LINCOLN UNIVERSITY OF ESWATINI

Faculty of Medicine, Dentistry and Allied Health Sciences

PROGRAMME SUBMISSION DOCUMENT

Bachelor of Dental Surgery (BDS / BCh.D)

Duration: 5 years | Total Credits: 600 | ESQF Level 8 (Professional Degree)

Prepared for submission to the Eswatini Higher Education Council (ESHEC)

September 2026

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ESHEC STANDARDS COMPLIANCE MATRIX

This matrix maps each of ESHEC's 11 Programme Evaluation Standards to the section(s) of this document that address it, so that evaluators can verify coverage directly. Items requiring an institutional artefact that only LUE can supply (signed MOUs, named staff CVs, professional-body endorsement, budget figures) are marked “Pending Institutional Evidence” rather than asserted as complete.

ESHEC Standard	Document Section(s)	Status
1. Programme Mission Statement	Mission Statement	Addressed
2. Programme Design and Development	Rationale for the Programme; Programme Design, Articulation and Quality Assurance of Design; Curriculum Mapping Matrix	Addressed — professional-body endorsement Pending Institutional Evidence
3. Teaching and Learning Strategy	Teaching Methods	Addressed
4. Assessment and Learner Attainment	Assessment Methods	Addressed
5. Internal Quality Assurance Mechanism	Internal Quality Assurance Mechanism	Addressed — tracer-study and survey data Pending (programme not yet operational)
6. Physical Resources and Infrastructure	Physical Resources and Infrastructure	Addressed — site-specific confirmation and signed clinical-affiliation MOUs Pending Institutional Evidence
7. Staffing	Staffing	Addressed — named staff list and CVs Pending Institutional Evidence
8. Learner Support Services	Learner Support Services	Addressed
9. Learner Admission to a Programme	Entry Requirements and Admissions Framework	Addressed
10. Financial Resources	Financial Resources	Addressed — costed budget and enrolment plan Pending Institutional Evidence (LUE Finance Office)
11. Informed and Ethical Use of Technology	Informed and Ethical Use of Technology	Addressed

“Pending Institutional Evidence” items are listed together in the Recommendations at the end of this document as the closing checklist for LUE's Registrar/Finance Office/Academic Board before final ESHEC submission.

MISSION STATEMENT

The LUE Bachelor of Dental Surgery (BDS / BCh.D) is dedicated to advancing oral health, clinical dental excellence and community well-being in the Kingdom of Eswatini and the Southern African region. The programme integrates rigorous dental science with early and sustained clinical exposure to produce safe, competent, ethical dentists equipped to serve Eswatini's oral-healthcare needs.

Lincoln University of Eswatini's Faculty of Medicine, Dentistry and Allied Health Sciences builds its BDS/BCh.D programme on three pillars:

1. Academic Excellence

- Rigorous standards across the dental and biomedical sciences, fostering critical thinking and diagnostic reasoning.
- Engaging coursework, simulation-laboratory training and evidence-based practice equip students to excel in a demanding clinical discipline.
- Students gain a solid foundation in oral biology, dental materials, oral pathology and clinical dentistry, preparing them for safe independent practice.

2. Community-Oriented Clinical Practice

- Faculty and students engage directly with Eswatini's documented oral-health priorities — very low dental-service utilisation, untreated oral disease, and NCD/HIV-linked oral conditions.
- Students undertake supervised clinical placements in the dental teaching clinic and community settings from Year 3 onward.
- A capstone Community Dentistry and Oral Health Promotion placement and a supervised research dissertation consolidate this community orientation in the final year.

3. Societal Impact

- Graduates are not only competent clinicians but also ethical leaders who advocate for patient safety, equitable oral healthcare and improved population oral-health outcomes.
- The programme responds directly to Eswatini's severe dental-workforce shortage and the complete absence of local dental training capacity.
- Graduates are prepared to contribute to Eswatini's health system, to postgraduate specialisation, and to the wider SADC region.

RATIONALE FOR THE PROGRAMME

Lincoln University of Eswatini's BDS/BCh.D programme is purposefully designed to prepare students for professional practice as dentists, responding directly to evidence assembled in LUE's BDS/BCh.D Needs Assessment Report (companion document).

National Needs (Eswatini)

- Severe Oral-Health-Workforce Shortage: The WHO African Region has the lowest oral-health-workforce density in the world (approximately 0.44 dentists per 10,000 population); no Eswatini-specific dentist count was located in the sources reviewed, itself evidence of the scale of the gap.
- Large Unmet Need: A national STEPS survey found that 51.5% of Eswatini adults have never used a dental service, and only 12.7% had done so in the past 12 months — indicating substantial latent demand rather than low disease burden.
- No Domestic Dental School: Eswatini, Lesotho and Botswana all currently lack a domestic dental school; Emaswati citizens must train abroad.
- Compounding Disease Burden: Eswatini's very high HIV prevalence and rising NCD burden (documented in LUE's MBBS Needs Assessment Report) are directly linked to HIV-associated oral lesions and NCD-linked periodontal disease respectively, increasing the clinical demand for locally trained dentists.

Regional Needs (SADC)

- Shared Regional Shortage: Small SADC states (Malawi, Lesotho) show dentist-to-population ratios far below WHO recommendations; South Africa's dental workforce is concentrated in the private sector, leaving the majority-serving public sector under-resourced.
- Human Capital Development: A locally trained dental workforce contributes to regional oral-health-system strengthening.
- Harmonisation of Practice: An ESQF-aligned BDS/BCh.D, benchmarked against the University of Pretoria's BChD, supports comparability of dental qualifications across the region.

Purpose of the Programme

- To produce safe, competent, ethical dentists equipped for practice within Eswatini's health system and the wider region.
- To directly address Eswatini's documented oral-health-workforce shortage and disease-burden priorities through a curriculum contextualised to low service-utilisation, HIV-associated oral disease, and NCD-linked periodontal disease.
- To provide a foundation for postgraduate specialisation, dental research and oral-healthcare leadership.

PROGRAMME DESIGN, ARTICULATION AND QUALITY ASSURANCE OF DESIGN

This section addresses ESHEC Standard 2 (Programme Design and Development) beyond the rationale, PEOs and PLOs already presented.

Needs Assessment and Benchmarking

- This programme's design is directly informed by LUE's BDS/BCh.D Needs Assessment Report (companion document), prepared using ESHEC's Needs Assessment template.
- Comparative benchmarking against the University of Pretoria's BChD is documented in the Needs Assessment Report (Chapter 9 and Annexure D).
- Stakeholder consultation with the Ministry of Health, dental employers and prospective students is designed in the Needs Assessment Report (Chapter 5) and will be completed and appended as an addendum ahead of ESHEC's site evaluation.

Articulation

The BDS/BCh.D is designed to articulate with LUE's other Faculty of Medicine, Dentistry and Allied Health Sciences programmes and, subject to LUE's Credit Accumulation and Transfer (CAT) policy, with relevant undergraduate biomedical-science programmes for advanced-standing entry (see Recognition of Prior Learning, below). Graduates may progress to postgraduate specialisation (Honours/PG Diploma/Masters, ESQF Level 9) at LUE or partner institutions.

Professional Body Endorsement

As a professional degree, the BDS/BCh.D requires endorsement by the relevant national dental regulatory body prior to final ESHEC accreditation. LUE will submit the curriculum for professional-body review in parallel with this ESHEC application and will append the endorsement letter as an addendum ahead of ESHEC's final decision. This is recorded as "Pending Institutional Evidence" in the Compliance Matrix above.

Research Integration

Research is integrated throughout the programme: Research Methodology, Biostatistics and Community/Preventive Dentistry II (Year 2) builds foundational research literacy, and the Year 5 Research Project/Dissertation requires each student to complete an independent, supervised research study on a question relevant to Eswatini's oral-health priorities.

Periodic Review and Stakeholder Satisfaction

- The programme and its modules will be formally reviewed at least every four years, or sooner upon significant regulatory or professional-body change, through LUE's Faculty Quality Assurance Committee (see Internal Quality Assurance Mechanism, below).
- LUE commits to conducting learner and stakeholder (employer/clinical-site) satisfaction surveys at least annually once the programme is operational.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

Within a few years of graduation, LUE BDS/BCh.D graduates are expected to be:

- PEO1 — Safe, competent and ethical dental practitioners who apply evidence-based dental science to clinical practice.
- PEO2 — Practitioners equipped to deliver comprehensive oral healthcare across preventive, restorative and surgical domains in varied clinical settings.
- PEO3 — Practitioners who embrace dental ethics, professionalism and patient-centred care.
- PEO4 — Practitioners skilful in communication, teamwork, leadership and practice management.
- PEO5 — Practitioners committed to research, community oral-health promotion and lifelong learning.

