



Australian
Dental
Council

DENTAL COUNCIL
OF NEW ZEALAND

Te Kaunihera Tiaki Niho o Aotearoa

**ADC/DCNZ Accreditation Standards:
Education Programs for Dental Hygienists and Dental Therapists**

June 2010

Version 1.0

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1 OVERVIEW

1.1 Purpose of Accreditation

The primary purpose of accreditation of education programs in dental hygiene and dental therapy is to assure the quality of educational providers and programs, and to promote improvements in quality.

The accreditation process developed by the Australian Dental Council [ADC] and the Dental Council of New Zealand [DCNZ] involves assessment of the quality of programs offered by education providers against agreed-upon standards (criteria). Accreditation of a program signifies that the program offered by the education provider has been found to meet the standards, and that the program provides graduating students with the knowledge, skills and professional attributes necessary to practise the profession in Australia and New Zealand.

For this purpose *ADC/DCNZ Accreditation Standards* have been developed by the Accreditation Committee and approved by the Board of Directors of the Australian Dental Council [ADC Board] and the Dental Council of New Zealand [DCNZ]. In Australia, under the *Health Practitioner Regulation National Law Act 2009* the ADC is required to submit the Accreditation Standards to the Dental Board of Australia [DBA] for approval.

The *ADC/DCNZ Accreditation Standards: Education Programs for Dental Hygienists and Dental Therapists* are the criteria against which education and training programs in dental hygiene and dental therapy will be assessed for accreditation purposes. The Standards are made available to the education provider prior to the accreditation process.

The Accreditation Standards are regularly monitored and modified based on experience and feedback from participants, and are periodically reviewed and updated with wide consultation and appropriate external assistance.

1.2 Structure

The *ADC/DCNZ Accreditation Standards* address the requirements for delivery of high quality education and training programs for dental hygienists and dental therapists. The Standards are organised around the following broad structure:

- The context/overview of the program
- Actions taken since the last accreditation review
- Administration and educational resources
- Students
- Staff
- Curriculum and assessment
- Delivery of the program
- Research
- External relationships
- Program evaluation.

For each Accreditation Standard, *Evidence Requirements* are listed to assist Schools in their self-assessment and preparation of their Accreditation Submission responses.

The initial step for education providers in preparing for accreditation is a self-assessment of the program. The ADC is developing documentation on the professional attributes and competencies for dental hygienists and dental therapists. Whilst this documentation will not prescribe the curriculum of a training program, nor will it be intended to be read as a set of

learning objectives, it is anticipated that education providers seeking to have their programs accredited by the ADC will use the documentation, once available, to assist them in the self assessment stage of the accreditation process and to assess a program's effectiveness.

The accreditation process recognises that after registration the newly graduated dental hygienist/dental therapist can immediately practise all aspects of dental hygiene/dental therapy, as permitted by the relevant scope of practice. In their practice dental hygienists and/or dental therapists are expected to be competent to practise within their prescribed scope of practice and to be understanding of, and responsive to, the oral health needs of Australian and New Zealand communities and individual citizens.

1.3 Process

The individual *accreditation standards* for programs in dental hygiene and dental therapy, along with the *evidence requirements*, are detailed in the following pages.

Particular attention should be paid to the wording of the standards and the evidence requirements. The wording used signifies the importance of the accreditation standard or requirement as follows:

- must* – compliance is considered to be essential or mandatory
- should* – compliance is highly desirable.

The ADC/DCNZ provides a separate publication to assist education providers in their use of these *Accreditation Standards*. This companion document *ADC/DCNZ Accreditation Guidelines and Explanatory Notes* contains explanatory notes and guidelines for interpretation of the standards and compilation of relevant information and data for inclusion in submissions in relation to the *evidence requirements* for particular standards.

Education providers and other interested parties should contact the ADC or DCNZ for further information or clarification:

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2 ACCREDITATION STANDARDS – DENTAL HYGIENE AND DENTAL THERAPY

Standard 1 Overview of the program

The School must have a clearly-defined educational philosophy for its dental hygiene and dental therapy program.

It is recognised that diversity of teaching and learning approaches in Schools can strengthen the Australian and New Zealand educational systems provided that appropriate emphasis is given to content, student development and growth, and social responsibility, and that each School continually evaluates its own methods.

Evidence requirements

Provide an overview of the program to be considered for accreditation, including:

- The date when the program was/will be introduced
- A description of the School's educational philosophy and objectives.

