- (1) Early clinical training contact with patients, even during the basic study years shall be the norm in order to contribute to enthusiasm and the development of communication skills.
- (2) Clinical training of a student in dentistry shall include-
 - (a) comprehensive patient care which shall be adapted to changing patterns in oral health care needs;
 - (b) experience in primary health care;
 - (b) community-based education and training programmes;
 - (c) management of health care in hospitals, private practices, rural

practices/clinics with special emphasis on care in peripheral areas; and
(d) hospital-based education and training.

- (3) A student in dentistry shall develop his or her clinical skills by using **skills** laboratories, simulated patients, models for practical procedures and ultimately patients while proficiency in skills shall be rigorously assessed.
- (4) An approved educational institution using **discipline-based** clinical training shall make provision for a student in dentistry to treat patients holistically.

13. Requirements relating to attitudes and conduct

- (1) Specific attitudes shall be emphasized including desire to **serve** humanity, respect for human rights, recognition of **ethical** values, community orientation and willingness to adapt to local and changing circumstances including the service motive.
- (2) The correct and desired professional attitudes and conduct shall be established during the study years in order to equip a graduate to **carry** out his or her responsibility towards patients, colleagues, the public, as well as towards the dental, and **ora** health sciences.
- (3) A student in dentistry's behaviour and conduct shall be exemplary and of such a nature that he or she will be regarded as a professional role model in his or her community.
- (4) A student in dentistry shall display commitment to his or her studies in order to ensure that he or she will also be committed as a dental practitioner.

14. Requirements relating to general skills

- (1) Skills that a student in dentistry shall master include –
- (a) the fields of health care, basic and clinical dentistry, as well as dental practice management;
 - (b) preventative, promotive, curative, therapeutic, **surgical** and rehabilitative dentistry;
 - (c) scientific practice, teaching and learning;
 - (d) interpersonal relations, group work and communications; and
 - (e) computer literacy, capacity building in the community and a multi-disciplinary approach.

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- 15.** Requirements relating to the assessment of performance of students in dentistry
- (1) Continuous assessment of both the knowledge and skills of a student in dentistry shall be emphasized.
 - (2) The skills required by a student in dentistry for admission to community service shall be acquired under supervision and shall be assessed.
 - (3) A student in dentistry shall pass both the clinical and cognitive components of the assessment.
 - (4) The focus in the assessment of a student in dentistry shall shift from an emphasis on the recall of facts which promote learning, to problem-solving skills, critical thinking, professional competence and social values.
- 16.** Requirements relating to the assessment of curricula and programmes
- (1) An approved educational institution shall construct programmes which
 - (a) must be in congruence with the prescribed board guidelines: Provided that when such programmes are constructed, the relevant guidelines of the Department of Education must be taken cognizance of; and
 - (b) should comply with the principles as determined by the South African Qualifications Authority (SAQA) to qualify for recognition under SAQA Act.
 - (2) An approved educational institution shall establish structures for the internal assessment of programmes with a view to quality assurance and in preparation for external assessment.
 - (3) An approved educational institution shall, from time to time as determined by the board, submit progress reports to the board to ensure implementation of guidelines referred to in sub-regulation (1) and structures referred to in sub-regulation (2).
 - (4) All educational programmes offered by approved educational institution relating to dentistry shall be approved by the board to achieve professional recognition.
 - (5) Criteria and standards shall be specified by the board for the assessment of curricula and programmes, teaching, training and learning processes and approaches in

approved educational institutions not yet approved by the board in order to facilitate continuing evaluation by the board with a view to improvement.

17. Requirements relating to ethical values and norms

- (1) An approved educational institution shall continuously teach moral and ethical responsibilities to a student in dentistry.
- (2) An approved educational institution shall teach a student in dentistry to show empathy for patients, their families and the community.
- (3) A student in dentistry shall learn and understand that an individual member of the community is more important than such member's disease.

18. Requirements relating to management and leadership

An approved educational institution shall teach a student in medicine the importance of -

- (a) effective time-management;
- (b) management of human, physical and financial resources;
- (c) cost-effective health care;
- (d) management of a dental practice and of health care facilities such as hospitals, clinics and particularly, within the health care structures of government.

19. General requirements

- (1) Dental education and training by an approved educational institution shall -
 - (a) react to the needs of communities and satisfy global standards;
 - (b) have a strong emphasis on community-based education and training with a shift from curative to comprehensive oral health care; and
 - (c) provide for the rotations between hospitals, peripheral institutions and systems.
- (2) An approved educational institution, in consultation with the board and other professional bodies, shall decide on the contents of their programmes, methods and strategies which they employ.

- (3) An approved educational institution shall **encourage** -
 - (a) research, including research in medical and dental education and community-based research in order to advance **intellectual** creativity, health care provision and development, as well as to form a basis for teaching and learning in the undergraduate curriculum; and
 - (b) interdisciplinary co-operation in teaching, training, research and practice between health care and social welfare professions.
- (4) The mission and goals of an approved educational institution **shall** be available in writing.

20. Implementation and duration of undergraduate curriculum for **students in dentistry**

- (1) The curriculum of dental education and training shall extend over a minimum period of five (5) years (of which at least 32 weeks shall be in the first year and 36 weeks in the subsequent years, excluding evaluation time), to complete the education and training of a competent graduate.
- (2) A minimum of 600 credits over a period of five years shall be required (i.e. 120 credits per annum, where one credit equals 10 hours of learning time needed to acquire proficiency).

21. Professional examinations for students in dentistry

- (1) While the following provisions pertaining to examinations shall be complied with, it is necessary to retain the integrated approach **determined** in these regulations,
- (2) The examinations determined in these regulations shall be regarded as essential, but shall not be permitted to interfere with the integration of **pre-clinical** and clinical subjects, and may be conducted partly by means of continuing assessment.
- (3) The examinations for a qualification in dentistry shall include an assessment of a student in dentistry's understanding and application **of** the different components **determined** in these regulations.
- (4) Examinations referred to in subregulation (3) may, therefore be conducted by an approved educational institution in an integrated manner according to the requirements of such educational institution and external examiners shall be provided for.

- (5) At least two examiners shall take part in the final evaluation of a student in dentistry, one of whom, the external examiner, shall not have been involved in the teaching of such student.
- (6) The external examiner referred to in subregulation (5) need not be present during the entire period of the examination and need not mark every examination paper
- (7) In order to ensure continuing assessment, examiners shall take into account the documented portfolios performed by a student in dentistry throughout the course of study, inter alia in optional modules.
- (8) The prescribed modules may be grouped or divided at the discretion of the approved educational institution concerned: Provided that the examinations held at the end of the academic course, i.e. the final academic examinations, must cover an integrated cross-section of the course.

22. Repeal

The regulations promulgated under Government Notice No. R. 652 of May 1995, as far as it relates to dentistry, are hereby repealed.



M.E. TSHABALALA-MSIMANG, MP

MINISTER OF HEALTH

DATE: 21-11-2005