PROGRAMME LEARNING OUTCOMES (PLOs)

PLO	Description
PLO1 – Knowledge and Understanding	Apply biomedical and dental-science knowledge to safe, evidence-based oral healthcare.
PLO2 – Diagnostic Skills	Diagnose and manage a range of oral and dental conditions according to established clinical guidelines.
PLO3 – Clinical/Practical Skills	Demonstrate competence in preventive, restorative, surgical and prosthodontic clinical procedures.
PLO4 – Interpersonal Skills	Demonstrate responsibility, accountability and effective teamwork with patients and colleagues.
PLO5 – Communication Skills	Communicate effectively with patients, families, communities and the dental team.
PLO6 – Digital Skills	Use digital radiography, imaging and practice-management technology appropriately.
PLO7 – Research Skills	Apply research methodology and biostatistics to evidence-based dental practice.
PLO8 – Community Orientation	Lead and contribute to community and public oral-health promotion.
PLO9 – Critical Thinking	Apply analytical and clinical reasoning in treatment planning and case management.
PLO10 – Practice Management	Apply practice-management and entrepreneurial knowledge to career development.
PLO11 – Ethics and Professionalism	Demonstrate professional conduct and compliance with dental ethics, law and patient rights.

EQUAL OPPORTUNITY STATEMENT

Lincoln University of Eswatini is committed to equal opportunity in admission, teaching, assessment and progression on the BDS/BCh.D programme. LUE does not discriminate on the grounds of race, ethnicity, national origin, sex, disability, religion, or socio-economic background. Applicants and students with disabilities are supported through reasonable accommodation in teaching, assessment and clinical placement wherever consistent with the essential competencies required for safe dental practice. LUE's Admissions Committee and Academic Board apply these principles consistently across the Standard Admission, Recognition of Prior Learning, and International Admissions pathways set out below.

ENTRY REQUIREMENTS AND ADMISSIONS FRAMEWORK

1. Admission Pathways

Admission into the Bachelor of Dental Surgery (BDS/BCh.D) at Lincoln University of Eswatini (LUE) shall occur through two formally recognised pathways:

1. Standard Admission
2. Admission via Recognition of Prior Learning (RPL)

Both pathways are governed by LUE's commitments to equity, non-discrimination, academic integrity and international comparability.

2. Standard Admission Requirements

Applicants seeking admission through the standard route must meet the following minimum criteria:

- Six (6) credits and/or passes in SGCSE/GCE/IGCSE O-Level;
- A Grade C or better in English Language;
- A Grade C or better in Mathematics;
- A Grade C or better in Biology and in Chemistry;
- Physics or Additional Mathematics strongly recommended as a further relevant science subject;
- 2 points in 2 relevant A-Level subjects (or a passed recognised pre-university/foundation science course), consistent with the ESQF Standard 7 admission benchmark for Bachelor's-level study.

These requirements ensure that all entrants possess the mathematical, scientific and communication foundations necessary for success in a programme that integrates biomedical science with clinical dentistry, including the manual dexterity demands of restorative and surgical dental practice.

3. Admission via Recognition of Prior Learning (RPL)

LUE recognises that mature learners may acquire relevant oral-health competencies through dental-therapy, dental-hygiene, laboratory or allied-health experience. The BDS/BCh.D programme admits eligible candidates through a structured RPL Portfolio of Evidence (PoE) Assessment.

3.1 Eligibility for RPL Admission

Applicants must demonstrate:

- A minimum of 3–5 years of relevant dental, clinical, nursing or health-technology experience;
- Evidence of learning achieved outside formal schooling that is comparable to O-Level exit competencies in mathematics and science, particularly Biology and Chemistry;
- Capacity for undergraduate dental study, demonstrated through the PoE and interview.

3.2 Components of the RPL Portfolio of Evidence (PoE)

- Curriculum Vitae detailing dental, clinical or health-technology roles, responsibilities and achievements;
- Reflective Narrative demonstrating biomedical or dental learning acquired through experience;
- Workplace Evidence, such as clinical logs, laboratory records, case reports or dental-technology projects;
- Letters of Reference from supervising dentists, dental therapists or health-facility authorities;
- Relevant Certificates, where applicable (e.g., dental therapy/hygiene training, laboratory technician certification).

3.3 RPL Assessment Process

3. Document Review by the Admissions Committee.
4. Evaluation of the PoE against LUE's undergraduate dental entry competencies.
5. Admissions Interview, using the standardised rubric.
6. Recommendation for Admission based on demonstrated equivalence to O-Level entry requirements.

Consistent with ESHEC Standard 9, admissions via the RPL route shall not constitute more than 10% of the annual intake for the BDS/BCh.D programme.

4. Standardised International Admissions Protocol

4.1 Mandatory EQA Equivalence

All foreign qualifications must be accompanied by a Letter of Equivalence issued by the Eswatini Qualifications Authority (EQA). No foreign qualification shall be processed without this document.

4.2 Admissions Interview Rubric

All applicants — standard or RPL — shall undergo a structured admissions interview assessed using LUE's Admissions Interview Rubric, which evaluates:

- Communication and analytical ability;
- Mathematical and scientific readiness;
- Motivation for dental study;
- Alignment with BDS/BCh.D Programme Learning Outcomes.

4.3 Background Verification Checklist

- Identity verification;
- Qualification authenticity;
- Reference checks.

5. Mature Entry Provision

The Faculty of Medicine, Dentistry and Allied Health Sciences may recommend mature entry for applicants who demonstrate exceptional dental or health-related experience. All mature entry recommendations are subject to approval by LUE's Academic Board and must be supported by documented evidence of clinical/technical proficiency, interview performance, and verification of experience.

6. Final Admission Decision

Admission decisions are made by LUE's Admissions Committee, based on: academic eligibility; EQA equivalence (where applicable); RPL PoE assessment (for RPL applicants); interview performance; and verification outcomes. The Committee's decision is final and guided by LUE's principles of fairness, academic integrity and institutional excellence.

7. Accuracy of Promotional Material

All LUE recruitment and promotional material for the BDS/BCh.D programme (prospectus, website, brochures) will present accurate and sufficient information on admission requirements, completion requirements and academic standards. Such material will comply with ESHEC regulations and accurately state the programme's ESQF Level 8 classification and its accreditation status at all times, including during any period of provisional or pending accreditation.

SPECIAL DEPARTMENTAL REGULATIONS

1. Course Completion Requirements

- All modules within the BDS/BCh.D programme are compulsory. Students must pass each module with a minimum grade of 50% to progress.
- During the clinical years (Years 3–5), all modules must be passed with a minimum grade of 60% (equivalent to a CGPA of 3.00) to qualify for progression and graduation, reflecting the higher safety standard required of direct patient care.

2. Externalisation of Modules

- All modules within the BDS/BCh.D programme must be completed internally at LUE or at LUE-approved, MOU-affiliated clinical training sites. Externalisation to unaffiliated institutions is not permitted.

3. Quality Control and Evaluation

- Regular academic audits and curriculum reviews occur at least every four years, overseen by external moderators and, where applicable, ESHEC. Internal programme evaluation is ongoing through the Faculty Board.

4. Competence and Preparation

- The modules offered in the BDS/BCh.D programme provide the competencies required to prepare students for safe, independent dental practice.

5. Core and Prerequisite Modules

- Students must pass all core and prerequisite modules with a minimum grade of 50% (60% in Years 3–5) before progressing to the next level or enrolling in dependent modules.

DEGREE AWARD AND CLASSIFICATION

- Upon successful completion of all modules and the Year 5 research dissertation, and having met all programme requirements, a student will be awarded the degree of Bachelor of Dental Surgery (BDS/BCh.D) at the end of the final year.
- The BDS/BCh.D is awarded as a single integrated professional qualification (ESQF Level 8) and is not subject to Pass/Honours differentiation, consistent with international practice for first professional dental degrees.
- Graduates must register with the relevant national dental/health-professions regulatory authority before independent practice.

Grading System and GPA

Every module mark is additionally converted to a letter grade and grade point on LUE's standard 4.00-point scale, from which each student's Grade Point Average (GPA) and cumulative GPA (CGPA) are computed:

Percentage Mark	Letter Grade	Grade Point	Interpretation
80–100	A+	4.00	Exceptional
70–79	A	4.00	Excellent
60–69	B	3.00	Very Good
50–59	C	2.00	Good
45–49	D	1.00	Pass
0–44	F	0.00	Fail

Table: LUE grading system and grade-point scale, applied uniformly to every module in this programme.

GPA is calculated each semester as the credit-weighted mean of each module's grade point; CGPA is maintained cumulatively across all completed semesters. A minimum CGPA of 2.00 is required to remain in good academic standing, with the Faculty Academic Progress Committee empowered to recommend a repeat semester, or withdrawal, where a student's CGPA falls below 2.00 for two consecutive semesters. As stated above, this grading scale governs module-level assessment and transcript purposes; it does not translate into a Class of Honours, consistent with international practice for first professional dental degrees.

RATIONALE TO MODULE NUMBERING

LUE's BDS/BCh.D module codes follow the format <Faculty Prefix><ESQF Level>-<3-letter Module Abbreviation>-<Credits>, for example DEN6-ANH-20 (Dentistry, ESQF Level 6, Anatomy for Dental Sciences, 20 credits) or DEN8-PER-20 (Dentistry, ESQF Level 8, Periodontology I & II, 20 credits).