Attach as **Appendix 1** a copy of the education provider's charter and the School's mission in relation to the program being assessed.

A 1-page response is suggested.

Standard 2 Responses to conditions, recommendations and suggestions from the previous accreditation process

The School must address the recommendations and suggestions made in the report of the previous accreditation visit and in any other reports since that time.

This is an important determinant of the accreditation status awarded as it demonstrates a School's awareness of the need for continual improvement.

Evidence requirements

Detail how each condition, recommendation and suggestion of the previous Accreditation Report has been addressed. In this regard, reproduce in full the recommendations and suggestions of the previous accreditation review before detailing the relevant updated response from the School.

A 1-2-paragraph response is suggested for each recommendation.

Standard 3 The administrative relationship of the School to the Education Provider/University

The School must exist as a distinct entity within the education provider/university, having administrative responsibility and status similar to comparable units, such as other health profession schools.

Evidence requirements

Describe the administrative relationship of the School within the education provider/university. An administrative flowchart may be used.

Report whether the School has the same status and responsibility as other comparable departments/units in the education provider/university. If not, provide an explanation.

Describe how equal/appropriate representation is achieved on joint committees with representatives of other health profession Schools.

A 1 to 2-page response is suggested.

Standard 4 School administration and budget

The School must have adequate continuing financial resources, management structure and administration, and support staff to enable the objectives of its dental hygiene and dental therapy program to be achieved.

Evidence requirements

Describe the committee structures within the School for management of the dental hygiene and dental therapy program. A flowchart may be used. Include names of staff with management or administrative responsibilities.

Describe the decision-making process within the School in relation to academic and resource issues.

Detail how the resources available to the School enable it to fulfil its educational objectives.

Describe any significant changes to the budget over the past three years.

If subjects or courses are presented by “service” departments outside the School, indicate how financial arrangements are negotiated for each of these subjects.

Define the proportion and amount of the School’s budget which is available for development of educational activities and research activities.

Detail the provisions made for the purchase and replacement of teaching resources and equipment.

Describe additional sources of funding generated by the School other than government funds.

Describe how the clinic operations are funded.

Provide a copy of the School’s strategic plan, business plan and budget for review by the Accreditation Review Team.

A 2-page response is suggested.

Standard 5 Physical facilities and resources

The design, size and general state of buildings and classrooms, library, laboratories, clinics including outplacement clinics or placements, hospital and education provider/university facilities and their relevant equipment must allow the School to achieve its clinical and educational objectives. Modern audio-visual and electronic material and methods of information retrieval must be available.

Evidence requirements

Describe the facilities available in the School for teaching and learning, eg lecture theatres, tutorial rooms, laboratories, clinical facilities including the number of dental units.

Describe library and computer facilities.

Describe the outplacement facilities used in the program (including number of chairs in each clinic). See *Explanatory Note 10.1*.

Provide a list of the formal relationships/agreements between the education provider and the agency engaged in teaching and supervision of students in these outplacement settings (with agreement documents to be available for review by the Team during the visit).

Detail any areas where physical facilities need to be improved in order to enhance the program.

A 1-page response is suggested.

Standard 6 Staff and staff development

The number of staff and staff/student ratios must be adequate for the School to achieve its educational objectives. The qualifications and experience of the staff must be sufficient to cover all the required disciplines of dental hygiene and dental therapy adequately. The School must provide a staff development program for its entire staff.

Evidence requirements

Attach, as **Appendix 2**, a list of all full-time and part-time academic staff, and sessional staff, including their main teaching responsibilities.

Have available during the site visit, copies of CVs of all academic staff in standard format.

Describe the School's plan for recruitment of academic staff including procedures for appointment and promotion.

Describe any difficulties the School has experienced in recruiting suitably qualified academic staff.

List current academic vacancies, how long they have been vacant and the plans for filling these positions.

Describe how the responsibilities of staff are determined and how their performance is reviewed. Documentation about staff development processes should be made available at the visit.

Describe the opportunities that are available for staff (on all sites) to further their professional development (and to meet for training, professional development and information exchange purposes). See *Explanatory Note 10.1*.

A 1 to 2-page response is suggested.

Standard 7 Admissions policies and procedures

Admission into the dental hygiene and dental therapy program must be based on published selection criteria which must be available to advisors and applicants, and applied equitably during the selection process. Admissions programs must be continually evaluated to assess their effectiveness.