- Logical Progression: The ESQF level embedded in each code reflects the programme's ascending structure — Level 6 in Year 1 (foundational sciences), Level 7 in Year 2 (pre-clinical dental sciences), and Level 8 across Years 3–5 (clinical practice), consistent with the ascending-level convention used in ESHEC-approved undergraduate programmes.
- Prerequisites and Coherence: The numbering communicates prerequisite relationships — a Level 7 pre-clinical module assumes competence from related Level 6 foundational modules, ensuring a coherent learning sequence.
- Alignment with Programme Outcomes: Each module code is cross-referenced to specific PLOs in the module descriptions below, allowing students and reviewers to track outcome coverage across the curriculum.
- Transferability: Consistent, credit-bearing module codes facilitate Recognition of Prior Learning and credit transfer assessments.

PROGRAMME STRUCTURE AND CREDITS — 600 CREDITS, ESQF LEVEL 8

Programme Duration

The Bachelor of Dental Surgery is a five (5) year programme, full-time (10 semesters).

Total Credits Required for Award

To qualify for the degree, a student must accumulate:

- Total Credits: 600
- Total Notional Hours: 6,000

Credit Distribution by Level

- Level 6 (Year 1): 120 credits (1200 notional hours)
- Level 7 (Year 2): 120 credits (1200 notional hours)
- Level 8 (Year 3): 120 credits (1200 notional hours)
- Level 8 (Year 4): 120 credits (1200 notional hours)
- Level 8 (Year 5): 120 credits (1200 notional hours)

This ascending Level 6 → 7 → 8 structure, with the qualification exiting at Level 8, mirrors ESHEC-approved undergraduate practice for extended professional degrees; LUE will confirm the exact ESQF level mapping with ESHEC as part of final approval. The programme is treated as a single, integrated Level 8 Professional Degree, since — unlike a generic Bachelor's degree — the BDS/BCh.D carries no intermediate exit award and is conferred only on completion of all five years.

Pass Requirement

Each module must be passed with at least 50% (60% in Years 3–5, per the Special Departmental Regulations above).

Credit Transfer and Accumulation

- Credits are derived from engagement in lectures, tutorials, simulation-laboratory sessions, clinical chairside supervision, directed and self-directed learning, and assignments, tests and examinations.
- Modules offered by the Faculty of Medicine, Dentistry and Allied Health Sciences vary between 5 and 30 credits depending on scope and clinical/laboratory contact time (see Section: Detailed Curriculum below). Attendance at clinical teaching is compulsory; students who attend less than 80% of scheduled clinical sessions will not be permitted to sit the relevant sessional examination.

Degree Classification Weighting

As the BDS/BCh.D is awarded as a single integrated professional qualification rather than a classified (Pass/Merit/Distinction) Bachelor's degree, no differential year-weighting is applied to a final classification. Progression is instead governed by the Pass Requirement above at each level, consistent with international practice for first professional dental degrees.

Distribution of Notional Hours per Module

Standard 15-Credit Module (worked example)

- Lecture/Seminar Hours: 40
- Tutorials, Small-Group and Case-Based Learning: 30
- Simulation-Laboratory/Chairside Clinical Supervision: 20

- Self-Directed Study: 40
- Assignments, Tests and Examinations: 20
- Total Notional Hours: 150
- Credits: 15

Research Project / Dissertation Module (20 Credits)

- Lecture/Supervision Contact: 20
- Self-Directed Research and Data Collection: 90
- Analysis, Writing, Review and Oral Defence: 90
- Total Notional Hours: 200
- Credits: 20

ASSESSMENT METHODS

LUE applies a mandated, faculty-wide assessment-weighting scheme to every BDS/BCh.D module:

Assessment Component	Contribution	Description
Attendance	5%	Compulsory attendance at lectures, tutorials, simulation-laboratory and clinical sessions.
Internal (Formative) Assessment	35%	Written/online assignments and tests, homework, quizzes, simulation-laboratory practicals, case presentations, logbooks.
End (Summative) Assessment	60%	Written examination and/or Practical/Clinical Examination (as specified per module).
Supplementary Assessment	100%	Written examination and/or Practical/Clinical Examination, for students undertaking an approved resit.

Table: LUE's mandated assessment-weighting scheme, applied uniformly to every BDS/BCh.D module. All assessment is delivered via Campus (in-person) Learning, given the clinical, patient-facing nature of the programme.

Within this weighting scheme, assessment activities are further categorised as:

- Formative Assessment: class participation, quizzes and short tests, draft case write-ups, and peer/near-peer case review, providing ongoing feedback throughout each module.
- Summative Assessment: end-of-module written examinations, simulation-laboratory and clinical examinations, and the Year 5 dissertation and oral defence.
- Continuous Assessment: clinical logbooks, community-project reports, and attendance at compulsory teaching sessions.

Alignment with Institutional Assessment Policy

The mandated weighting scheme above is applied within LUE's institution-wide Assessment Policy, which governs the number and spacing of assessments per module, recording of results, and settlement of disputes.

Moderation

- Internal moderation: a second qualified examiner reviews all simulation-laboratory and clinical examinations and the Year 5 dissertation before results are finalised.
- External moderation: an appointed external examiner moderates assessment at the end of Year 2 and end of Year 5, at minimum.

Assessment Appeals and Dispute Resolution

Students may query an assessment result within a defined window after results are released. Appeals are reviewed by an Assessment Board independent of the original examiner, consistent with LUE's institutional Assessment Policy.

Staff Assessment Training

All teaching staff complete induction in assessment design, marking and moderation before setting or marking any module assessment, consistent with ESHEC Standard 4.

Rigour of Work-Integrated Learning (Clinical) Assessment

Clinical assessment uses standardised logbooks, direct observation of clinical procedures, and structured clinical examinations, moderated as set out above, to ensure the same rigour applied to purely academic assessment extends to work-integrated (clinical) learning.

Security and Record-Keeping

Examination papers, clinical-examination materials and marks are held securely by the Faculty Examinations Office, with results retained for the period specified in LUE's institutional records-retention policy.

TEACHING METHODS

LUE employs a diverse array of teaching methods appropriate to each phase of the BDS/BCh.D programme:

- Lectures: structured delivery of foundational biomedical and dental knowledge, supplemented by visual aids and multimedia.
- Small-Group Tutorials and Seminars: promote critical thinking, in-depth discussion and clinical reasoning.
- Case-Based Learning: analysis of real and simulated patient cases to bridge theory and practice.
- Laboratory Sessions: anatomy, oral biology, dental materials and microbiology practicals.
- Preclinical Simulation-Laboratory Training: simulated cavity preparation, restorative and prosthodontic techniques prior to patient contact.
- Clinical Chairside Teaching: supervised patient treatment in the dental teaching clinic from Year 3.
- Community Oral-Health Placements: preventive and promotive dentistry in underserved/rural settings.
- Research Projects: cultivate inquiry, critical appraisal and research skills, culminating in the Year 5 dissertation.
- Continuous and Peer Learning: quizzes, assignments, case presentations and peer/near-peer teaching to monitor and reinforce progress throughout.

Class Size Guidelines

- Didactic lectures: up to 100 students.
- Small-group tutorials and case-based learning: 8–12 students per facilitator.
- Simulation-laboratory and chairside clinical supervision: 4–6 students per supervising dentist, consistent with patient-safety and clinical-training norms.

Teaching Workload and Multi-Site Management

Consistent with ESHEC Standard 7, no lecturer teaches more than four (4) modules per semester. A Clinical Placement Coordinator manages the timetabling of clinical teaching across any multiple clinic/hospital sites used for Years 3–5, to ensure no cohort of students is disadvantaged relative to another by site allocation.

Learner Tracking and At-Risk Support

Attendance and continuous-assessment records are reviewed each semester by the Faculty Board. Students falling below the module pass threshold (50%, or 60% in Years 3–5) at the mid-semester point are identified as at-risk and referred for academic support, remediation or counselling before the end-of-semester examination.

Technology Induction and Staff Development

Staff and students are inducted into LUE's Learning Management System (LMS) at orientation. Staff supporting any blended/online elements of pre-clinical teaching receive periodic professional-development sessions on relevant teaching technologies. Teaching performance, including for any blended sessions, is evaluated through end-of-module learner evaluations and peer observation, reviewed by the Faculty Quality Assurance Committee each semester.

Distance and Blended Learning — Applicability

The BDS/BCh.D is delivered exclusively via Campus (in-person) Learning, given its clinical, patient-facing nature (see Delivery Methods, below); ESHEC Standard 3 provisions specific to distributed/distance learners are

therefore not applicable to this programme, other than the limited blended elements noted under Delivery Methods.

DELIVERY METHODS

Given the clinical, patient-facing nature of the BDS/BCh.D, delivery is predominantly in-person (Campus Learning):

- Classroom Lectures: structured, interactive sessions for foundational and pre-clinical content (Years 1–2).
- Laboratory and Simulation Sessions: anatomy, oral biology, dental-materials and preclinical operative/prosthodontic simulation laboratories.
- Clinical Placements: dental-teaching-clinic and community-based placements (Years 3–5), under the supervision of qualified dentists.
- Independent Study: self-paced review of lecture material and directed reading, supported by a learning-management system and library/journal access.
- Research Supervision: one-to-one and small-group supervision for the Year 5 research project/dissertation.
- Limited Blended Elements: where appropriate for purely didactic pre-clinical content, recorded lectures and online formative quizzes may supplement in-person teaching; core simulation-laboratory and clinical-placement components remain in-person throughout.

INTERNAL QUALITY ASSURANCE MECHANISM

This section addresses ESHEC Standard 5.

Faculty Quality Assurance Committee

A Faculty Quality Assurance Committee (FQAC), reporting to LUE's central Quality Assurance Directorate and Academic Board, oversees the day-to-day internal quality assurance of the BDS/BCh.D programme, covering governance, teaching, assessment, infrastructure and finances.

Stakeholder Feedback and Tracer Studies

- Structured feedback from the Ministry of Health, affiliated clinics and other employers (per the stakeholder consultation designed in the Needs Assessment Report, Chapter 5) is incorporated into the annual programme review once completed.
- LUE commits to tracer studies of graduates' registration and employment outcomes, beginning with the first graduating cohort and repeated periodically thereafter.

Assessment-Data-Informed Review

Aggregate module pass rates and clinical-examination performance are analysed each semester by the FQAC to identify modules requiring curriculum or teaching adjustment, and to monitor learner progress and achievement against the PLOs.

Academic Integrity and Plagiarism

LUE's institutional academic-integrity and plagiarism-detection policy applies to all written assignments, case reports and the Year 5 dissertation, with defined sanctions for breaches, including for undisclosed use of generative AI tools (see Informed and Ethical Use of Technology, below).

Learner Involvement in Quality Assurance

Student representatives sit on the FQAC and relevant Faculty Board committees. End-of-module learner evaluations are analysed within a defined turnaround period and reported to module coordinators and the FQAC for action.

Security of Practical and Clinical Assessment

Simulation-laboratory and clinical examinations are conducted with appropriate invigilator-to-candidate ratios and standardised marking rubrics, consistent with the Assessment Methods section above.

PHYSICAL RESOURCES AND INFRASTRUCTURE

This section addresses ESHEC Standard 6.

Academic Facilities

- Lecture halls and small-group tutorial rooms sized to cohort, with free movement, comfortable desk spacing, and clear sightlines to the lecturer/demonstration boards.
- Anatomy, Oral Biology, Dental Materials and Microbiology teaching laboratories.
- A dedicated Preclinical Simulation Laboratory (phantom-head stations) for operative dentistry and prosthodontics training ahead of patient contact.
- A Dental Teaching Clinic with adequate chairside capacity and radiographic facilities for Years 3–5 clinical training.
- Library facilities with dental-database and journal access (physical and electronic), open-access hours accommodating both on-campus and clinically placed students.

Clinical Training Sites

Signed clinical-affiliation MOUs and confirmation of the Dental Teaching Clinic's capacity, sufficient in patient-volume and case-mix terms to deliver every Year 3–5 posting, are required before students commence clinical training. This is recorded as "Pending Institutional Evidence" in the Compliance Matrix above and as a time-bound condition in LUE's BDS/BCh.D Needs Assessment Report (Chapter 7.5, Recommendation 3).

IT Infrastructure

- A Learning Management System (LMS) with reliable Wi-Fi/connectivity supports the limited blended elements described under Delivery Methods.
- A dedicated IT help desk supports staff and students during teaching hours (see Learner Support Services, below).

Faculty Facilities and Special-Needs Accommodation

Faculty offices, staff meeting/research space, and equipment for coursework and research (including computing facilities and visual aids) are provided for academic and clinical teaching staff. Physical facilities are accessible to staff and students with special needs, consistent with LUE's Equal Opportunity Statement.

Maintenance and Procurement

Equipment and facilities essential for teaching, learning and research — including dental chairs, sterilisation equipment and radiographic units — are procured, replenished and maintained under LUE's institutional asset-management policy, reviewed against enrolment growth as set out in the Programme Structure and Credits section.

STAFFING

This section addresses ESHEC Standard 7.

Staffing Structure

The programme is administered by the Faculty Dean, a BDS/BCh.D Programme Coordinator, discipline/module-cluster heads (pre-clinical sciences; clinical dental disciplines), academic and clinical/adjunct teaching staff, and administrative and technical support staff, each with clearly defined roles and responsibilities.

Minimum Staff Qualifications

- Pre-clinical/basic-science teaching staff (Years 1–2) hold, at minimum, a Master's degree in the relevant discipline, aligned vertically with the modules taught, consistent with ESHEC's requirement that undergraduate-programme lecturers hold a qualification exceeding the exit level of the programme.
- Clinical dental teaching staff (Years 3–5) hold a recognised dental degree plus a postgraduate specialist qualification in the relevant discipline where applicable, and are registered with the applicable national dental regulatory authority — exceeding the programme's Level 8 exit qualification, consistent with ESHEC Standard 7.
- All academic staff qualifications are verified against the Eswatini Qualifications Framework and against the original awarding institution before appointment.

Staff Ratios and Workload

- LUE commits to maintaining at least 60% full-time to 40% part-time academic staff for the BDS/BCh.D programme.
- No lecturer teaches more than four (4) modules per semester (see also Teaching and Learning Strategy).

Recruitment, Development and Performance Management

- Staff recruitment and selection is objective, inclusive, equitable and transparent, aligned with the Labour Relations Act and LUE's conditions of service.
- A continuous professional-development policy applies, including clinical CPD requirements for clinical teaching staff.
- A performance-management system, based on teaching, clinical supervision, research and service, informs annual appraisal and promotion decisions.

The named staffing list, individual CVs and signed employment contracts for this programme are to be compiled by LUE's Human Resources and Registrar's Office and appended to the final ESHEC submission. This is recorded as "Pending Institutional Evidence" in the Compliance Matrix above.

LEARNER SUPPORT SERVICES

This section addresses ESHEC Standard 8.

- Learner Profiling: admissions and academic records are maintained centrally to inform individualised academic support.
- Special-Needs Support: reasonable accommodation in teaching, assessment and clinical placement is provided wherever consistent with the essential competencies required for safe dental practice (see Equal Opportunity Statement).
- LMS Query Channel: learners submit academic queries via the LMS or Faculty Office, with defined turnaround times for responses.
- Library Access: dental-database and journal access is available to on-campus and clinically placed (off-campus) students alike.
- Grievance Procedure: a published, staged grievance procedure (informal resolution → Faculty Board → Academic Board) is available to all students.
- IT Help Desk: available during teaching hours to support LMS and digital-resource access.
- Medical, Recreational and Academic Support: student health services, counselling referral and academic advising are available through LUE's central student-services function.
- Satisfaction Surveys: an annual learner satisfaction survey is administered by the Faculty Quality Assurance Committee to evaluate the effectiveness of these support mechanisms.

FINANCIAL RESOURCES

This section addresses ESHEC Standard 10.

LUE's Faculty of Medicine, Dentistry and Allied Health Sciences will maintain a programme-specific budget and enrolment-projection plan for the BDS/BCh.D, aligned to confirmed clinical-placement and staffing capacity (see LUE's BDS/BCh.D Needs Assessment Report, Chapter 7.7).

A costed 3–5 year projected-expenditure plan (staffing, equipment, dental-clinic consumables, clinical-site affiliation costs, library/journal subscriptions) and matching enrolment projections are to be prepared by LUE's Finance Office and appended to the final ESHEC submission. This is recorded as "Pending Institutional Evidence" in the Compliance Matrix above.

As the BDS/BCh.D is delivered entirely via Campus (in-person) Learning, the distance/online-specific transparency provisions of Standard 10 (avoiding hidden costs for remote learners) are not directly applicable; LUE nonetheless publishes its full fee schedule upfront with no hidden costs.

INFORMED AND ETHICAL USE OF TECHNOLOGY

This section addresses ESHEC Standard 11.

- LUE applies its institution-wide policy on the ethical use of technology, including generative AI (Gen-AI) tools, to the BDS/BCh.D programme's teaching, learning and assessment.
- Permitted and prohibited uses of Gen-AI in coursework, case write-ups and the Year 5 dissertation are stated clearly in module guides, with academic-integrity consequences for undisclosed use in assessed work (see Internal Quality Assurance Mechanism, above).
- Staff and learners receive induction and periodic training on emerging technologies relevant to dental education (e.g., digital radiography, CAD/CAM dental design software, LMS tools).
- The Faculty Quality Assurance Committee monitors the use and educational benefit of technology, including Gen-AI, in the programme as part of its annual internal quality assurance review.