Evidence requirements

Describe the School's admissions process, including information about pre-requisites, year entry, quotas, categories and numbers of applicants (eg international, Australian HECS, Australian fee-paying, lateral entry international students), special schemes for indigenous applicants or disadvantaged groups, bridging programs and approaches to recognition of prior learning.

Provide, as **Appendix 3**, a table showing the numbers of students in each year and graduating each year for the past three years, including gender, numbers failing or repeating, and local and international students.

Describe how the admissions process is administered.

Provide a copy of the information provided for prospective applicants.

If there have been changes to the admissions process since the last accreditation review, describe how this has changed and why.

If transfer students are accepted into later years of the course, describe the methods of selection and number of students accepted over the past three years.

Describe any existing or planned arrangements with international partner institutions.

Detail how the admissions process is evaluated. Describe any appeals process.

Provide outcomes of the admissions evaluation, if available.

Detail the School's requirements for new students in relation to immunisation against infectious diseases.

A 3-page response is suggested.

Standard 8 The curriculum

The aim of the dental hygiene/dental therapy curriculum is to produce caring, knowledgeable, empathetic, competent and skilful professionals who are able to accept professional responsibility for the effective and safe care of patients, who appreciate the need for continuing professional development, who are able to utilise advances in relevant knowledge and who acknowledge and support the patient's role in decision making and self management.

Dental hygienists and dental therapists must be competent to practise within the scope of prescribed practice on the day they graduate. They should be understanding of, and responsive to, the oral health needs and rights of the community and individual citizens.

The dental hygiene/dental therapy program's curriculum will be assessed with reference to the educational philosophy and objectives of the School. The curriculum must be well balanced and recognise the social context of health care, the changing patterns in the prevalence of dental disease as well as advances in the practice of dentistry.

The curriculum must ensure that students develop an understanding of the principles of social justice and ethical behaviour and the importance of contemporary social issues to health related behaviour and health outcomes.

Particular attention must be given to the interrelationship of subjects, especially to the application of the social and the basic sciences to clinical practice, so that the program comprises a related body of knowledge rather than one of discrete and separate subjects.

Each curriculum will be considered on an individual basis. The accreditation process is not intended to prescribe curriculum content nor the time devoted to particular courses. Rather, curriculum content and the time devoted to courses and subject areas will be judged in terms of achievement of the stated aims of the program rather than conformity to a standardised pattern.

Teaching and assessment must be designed to develop students who can assume responsibility for their own learning.

Clinical supervision by staff must be adequate to ensure that acceptable standards of patient care are maintained, including accurate and complete record-keeping.

Evaluation processes must be in place to ensure that acceptable standards of patient care are maintained.

The curriculum must ensure the education of a professional dental therapist and/or dental hygienist who demonstrates understanding of the legislative and regulatory differences between jurisdictions. The curriculum should also provide a full appreciation of the variations in relationship between dental hygienists, dental therapists and/or oral health therapists and dentists/dental specialists.

Evidence requirements

Describe the process whereby the School's curriculum is managed and reviewed, and how changes are implemented.

Describe the process within the education provider/university for considering changes to courses. Provide details of any changes in the curriculum for the program and any significant changes planned within the next 12-24 months. For programs undergoing major

structural change, indicate areas of overlap between the old and new programs. *Refer to Guideline 5.8.*

If the School has a curriculum committee, describe the authority and resources it has to institute curriculum change. Describe the School's stakeholders and how the School develops changes in the curriculum with these stakeholders in mind. Describe how the School fosters student-centred learning, with students taking responsibility for their own learning.

Provide a detailed description of courses/topics included in the curriculum, indicating how they are co-ordinated and integrated both horizontally and vertically throughout the program. If this information is clearly presented in the course guide, then refer to the appropriate pages. In addition, indicate how students learn to provide total patient care by integrating information relating to the various clinical disciplines. *Refer to Explanatory Note 10.2* for a list of those courses/topics that might be expected to be included in a dental hygiene/dental therapy program and, once available, to the ADC document on the professional attributes and competencies for dental hygienists and dental therapists for the range of personal qualities, cognitive abilities and applied skills expected of the newly qualified dental hygienist/dental therapist.

Make available to each of the members of the Accreditation Review Team at the time of the visit (or before if requested), copies of the course guide or handbook provided to students describing the course content.

The course guide should include the name of course co-ordinators, aims and objectives of subjects, topics covered, contact hours for lectures, laboratories, tutorials, clinics, etc, assessment processes, required texts and manuals, recommended reading.