CURRICULUM MAPPING MATRIX (YEAR 1 → YEAR 5)

Bachelor of Dental Surgery (BDS/BCh.D) — ESQF Level 6 → 7 → 8 Progression

Year (Level)	Module Cluster
Year 1 (L6)	Foundational sciences: anatomy for dental sciences, general physiology, biochemistry for dental sciences, oral biology and tooth morphology, systemic anatomy/physiology, oral microbiology, introduction to dentistry and ethics.
Year 2 (L7)	Pre-clinical dental sciences: general and oral pathology, pharmacology and dental therapeutics, dental materials science, preclinical operative dentistry and prosthodontics I & II, research methodology.
Year 3 (L8)	Clinical: Oral Medicine and Oral Diagnosis I & II, Periodontology I & II, Conservative Dentistry and Endodontics I & II, Prosthodontics I & II, Oral Radiology, Paediatric Dentistry I, Clinical Dental Skills.
Year 4 (L8)	Clinical: Oral and Maxillofacial Surgery I & II, Orthodontics I & II, Paediatric Dentistry II, Restorative Dentistry I & II, Clinical Dental Pharmacology, Forensic Odontology, Clinical Prosthodontics.
Year 5 (L8)	Final year: Comprehensive Clinical Dentistry I & II, Community Dentistry and Oral Health Promotion, Dental Public Health, Advanced Oral Surgery and Emergency Care, Integrated Oral Health Care, Professional Practice/Law/Ethics, Practice Management, Research Project/Dissertation.

Narrative Explanation of Curriculum Mapping and Logical Progression

The BDS/BCh.D is structured to ensure a coherent, cumulative and academically rigorous progression from foundational biomedical and dental sciences in Year 1 (ESQF Level 6), through pre-clinical dental sciences and simulation-laboratory training in Year 2 (ESQF Level 7), to progressively independent clinical practice across Years 3–5 (ESQF Level 8).

1. Vertical Progression

- Year 1 → Year 2: Oral Biology and Tooth Morphology I & II (Year 1) provide the structural foundation for Preclinical Operative Dentistry and Prosthodontics I & II (Year 2).
- Year 2 → Year 3: Dental Materials Science and simulation-laboratory training (Year 2) underpin the clinical competence required in Conservative Dentistry and Endodontics I & II and Prosthodontics I & II (Year 3).
- Year 3 → Year 4 → Year 5: Each clinical discipline (Oral Surgery, Orthodontics, Paediatric Dentistry, Restorative Dentistry) is revisited with increasing complexity and independence across Years 3, 4 and 5, culminating in the Year 5 capstone Comprehensive Clinical Dentistry and Research Project/Dissertation.

2. Horizontal Alignment

Each year is structured around a coherent cluster of modules that reinforce one another: Year 1's anatomy and oral-biology modules run alongside introduction-to-dentistry and ethics content; Year 2's pathology and pharmacology modules integrate with preclinical simulation-laboratory training; and each clinical year combines major-discipline clerkships with community/preventive-dentistry placements.

3. Module-to-Module Mapping

- DEN6-OBM-15/DEN6-OB2-15 (Oral Biology and Tooth Morphology I & II) → DEN7-PCL-20/DEN7-PC2-20 (Preclinical Operative Dentistry & Prosthodontics I & II) → DEN8-CEN-20 (Conservative Dentistry and Endodontics) → DEN8-RES-25 (Restorative Dentistry I & II, Year 4).
- DEN6-IPD-15 (Introduction to Dentistry, Ethics and Community/Preventive Dentistry I) → DEN7-RCP-15 (Community/Preventive Dentistry II) → DEN8-CDO-15 (Community Dentistry and Oral Health Promotion, Year 5).
- DEN7-RCP-15 (Research Methodology) → DEN8-RES-20 (Research Project/Dissertation, Year 5).

4. ESQF Level and Credit Mapping

- Year 1: ESQF Level 6 (Foundational Sciences) — 120 credits
- Year 2: ESQF Level 7 (Pre-Clinical Dental Sciences) — 120 credits

- Year 3: ESQF Level 8 (Clinical) — 120 credits
- Year 4: ESQF Level 8 (Clinical) — 120 credits
- Year 5: ESQF Level 8 (Final Year, Capstone) — 120 credits

This ensures compliance with ESQF expectations for cumulative learning, increasing complexity and level-appropriate outcomes, and yields a programme total of 600 credits over 5 years.

COURSE DESCRIPTIONS

Module codes follow the format <Faculty Prefix><ESQF Level>-<3-letter Abbreviation>-<Credits>. Each module description below sets out its Course Description, Learning Focus and Key Competencies Developed.

Year 1, Semester 1 (ESQF Level 6)

Code	Module	Level	Credits
DEN6-ANH-20	Human Anatomy for Dental Sciences I: Head and Neck	6	20
DEN6-PHY-15	General Physiology I	6	15
DEN6-BIC-10	Biochemistry for Dental Sciences	6	10
DEN6-OBM-15	Oral Biology and Tooth Morphology I	6	15

DEN6-ANH-20: Human Anatomy for Dental Sciences I: Head and Neck

Credits: 20 | Level: ESQF 6 | Notional Hours: 200 (Guided 80 / Independent 120) | End Assessment: Written Exam + Practical (Spotter) Exam

Course Description

Covers the gross anatomy of the head and neck with emphasis on structures of dental, oral and maxillofacial relevance.

Learning Focus

- the osteology and musculature of the head and neck
- neurovascular structures relevant to dental anaesthesia and surgery
- anatomical structures with clinical dental practice

Key Competencies Developed

- Describe the osteology and musculature of the head and neck.
- Identify neurovascular structures relevant to dental anaesthesia and surgery.
- Correlate anatomical structures with clinical dental practice.

DEN6-PHY-15: General Physiology I

Credits: 15 | Level: ESQF 6 | Notional Hours: 150 (Guided 60 / Independent 90) | End Assessment: Written Exam + Practical Exam

Course Description

Covers cellular, neuromuscular and cardiovascular physiology relevant to dental practice.

Learning Focus

- cellular and neuromuscular physiological principles
- cardiovascular physiology relevant to patient risk assessment
- physiological knowledge to safe dental practice

Key Competencies Developed

- Explain cellular and neuromuscular physiological principles.
- Describe cardiovascular physiology relevant to patient risk assessment.
- Apply physiological knowledge to safe dental practice.

DEN6-BIC-10: Biochemistry for Dental Sciences

Credits: 10 | Level: ESQF 6 | Notional Hours: 100 (Guided 40 / Independent 60) | End Assessment: Written Exam

Course Description

Covers the biochemistry of oral tissues, saliva and general metabolism relevant to dental practice.

Learning Focus

- the biochemical composition of enamel, dentine and saliva

- metabolic pathways relevant to oral disease
- nutrition to oral health

Key Competencies Developed

- Describe the biochemical composition of enamel, dentine and saliva.
- Explain metabolic pathways relevant to oral disease.
- Relate nutrition to oral health.

DEN6-OBM-15: Oral Biology and Tooth Morphology I

Credits: 15 | Level: ESQF 6 | Notional Hours: 150 (Guided 60 / Independent 90) | End Assessment: Written Exam + Practical Exam

Course Description

Introduces the histology, development and morphology of teeth and oral tissues.

Learning Focus

- tooth development and eruption
- the morphological features of the primary and permanent dentition
- the histology of dental and periodontal tissues

Key Competencies Developed

- Describe tooth development and eruption.
- Identify the morphological features of the primary and permanent dentition.
- Describe the histology of dental and periodontal tissues.

Year 1, Semester 2 (ESQF Level 6)

Code	Module	Level	Credits
DEN6-SYS-15	Systemic Anatomy and Physiology II	6	15
DEN6-MIC-15	General and Oral Microbiology	6	15
DEN6-OB2-15	Oral Biology and Tooth Morphology II	6	15
DEN6-IPD-15	Introduction to Dentistry, Ethics and Community/Preventive Dentistry I	6	15

DEN6-SYS-15: Systemic Anatomy and Physiology II

Credits: 15 | Level: ESQF 6 | Notional Hours: 150 (Guided 60 / Independent 90) | End Assessment: Written Exam

Course Description

Covers systemic anatomy and physiology (cardiovascular, respiratory, renal, gastrointestinal and endocrine) relevant to the safe practice of dentistry and to medical-emergency recognition in the dental setting.

Learning Focus

- systemic anatomical and physiological principles relevant to dental patient management
- systemic disturbance to dental treatment planning
- systemic anatomy to medical emergencies in the dental setting

Key Competencies Developed

- Describe systemic anatomical and physiological principles relevant to dental patient management.
- Relate systemic disturbance to dental treatment planning.
- Relate systemic anatomy to medical emergencies in the dental setting.

DEN6-MIC-15: General and Oral Microbiology

Credits: 15 | Level: ESQF 6 | Notional Hours: 150 (Guided 60 / Independent 90) | End Assessment: Written Exam + Practical Exam

Course Description

Covers general microbiology and the oral microbiome, including the microbiology of dental caries and periodontal disease.

Learning Focus

- microorganisms relevant to oral disease
- the pathogenesis of dental caries and periodontal disease
- infection-control principles in dental practice

Key Competencies Developed

- Classify microorganisms relevant to oral disease.
- Describe the pathogenesis of dental caries and periodontal disease.
- Apply infection-control principles in dental practice.

DEN6-OB2-15: Oral Biology and Tooth Morphology II

Credits: 15 | Level: ESQF 6 | Notional Hours: 150 (Guided 60 / Independent 90) | End Assessment: Written Exam + Practical Exam

Course Description

Continues the study of oral biology, including occlusion, temporomandibular joint function and salivary gland biology.

Learning Focus

- normal occlusion and temporomandibular joint function
- salivary gland structure and function

- tooth-morphology knowledge to clinical identification

Key Competencies Developed

- Describe normal occlusion and temporomandibular joint function.
- Describe salivary gland structure and function.
- Apply tooth-morphology knowledge to clinical identification.

DEN6-IPD-15: Introduction to Dentistry, Ethics and Community/Preventive Dentistry I

Credits: 15 | Level: ESQF 6 | Notional Hours: 150 (Guided 60 / Independent 90) | End Assessment: Written Exam + Assignment

Course Description

Orients students to the dental profession, professional identity and ethics, and introduces the principles of dental public health, epidemiology of oral disease and preventive dentistry, contextualised to Eswatini's documented low dental-service-utilisation.

Learning Focus

- the scope of dental practice, the dental team, and core principles of dental ethics
- the epidemiology of oral disease in Eswatini and the region
- principles of preventive dentistry and explain barriers to dental-service access

Key Competencies Developed

- Describe the scope of dental practice, the dental team, and core principles of dental ethics.
- Describe the epidemiology of oral disease in Eswatini and the region.
- Apply principles of preventive dentistry and explain barriers to dental-service access.

Year 2, Semester 3 (ESQF Level 7)

Code	Module	Level	Credits
DEN7-PAT-15	General and Oral Pathology I	7	15
DEN7-PHA-15	Pharmacology and Dental Therapeutics	7	15
DEN7-DMS-10	Dental Materials Science I	7	10
DEN7-PCL-20	Preclinical Operative Dentistry I and Preclinical Prosthodontics I	7	20

DEN7-PAT-15: General and Oral Pathology I

Credits: 15 | Level: ESQF 7 | Notional Hours: 150 (Guided 60 / Independent 90) | End Assessment: Written Exam + Practical Exam

Course Description

Introduces general pathology and its application to oral and dental disease.

Learning Focus

- mechanisms of cell injury, inflammation and repair
- the pathology of dental caries and pulpal disease
- pathology with clinical presentation

Key Competencies Developed

- Describe mechanisms of cell injury, inflammation and repair.
- Describe the pathology of dental caries and pulpal disease.
- Correlate pathology with clinical presentation.

DEN7-PHA-15: Pharmacology and Dental Therapeutics

Credits: 15 | Level: ESQF 7 | Notional Hours: 150 (Guided 60 / Independent 90) | End Assessment: Written Exam + Practical Exam

Course Description

Covers general and dental pharmacology, including local anaesthesia, analgesia and antimicrobial therapeutics.

Learning Focus

- principles of pharmacokinetics and pharmacodynamics
- the pharmacology of drugs used in dental practice
- safe prescribing principles in dentistry

Key Competencies Developed

- Explain principles of pharmacokinetics and pharmacodynamics.
- Describe the pharmacology of drugs used in dental practice.
- Apply safe prescribing principles in dentistry.

DEN7-DMS-10: Dental Materials Science I

Credits: 10 | Level: ESQF 7 | Notional Hours: 100 (Guided 40 / Independent 60) | End Assessment: Written Exam + Practical Exam

Course Description

Introduces the properties and manipulation of restorative and impression dental materials.

Learning Focus

- the properties of common dental materials
- appropriate materials for basic clinical procedures
- Manipulate materials under laboratory conditions

Key Competencies Developed

- Describe the properties of common dental materials.
- Select appropriate materials for basic clinical procedures.
- Manipulate materials under laboratory conditions.

DEN7-PCL-20: Preclinical Operative Dentistry I and Preclinical Prosthodontics I

Credits: 20 | Level: ESQF 7 | Notional Hours: 200 (Guided 80 / Independent 120) | End Assessment: Practical (Simulation Laboratory) Exam

Course Description

Simulation-laboratory training in cavity preparation and basic restorative techniques, alongside the principles of removable and fixed prosthodontics.

Learning Focus

- cavity preparation and basic restorative techniques on simulation models
- the principles of removable and fixed prosthodontic design
- infection-control and instrument-handling competence

Key Competencies Developed

- Perform cavity preparation and basic restorative techniques on simulation models.
- Describe the principles of removable and fixed prosthodontic design.
- Demonstrate infection-control and instrument-handling competence.

Year 2, Semester 4 (ESQF Level 7)

Code	Module	Level	Credits
DEN7-PA2-15	General and Oral Pathology II	7	15
DEN7-DM2-10	Dental Materials Science II	7	10
DEN7-PC2-20	Preclinical Operative Dentistry II and Preclinical Prosthodontics II	7	20
DEN7-RCP-15	Research Methodology, Biostatistics and Community/Preventive Dentistry II	7	15

DEN7-PA2-15: General and Oral Pathology II

Credits: 15 | Level: ESQF 7 | Notional Hours: 150 (Guided 60 / Independent 90) | End Assessment: Written Exam + Practical Exam

Course Description

Continues the study of oral pathology, including periodontal disease, oral mucosal disease and oral manifestations of systemic disease.

Learning Focus

- the pathology of periodontal and oral mucosal disease
- oral manifestations of HIV and other systemic disease
- histopathological findings with clinical diagnosis

Key Competencies Developed

- Describe the pathology of periodontal and oral mucosal disease.
- Recognise oral manifestations of HIV and other systemic disease.
- Correlate histopathological findings with clinical diagnosis.

DEN7-DM2-10: Dental Materials Science II

Credits: 10 | Level: ESQF 7 | Notional Hours: 100 (Guided 40 / Independent 60) | End Assessment: Written Exam + Practical Exam

Course Description

Continues the study of dental materials, including materials used in prosthodontics and orthodontics.

Learning Focus

- advanced dental-material properties
- materials appropriately for prosthodontic and orthodontic use
- material performance in simulated conditions

Key Competencies Developed

- Describe advanced dental-material properties.
- Select materials appropriately for prosthodontic and orthodontic use.
- Evaluate material performance in simulated conditions.

DEN7-PC2-20: Preclinical Operative Dentistry II and Preclinical Prosthodontics II

Credits: 20 | Level: ESQF 7 | Notional Hours: 200 (Guided 80 / Independent 120) | End Assessment: Practical (Simulation Laboratory) Exam

Course Description

Advanced simulation-laboratory training in restorative and endodontic techniques, and in complete and partial denture construction.

Learning Focus

- advanced restorative and basic endodontic procedures on simulation models
- basic complete/partial dentures on simulation models

- quality-control principles to restorative and prosthodontic laboratory work

Key Competencies Developed

- Perform advanced restorative and basic endodontic procedures on simulation models.
- Construct basic complete/partial dentures on simulation models.
- Apply quality-control principles to restorative and prosthodontic laboratory work.

DEN7-RCP-15: Research Methodology, Biostatistics and Community/Preventive Dentistry II

Credits: 15 | Level: ESQF 7 | Notional Hours: 150 (Guided 60 / Independent 90) | End Assessment: Written Exam + Assignment

Course Description

Introduces research design, data analysis and critical-appraisal skills for evidence-based dental practice, and continues community dentistry with emphasis on oral-health-promotion programme planning.

Learning Focus

- a basic dental research study and apply descriptive/inferential statistics
- a basic oral-health promotion intervention
- Critically appraise dental research literature

Key Competencies Developed

- Design a basic dental research study and apply descriptive/inferential statistics.
- Design a basic oral-health promotion intervention.
- Critically appraise dental research literature.

Year 3 (ESQF Level 8) — Clinical, year-long rotations

Code	Module	Level	Credits
DEN8-OMD-20	Oral Medicine and Oral Diagnosis I & II	8	20
DEN8-PER-20	Periodontology I & II	8	20
DEN8-CEN-20	Conservative Dentistry and Endodontics I & II	8	20
DEN8-PRO-20	Prosthodontics I & II (Clinical)	8	20
DEN8-RAD-10	Oral Radiology and Imaging I	8	10
DEN8-PD1-15	Paediatric Dentistry I	8	15
DEN8-CSC-15	Clinical Dental Skills and Communication	8	15

DEN8-OMD-20: Oral Medicine and Oral Diagnosis I & II

Credits: 20 | Level: ESQF 8 | Notional Hours: 200 (Guided 80 / Independent 120) | End Assessment: Written Exam + Clinical Examination

Course Description

Clinical training in the diagnosis and management of oral mucosal, dental and maxillofacial conditions, including HIV-associated and other systemic-disease-related oral lesions.