List the "service" departments involved in contributing to teaching, including staff within those departments responsible for course presentation.

Provide timetables for each of the years of the program indicating clearly time commitments/student in each of the years.

Describe any elective courses offered to students.

Describe any other subjects offered by the School in other programs, eg dentistry program.

In relation to outplacement clinics, detail the following:

- Learning outcomes/teaching objectives
- Responsibilities for the practitioners who contribute to the delivery of the outplacement program and the responsibilities of the School to these practitioners
- How student outplacement experiences are assessed and monitored to ensure consistency over time and across different clinics
- Student access to block teaching and learning materials.

See Explanatory Note 10.1.

Up to a 10-page response is suggested.

Standard 9 Articulation pathways

There should be integration of dental hygiene and dental therapy and dentistry programs where possible so that students learn to work as members of an oral health team. Where possible, students should have an opportunity to interact with students in other health education programs to foster effective communication between disciplines. The School must also identify pathways of articulation of its dental hygiene and dental therapy program with other programs offered by the School or the education provider/university and other institutions.

Evidence requirements

List any other oral health education programs in your institution and describe how they relate to the program.

Describe how the dental hygiene and dental therapy programs articulate with other programs, eg dentistry, dental specialty programs, science degrees and other programs which educate dental hygiene and dental therapy students or permit transfers.

Outline formal credit transfer arrangements which exist with other allied health or dental programs and any initiatives which are being undertaken to establish pathways for students into other programs.

Detail the other dental hygiene and dental therapy education programs in the State or, for New Zealand programs, in New Zealand and details of any interaction between the students associated with these programs and students in the program.

Describe how dental hygiene and dental therapy students interact with other members of the dental team throughout the course.

Describe how dental hygiene and dental therapy students interact with other health professionals (apart from dental hygiene and dental therapy students) throughout the course.

A 1-page response is suggested.

Standard 10 Clinic administration

The School and its clinics must be safe for students, staff and patients. The clinics must provide adequate general dental patient care in a setting conducive to education and research.

Evidence requirements

Describe how the dental clinics are managed. An administrative flowchart may be used.

Have available for review at the visit (or prior to the visit as determined by the Accreditation Review Team) copies of policies and/or protocols relating to the following:

- infection control
- medical emergencies
- eligibility of patients for treatment

- informed consent
- assignment of patients to students
- recalls
- patient records
- development, approval and review of patient treatment plans
- technical laboratory support
- waste management
- radiation protection
- occupational health and safety
- auditing of patient care
- other.

If there is a shortage of patients for any clinical procedures, provide details.

Describe where students gain their clinical experience, eg placements outside the School, etc (also refer to Standard 14).

Detail how the clinical standards across clinical placements are maintained. See *Explanatory Note 10.1*.

Detail the provisions made for maintenance and replacement of equipment.

Describe the measures in place to increase student awareness of ergonomic issues and measures to prevent work related musculoskeletal disorders.

Provide details of any contracts/agreements for student placement and how these are implemented and monitored.

A 2-page response is suggested.

Standard 11 Preparation for practice

At graduation, students must be capable of competent practice in a team situation. Students must be provided with suitable patients and facilities during their dental hygiene and dental therapy program to enable them to develop this competence.

Evidence requirements

Describe how students gain adequate experience in all areas of clinical dental hygiene and dental therapy prior to graduation.

Describe the experience dental hygiene and dental therapy students gain in providing care to adult patients prior to graduation.

Indicate when and how the students experience integrated treatment planning and management of patients.

If formal requirements are indicated to students, provide the range performed by students in each of the years of the dental hygiene and dental therapy program. If there are no formal requirements, but rather standards, indicate the average number of clinical experiences undertaken by students in each year and ranges, eg highest and lowest numbers.

Describe how the curriculum encourages students to apply theoretical aspects of dental hygiene and dental therapy to practice. Describe how the curriculum attempts to facilitate

the integration by students of both scientific and clinical concepts. Evaluation processes and outcome results relating to these aspects of the curriculum can be given under Standard 17.

Describe the competencies that students are expected to possess on graduation.

Describe the method the School uses to determine whether students are competent on graduation.

Describe any other programs the School offers to prepare students for practice on graduation.

For New Zealand programs, describe the method the program uses to determine whether the students meet the entry level competencies required for registration as prescribed by the Dental Council of New Zealand.

A 2-page response is suggested.