Learning Focus

- a systematic oral examination and formulate a differential diagnosis
- and manage HIV-associated and other systemic-disease-related oral lesions
- referral plans for complex oral-medicine cases

Key Competencies Developed

- Perform a systematic oral examination and formulate a differential diagnosis.
- Diagnose and manage HIV-associated and other systemic-disease-related oral lesions.
- Formulate referral plans for complex oral-medicine cases.

DEN8-PER-20: Periodontology I & II

Credits: 20 | Level: ESQF 8 | Notional Hours: 200 (Guided 80 / Independent 120) | End Assessment: Written Exam + Clinical Examination

Course Description

Clinical training in the diagnosis and non-surgical and basic surgical management of periodontal disease, including its links to systemic NCDs.

Learning Focus

- and classify periodontal disease
- non-surgical periodontal therapy and basic surgical procedures under supervision
- patients on periodontal-systemic disease links (e.g., diabetes)

Key Competencies Developed

- Diagnose and classify periodontal disease.
- Perform non-surgical periodontal therapy and basic surgical procedures under supervision.
- Counsel patients on periodontal-systemic disease links (e.g., diabetes).

DEN8-CEN-20: Conservative Dentistry and Endodontics I & II

Credits: 20 | Level: ESQF 8 | Notional Hours: 200 (Guided 80 / Independent 120) | End Assessment: Written Exam + Clinical Examination

Course Description

Clinical training in restorative and endodontic procedures of increasing complexity.

Learning Focus

- supervised restorative procedures on patients
- root-canal treatment on suitable cases under supervision
- infection-control protocols clinically

Key Competencies Developed

- Perform supervised restorative procedures on patients.
- Complete root-canal treatment on suitable cases under supervision.
- Apply infection-control protocols clinically.

DEN8-PRO-20: Prosthodontics I & II (Clinical)

Credits: 20 | Level: ESQF 8 | Notional Hours: 200 (Guided 80 / Independent 120) | End Assessment: Written Exam + Clinical Examination

Course Description

Clinical training in removable and fixed prosthodontic treatment of increasing complexity.

Learning Focus

- clinical impressions and records under supervision
- removable/fixed prosthodontic cases of increasing complexity
- prosthesis fit and function

Key Competencies Developed

- Take clinical impressions and records under supervision.
- Manage removable/fixed prosthodontic cases of increasing complexity.
- Evaluate prosthesis fit and function.

DEN8-RAD-10: Oral Radiology and Imaging I

Credits: 10 | Level: ESQF 8 | Notional Hours: 100 (Guided 40 / Independent 60) | End Assessment: Practical Exam

Course Description

Covers the principles and clinical application of dental radiography and imaging.

Learning Focus

- and process intraoral radiographs safely
- common radiographic findings
- radiation-safety principles

Key Competencies Developed

- Take and process intraoral radiographs safely.
- Interpret common radiographic findings.
- Apply radiation-safety principles.

DEN8-PD1-15: Paediatric Dentistry I

Credits: 15 | Level: ESQF 8 | Notional Hours: 150 (Guided 60 / Independent 90) | End Assessment: Written Exam + Clinical Examination

Course Description

Introduces the principles of child oral-health management and behaviour guidance.

Learning Focus

- behaviour-guidance techniques in paediatric patients
- basic preventive and restorative procedures in children
- developmental dental anomalies

Key Competencies Developed

- Apply behaviour-guidance techniques in paediatric patients.

- Perform basic preventive and restorative procedures in children.
- Recognise developmental dental anomalies.

DEN8-CSC-15: Clinical Dental Skills and Communication

Credits: 15 | Level: ESQF 8 | Notional Hours: 150 (Guided 60 / Independent 90) | End Assessment: OSCE

Course Description

Consolidates chairside clinical skills, patient communication and case documentation across the Year 3 clinical disciplines.

Learning Focus

- systematic clinical documentation and case presentation
- treatment plans effectively to patients
- infection-control and patient-safety protocols consistently across disciplines

Key Competencies Developed

- Demonstrate systematic clinical documentation and case presentation.
- Communicate treatment plans effectively to patients.
- Apply infection-control and patient-safety protocols consistently across disciplines.

Year 4 (ESQF Level 8) — Clinical, year-long rotations

Code	Module	Level	Credits
DEN8-OMS-25	Oral and Maxillofacial Surgery I & II	8	25
DEN8-ORT-25	Orthodontics I & II	8	25
DEN8-PD2-15	Paediatric Dentistry II	8	15
DEN8-RES-25	Restorative Dentistry I & II	8	25
DEN8-CDP-10	Clinical Dental Pharmacology and Pain Management	8	10
DEN8-FOR-10	Forensic Odontology	8	10
DEN8-CPR-10	Clinical Prosthodontics	8	10

DEN8-OMS-25: Oral and Maxillofacial Surgery I & II

Credits: 25 | Level: ESQF 8 | Notional Hours: 250 (Guided 100 / Independent 150) | End Assessment: Written Exam + Clinical Examination

Course Description

Clinical training in minor oral surgical procedures, including exodontia, management of impacted teeth and minor maxillofacial trauma.

Learning Focus

- simple and surgical extractions under supervision
- impacted-tooth cases and common post-operative complications under supervision
- and refer minor maxillofacial trauma

Key Competencies Developed

- Perform simple and surgical extractions under supervision.
- Manage impacted-tooth cases and common post-operative complications under supervision.
- Assess and refer minor maxillofacial trauma.

DEN8-ORT-25: Orthodontics I & II

Credits: 25 | Level: ESQF 8 | Notional Hours: 250 (Guided 100 / Independent 150) | End Assessment: Written Exam + Clinical Examination

Course Description

Introduces the diagnosis and principles of orthodontic treatment planning and appliance management.

Learning Focus

- common malocclusions
- orthodontic treatment planning and monitor treatment progress under supervision
- orthodontic treatment plans to patients

Key Competencies Developed

- Diagnose common malocclusions.
- Participate in orthodontic treatment planning and monitor treatment progress under supervision.
- Communicate orthodontic treatment plans to patients.

DEN8-PD2-15: Paediatric Dentistry II

Credits: 15 | Level: ESQF 8 | Notional Hours: 150 (Guided 60 / Independent 90) | End Assessment: Written Exam + Clinical Examination

Course Description

Continues paediatric dentistry with emphasis on more complex restorative, pulp and trauma management in children.

Learning Focus

- dental trauma in children under supervision
- pulp therapy on primary teeth under supervision
- preventive strategies for high-caries-risk children

Key Competencies Developed

- Manage dental trauma in children under supervision.
- Perform pulp therapy on primary teeth under supervision.
- Apply preventive strategies for high-caries-risk children.

DEN8-RES-25: Restorative Dentistry I & II

Credits: 25 | Level: ESQF 8 | Notional Hours: 250 (Guided 100 / Independent 150) | End Assessment: Written Exam + Clinical Examination

Course Description

Advanced restorative dentistry covering aesthetic, complex direct and indirect restorations.

Learning Focus

- complex direct restorations under supervision
- and execute indirect restorations under supervision
- restoration longevity and failure modes

Key Competencies Developed

- Perform complex direct restorations under supervision.
- Plan and execute indirect restorations under supervision.
- Evaluate restoration longevity and failure modes.

DEN8-CDP-10: Clinical Dental Pharmacology and Pain Management

Credits: 10 | Level: ESQF 8 | Notional Hours: 100 (Guided 40 / Independent 60) | End Assessment: Written Exam + Case-Based Assignment

Course Description

Covers pharmacological management of pain, anxiety and medical emergencies in the dental setting.

Learning Focus

- pharmacological principles to pain and anxiety management
- and manage common medical emergencies in the dental chair
- safe prescribing practices

Key Competencies Developed

- Apply pharmacological principles to pain and anxiety management.
- Recognise and manage common medical emergencies in the dental chair.
- Apply safe prescribing practices.

DEN8-FOR-10: Forensic Odontology

Credits: 10 | Level: ESQF 8 | Notional Hours: 100 (Guided 40 / Independent 60) | End Assessment: Written Exam + Assignment

Course Description

Introduces the application of dental science to forensic identification and legal dental practice.

Learning Focus

- principles of forensic dental identification
- Maintain dental records to forensic/legal standard
- the dentist's medico-legal responsibilities

Key Competencies Developed

- Describe principles of forensic dental identification.
- Maintain dental records to forensic/legal standard.
- Describe the dentist's medico-legal responsibilities.

DEN8-CPR-10: Clinical Prosthodontics

Credits: 10 | Level: ESQF 8 | Notional Hours: 100 (Guided 40 / Independent 60) | End Assessment: Clinical Examination

Course Description

Consolidates clinical prosthodontic competence across removable and fixed prosthodontics ahead of the Year 5 comprehensive clinical rotations.

Learning Focus

- moderately complex prosthodontic rehabilitation cases under supervision
- prosthodontic laboratory workflows
- prosthodontic treatment outcomes

Key Competencies Developed

- Manage moderately complex prosthodontic rehabilitation cases under supervision.
- Apply prosthodontic laboratory workflows.
- Evaluate prosthodontic treatment outcomes.

Year 5 (ESQF Level 8) — Final Year, year-long rotations

Code	Module	Level	Credits
DEN8-CCD-30	Comprehensive Clinical Dentistry I & II	8	30
DEN8-CDO-15	Community Dentistry and Oral Health Promotion	8	15
DEN8-DPH-15	Dental Public Health	8	15
DEN8-AOS-15	Advanced Oral Surgery and Emergency Care	8	15
DEN8-IOH-10	Integrated Oral Health Care	8	10
DEN8-PPL-10	Professional Practice, Law and Ethics	8	10
DEN8-PML-5	Practice Management and Leadership	8	5
DEN8-RES-20	Research Project / Dissertation	8	20

DEN8-CCD-30: Comprehensive Clinical Dentistry I & II

Credits: 30 | Level: ESQF 8 | Notional Hours: 300 (Guided 120 / Independent 180) | End Assessment: Clinical Examination + Case Portfolio

Course Description

Integrated clinical rotation in which students manage patients holistically across multiple dental disciplines with increasing independence, consolidating readiness for supervised independent practice.

Learning Focus

- a comprehensive treatment plan for a patient with multi-disciplinary needs
- a caseload of comprehensive dental patients under supervision
- care across dental disciplines and mentor junior students

Key Competencies Developed

- Develop and execute a comprehensive treatment plan for a patient with multi-disciplinary needs.
- Independently manage a caseload of comprehensive dental patients under supervision.
- Coordinate care across dental disciplines and mentor junior students.

DEN8-CDO-15: Community Dentistry and Oral Health Promotion

Credits: 15 | Level: ESQF 8 | Notional Hours: 150 (Guided 60 / Independent 90) | End Assessment: Written Exam + Community Project Report

Course Description

Capstone community placement applying preventive and promotive dentistry in underserved/rural settings, addressing Eswatini's documented rural oral-health access gap.

Learning Focus

- and implement a community oral-health promotion project
- the impact of a preventive dental intervention
- access barriers to rural oral healthcare

Key Competencies Developed

- Plan and implement a community oral-health promotion project.
- Evaluate the impact of a preventive dental intervention.
- Reflect on access barriers to rural oral healthcare.

DEN8-DPH-15: Dental Public Health

Credits: 15 | Level: ESQF 8 | Notional Hours: 150 (Guided 60 / Independent 90) | End Assessment: Written Exam + Assignment

Course Description

Covers dental public-health policy, health systems and health economics relevant to national oral-health planning.

Learning Focus

- the structure of oral-health service delivery in Eswatini
- health-economics principles to dental service planning
- Critique national/regional oral-health policy

Key Competencies Developed

- Describe the structure of oral-health service delivery in Eswatini.
- Apply health-economics principles to dental service planning.
- Critique national/regional oral-health policy.

DEN8-AOS-15: Advanced Oral Surgery and Emergency Care

Credits: 15 | Level: ESQF 8 | Notional Hours: 150 (Guided 60 / Independent 90) | End Assessment: Written Exam + Clinical Examination

Course Description

Covers advanced oral-surgical and dental-emergency management, including trauma and acute infection.

Learning Focus

- acute dental infections and their complications
- dental trauma presentations
- triage principles to dental emergencies

Key Competencies Developed

- Manage acute dental infections and their complications.
- Manage dental trauma presentations.
- Apply triage principles to dental emergencies.

DEN8-IOH-10: Integrated Oral Health Care

Credits: 10 | Level: ESQF 8 | Notional Hours: 100 (Guided 40 / Independent 60) | End Assessment: Written Exam + Case-Based Assignment

Course Description

Integrates general and special-needs oral healthcare, including care for medically compromised and HIV-positive patients.

Learning Focus

- the dental care of medically compromised patients
- special-care dentistry principles
- care with medical colleagues

Key Competencies Developed

- Manage the dental care of medically compromised patients.
- Apply special-care dentistry principles.
- Coordinate care with medical colleagues.

DEN8-PPL-10: Professional Practice, Law and Ethics

Credits: 10 | Level: ESQF 8 | Notional Hours: 100 (Guided 40 / Independent 60) | End Assessment: Written Exam

Course Description

Covers the legal, regulatory and ethical framework for dental practice in Eswatini.

Learning Focus

- dental ethics and law to practice scenarios
- the regulatory framework for dental registration in Eswatini
- professional accountability

Key Competencies Developed

- Apply dental ethics and law to practice scenarios.
- Describe the regulatory framework for dental registration in Eswatini.
- Demonstrate professional accountability.

DEN8-PML-5: Practice Management and Leadership

Credits: 5 | Level: ESQF 8 | Notional Hours: 50 (Guided 20 / Independent 30) | End Assessment: Assignment (Business Plan)

Course Description

Covers dental-practice management, business principles and leadership in oral healthcare delivery.

Learning Focus

- basic practice-management and financial principles
- leadership models relevant to dental-team management
- Develop a basic practice business plan

Key Competencies Developed

- Apply basic practice-management and financial principles.
- Describe leadership models relevant to dental-team management.
- Develop a basic practice business plan.

DEN8-RES-20: Research Project / Dissertation

Credits: 20 | Level: ESQF 8 | Notional Hours: 200 (Guided 80 / Independent 120) | End Assessment: Written Dissertation + Oral Defence

Course Description

Completion of an independent, supervised research project on a topic relevant to Eswatini's oral-health priorities, culminating in a written dissertation and oral defence.

Learning Focus

- data analysis and interpretation
- a written dissertation to academic standard
- research findings orally

Key Competencies Developed

- Complete data analysis and interpretation.
- Produce a written dissertation to academic standard.
- Defend research findings orally.

CONTEXTUALISATION TO ESWATINI'S ORAL HEALTH PRIORITIES

Identified National Need	Curriculum Response
Very low national dental-service utilisation (51.5% of adults never used a dental service)	Introduction to Dentistry/Community & Preventive Dentistry I & II, Community Dentistry and Oral Health Promotion, Dental Public Health
Untreated oral-disease burden (caries, periodontal disease, tooth loss)	Oral Pathology and Oral Medicine, Conservative Dentistry and Endodontics, Periodontology, Restorative Dentistry
NCD-linked oral disease (diabetes-periodontal link)	Periodontology I & II, General/Oral Pathology, Pharmacology and Dental Therapeutics
HIV-associated oral disease	Oral Medicine and Oral Diagnosis I & II, Oral Microbiology, Integrated Oral Health Care
Rural/access-related oral-health challenges	Community/Preventive Dentistry I & II, Community Dentistry and Oral Health Promotion
Paediatric and developmental oral health	Paediatric Dentistry I & II

RECOMMENDATIONS: PENDING INSTITUTIONAL EVIDENCE CHECKLIST

This document is structurally complete against all 11 ESHEC Programme Evaluation Standards (see Compliance Matrix). The following institutional artefacts — which depend on data, agreements or approvals that only LUE itself can generate — should be finalised and appended before final submission to ESHEC:

7. Professional-body endorsement letter for the BDS/BCh.D curriculum (Standard 2).
8. Signed clinical-affiliation MOUs and confirmed Dental Teaching Clinic capacity sufficient to deliver every Year 3–5 posting (Standard 6).
9. Named staffing list, individual staff CVs and employment contracts (Standard 7).
10. Completed primary stakeholder consultation (Ministry of Health, employers, prospective students) per the Needs Assessment Report, Chapter 5, appended as Addendum 1 (Standards 2 and 5).
11. A costed 3–5 year budget and enrolment-projection plan from LUE's Finance Office (Standard 10).
12. LUE's institutional Assessment Policy, Academic Regulations, and Ethical Use of Technology Policy, cross-referenced throughout this document, attached in full.

Once these items are appended, this Programme Submission Document, together with LUE's BDS/BCh.D Needs Assessment Report and BDS/BCh.D Curriculum Framework, constitutes a complete ESHEC submission package.

STATEMENT OF CURRICULUM ORIGIN AND STANDARDS ALIGNMENT

This programme has been designed originally by Lincoln University of Eswatini's Faculty of Medicine, Dentistry and Allied Health Sciences and is not derived from, or reproduced from, the curriculum of any specific foreign institution. Its outcome domains are aligned with global dental-education competency guidance published by the FDI World Dental Federation and with WHO's Global Oral Health Status Report (2022) priorities, and its credit structure, module coding, admissions framework and assessment weightings are aligned with the Eswatini Qualifications Framework (ESQF) and ESHEC's Programme Approval Standard 10. This document should be read together with LUE's BDS/BCh.D Needs Assessment Report and is subject to final review and approval by LUE's Academic Board and by the Eswatini Higher Education Council.