Standard 12 Student assessment and examination

A clearly stated, valid and reliable system of formative and summative student assessment must be used to determine progression and graduation of students.

Evidence requirements

Describe the School's philosophy of assessment of students.

Describe the methods of assessment in each of the courses (if this is clearly described in the course guide, refer to appropriate pages).

Indicate the relationship or links between the School's assessment process and its objectives and teaching approaches.

Give examples of how the assessment criteria match the learning objectives for particular components of the program.

Provide details of how students are encouraged to self-assess.

Provide details of redemption/supplementary exams.

Detail any special arrangements made for repeating students.

Describe the role of external examiners. Provide copies of external examiners reports from the past two-to-three years.

Outline the mechanisms available for student appeals relating to assessment.

If the School uses special "barrier examinations" to prevent students from progressing unless a satisfactory performance is achieved, define in what areas and how.

Detail what information is given to students on the criteria for progression through each year of the program.

Provide a copy of the assessment policy provided to staff and students.

Provide examples of previous exam question papers for each year level of the course.

Include as **Appendix 4** a table showing progression rates, withdrawals, deferrals and failures for all years over the past three years.

Outline any plans for changes to assessment and examination policies and practices within the next 12 to 24 months and why these are deemed necessary.

A 3 to 4-page response is suggested.

Standard 13 Student privileges, support and representation

Dental hygiene and dental therapy students must have the same rights and privileges as other students of the education provider/university. There must be student representation on appropriate committees, and student grievances and concerns must be identified and addressed. Counselling and health services should be available to all students.

Evidence requirements

Detail how dental hygiene and dental therapy students have the same rights and privileges as other students of the education provider. If not, provide an explanation.

Explain how the students' rights and privileges are promoted, encouraged and preserved within the dental hygiene/dental therapy program and within the education provider/university as a whole *eg* access to policies, equitable access to resources, etc.

Outline the nature of student representation on School committees.

Describe how students are encouraged to join and participate in student and professional organisations.

Outline the mechanisms that are in place to ensure early contact with stress management and prevention and awareness of high-risk behaviour and symptoms of impairment.

Provide details of the counselling/psychiatric treatment facilities available within the School/education provider/university, including comment on accessibility and confidentiality.

Provide details of mentorship or role modelling schemes in operation.

Describe the health services that are available for students.

Detail the financial aid provisions available for students.

Detail the mechanisms in place to assist and follow-up students experiencing difficulties, *eg* academic, social, etc.

Describe how the School deals with impaired students, *eg* drugs, alcohol, mental illness.

Detail the remedial support available for students, *eg* study skills.

Detail the specific language support programs available for students.

Describe the mechanisms available to enable students to comment on their course and teaching staff.

Provide details of student facilities including lockers, common room, etc.

Describe the mechanisms available to consider grievances from students.

Outline how students are protected from discrimination.

If any of this information is available in the course guide, indicate relevant pages.

Also see *Explanatory Note 10.1*.

A 2 to 3-page response is suggested.

Standard 14 Interface with hospital/government services

The education provider and its Dental School must have functional relationships with the relevant dental services authority and with at least one general hospital. Education providers and Dental Schools should also develop functional relationships with other institutional health care facilities, *eg* community clinics, nursing homes, etc.

While the nature of the interaction between Dental Schools and dental hospitals varies, the relationship must enable each School to achieve its educational objectives. Dental hygiene and dental therapy students should gain experience in the management of patients in a general hospital and have an opportunity to provide dental care for patients outside the Dental School.

Evidence requirements

Detail how much time students spend outside the School and in what settings.

Describe the relationship between the School and the relevant Dental Authority (Australia) and Dental Health Board (New Zealand). Provide details on how the relationship enables the School to achieve its educational objectives. Outline any difficulties or areas of tension in this relationship.

Describe the relationships between the School and other hospital/government services in the State/Territory/New Zealand and how these relationships enable the School to achieve its educational objectives.

Describe any programs that provide students with opportunities to gain experience in hospitals or other settings.

Describe how the School interacts with local community health programs. Provide examples of the interface at organisational and individual levels.

Also see *Explanatory Note 10.1*.

A 1-page response is suggested.

Standard 15 Interface with the education provider, profession and community

The School should have functional relationships with other departments of the education provider, with the dental profession and its organisations, and with the community in order to promote dental hygiene and dental therapy and provide learning opportunities for dental hygiene and dental therapy students.

Evidence requirements

Describe how the School interacts with other education provider departments.

Describe how the School interacts with the dental profession.

Detail any difficulties or areas of tension in these relationships.

Describe how the School promotes dental hygiene and dental therapy within the community.

Describe how the School interacts with other Dental Schools in Australia and New Zealand.

A 1-page response is suggested.

Standard 16 Research and postgraduate and continuing education

There must be a demonstrated commitment to research activity by the School that underpins its dental hygiene and dental therapy program and involves students. Research activity and teaching must be balanced to maintain the quality of the program, and current research should feature in all educational programs.

Evidence requirements

Outline the research strengths of the School. Provide evidence of national and international recognition.

Describe how students are made aware of research activities in the School.

Detail how students can become involved in research activities in the School.

Provide the evidence that research activities of the School contribute to or complement the dental hygiene and dental therapy course.

Provide details of the School's involvement in oral health education research.

Describe the relationship between teaching staff in the program and research within the School.

Detail how the balance between teaching and research is established for staff in the School.

Provide a brief overview of postgraduate programs offered by the School and indicate how they are linked to the undergraduate course.

Describe how continuing professional development (CPD) programs are run in the State/ New Zealand. Detail the opportunities for students to participate in these programs. Describe the extent of participation in CPD programs by graduates of the School.

A 2-page response is suggested.

Standard 17 Evaluation procedures and outcomes

The School must perform ongoing evaluation of the outcomes of its program to determine whether it is meeting its objectives. Results of the evaluation process must be used to improve the program.

Evidence requirements

Provide details of the evaluation processes used by the School to assess the quality of its teaching and learning programs, including outcome results.

Include:

- student evaluation of individual subjects
- student evaluation of the curriculum overall
- student evaluation of academic staff
- student evaluation of part-time tutors
- staff evaluation of students
- peer review of teaching (PET)
- external examiners reports
- course experience questionnaires (CEQs)
- evaluation by graduates eg how well-prepared are they?
- evaluation by employers of graduates
- other.

Where available, provide a copy of the School teaching portfolio.

Describe how the School plans to change how it monitors and evaluates the quality of its program.

A 2-page response is suggested.

Standard 18 Principles of Mana Māori and the Treaty of Waitangi, and National Strategic Framework for Aboriginal and Torres Strait Islander Health

New Zealand education providers must demonstrate that the principles of Mana Māori and the Treaty of Waitangi are upheld throughout the dental hygiene and dental therapy program. Australian education providers should demonstrate that the nine principles in the National Strategic Framework for Aboriginal and Torres Strait Islander Health are promoted throughout the program; and that there is a commitment to contributing to the development of an Aboriginal and Torres Strait Islander oral health workforce.

Evidence requirements

Describe how this Standard is given effect in the recruitment and support of Māori/Aboriginal and Torres Strait Islander (**ATSI**) students. For example does the School employ Māori/ATSI personnel skilled in supporting Māori/ATSI students, or have access to these staff elsewhere in the education provider?

Describe the School's relationships with local Iwi and Hapu in ways that illustrate plans to increase Māori participation within the profession and ways to ensure cross-cultural understanding.

Detail how the School ensures the highest rate of retention of Māori/ATSI students.

Describe how the Standard is given effect in scholarship, teaching and research.

Describe how the Standard is given effect in achieving Māori focus in the program objectives.

If appropriate, detail the role explicitly devoted to Māori oral health developments in the School.

If appropriate, indicate whether the School's strategic planning includes a timetable and a budget for achieving Māori focused objectives.

For Australian Schools, respond to the above in relation to the Australian indigenous community.

A 1-page response is suggested.

Standard 19 SWOT analysis

The School must identify its own strengths, weaknesses, opportunities for improvement and threats to the quality of its dental hygiene and dental therapy program.

Evidence requirements

Include a brief discussion of current active issues in dental education in the State or in New Zealand (as appropriate), with particular reference to dental hygiene and/or dental therapy education.

Detail the perceived strengths of the dental hygiene and dental therapy courses.

Outline the weaknesses.

Describe the opportunities which are presenting themselves.

Describe the threats which exist.

A 2-page response is suggested.

Standard 20 Strategies and timetables for improvement

Each School must formulate strategies and a timetable for improvement of its dental hygiene and dental therapy program based on the self-assessment process undertaken for accreditation.

Evidence requirements

Provide details of the School's strategies for improvement of the dental hygiene and dental therapy programs, including a timetable for implementation.

Indicate how this occurred for the previous accreditation process.

A 1-page response is suggested.

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