



Australian
Dental
Council

DENTAL COUNCIL
OF NEW ZEALAND

Te Kaunihera Tiaki Niho o Aotearoa

**ADC/DCNZ Accreditation Standards:
Education Programs for Dental Specialists**

June 2010

Version 1.0

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1 OVERVIEW

Dental specialty and *dental specialist* are used throughout this document to refer to specialisation in dentistry gained through postgraduate/advanced graduate education programs beyond the undergraduate level for general dentistry.

Postgraduate refers to the advanced education experience. It does not include *graduate entry* education.

1.1 Purpose of Accreditation

The primary purpose of accreditation of education programs for dental specialists 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 Specialists* are the criteria against which dental specialty education and training programs 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 dental specialty education and training. 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
- Peer evaluation
- 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.

In Australia, in accordance with the *Health Practitioner Regulation National Law Act 2009*, an individual is eligible for specialist registration in a recognised dental specialty if they are qualified for registration in the dental specialty, have successfully completed an accredited program that is approved for the specialty by the Dental Board of Australia and satisfy the requirements of the relevant registration standards of the Dental Board of Australia.

In New Zealand the Dental Council of New Zealand (DCNZ) has defined lists of prescribed qualifications for registration as a dental specialist.

1.3 Process

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

For Schools with multiple dental specialty programs, responses to certain Accreditation Standards will be the same for each of the programs (eg Standards 1, 4, 5, 6, 8 and 16), and so these do not need to be replicated for each program.

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 SPECIALTIES

Standard 1 Overview of the program

The School must have a clearly-defined educational philosophy for each of its dental specialty programs.

Dental specialty education should be a core activity and be governed by bodies such as a Postgraduate Studies Committee and a Research Committee.

Evidence requirements

Provide an overview of:

- The philosophy on postgraduate education
- The objectives of postgraduate education
- The common template across individual dental specialty programs
- The balance of basic science, statistics and the specialist discipline
- The balance of research and course-work.

Provide a summary table in the following format for each individual specialty program:

<i>Discipline</i>	<i>Accreditation Status</i>	<i>Year Program Commenced</i>	<i>No. Current Students</i>	<i>Enrolments & Completions in each of Last 6 Years</i>

A 2-page response is suggested together with a series of appendices with details, including program objectives and program description (subject details and content) pertaining to each of the individual dental specialty programs being put forward for accreditation.

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 Peer evaluation

Evidence must be provided of peer evaluation of the content of each of the dental specialty programs being accredited and of measures taken to implement any recommendations of such evaluations. The evaluating body/person must be representative of the contemporary specialty and be recognised by the ADC/DCNZ as appropriate to undertake the peer evaluation. The review reports are to be included in the submissions for individual dental specialties.

Evidence requirements

In the accreditation of dental specialty programs peer review takes on an added dimension with the contribution of the relevant specialty academy or society. The specialty program must provide evidence of peer evaluation of the content of the program and of measures taken to implement any recommendations of such evaluations. This is a considerable responsibility and the assistance of specialist societies and academies is acknowledged in the lead-up to the accreditation process for dental specialty programs.

Provide the following information and documentation:

- An overview of the peer review process
- Guidelines provided to reviewers
- Peer review reports
- Response of the School to recommendations of peer review reports
- The current peer review status of all programs in tabulated form (separate row for each discipline).

<i>Program</i>	<i>Review Date</i>	<i>Reviewers</i>	<i>Specialty Body Input</i>

A 1-page response plus table suggested.

Standard 4 Relationship between School and education provider/university

The Dental 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

Provide an overview of:

- Postgraduate structure within the education provider/university
- Position of the education provider/university within this structure
- Degree of control and independence of postgraduate studies within the School
- Level of support and any infrastructure provided by the education provider
- Level of support provided by the Faculty (where relevant)
- Level of support provided by any other interested parties.

A 1 to 2-page response is suggested.

Standard 5 Relationship between dental specialty students and education provider/university

Dental specialty students must have the same rights and privileges as other postgraduate students.

Evidence requirements

Outline programs and services provided specific to dental specialty studies/students. Comment on postgraduate representation on central education provider/university committees.

A 1-page response is suggested.

Standard 6 School administration and budget

The education provider must have adequate continuing financial resources, management structure, administration and support staff to enable the objectives of its dental specialty programs to be achieved.

Evidence requirements

- Describe the governance of dental specialty education
- Provide details for the adequacy of financial support
- Detail the administration and support of dental specialty students within the School
- Identify any areas of constraint
- Comment on areas requiring further development
- Detail any 'outsourcing' of students to other departments for specific training/subjects.

A 1 to 2-page response is suggested.

Standard 7 Teaching facilities

School facilities including seminar rooms, laboratories, clinics (including outplacement clinics and placements), hospital and general education provider facilities and their relevant equipment, including audiovisual and information technology services, must be adequate to allow the Dental School to achieve its dental specialty educational objectives.

Evidence requirements

Provide details of:

- School teaching facilities for dental specialty programs
- Sharing arrangements with undergraduate and other programs
- Timing allocations and constraints of shared facilities
- Access to electronic teaching materials
- Email and internet access
- Student offices.

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

Provide a list of the formal relationships/agreements between the education provider responsible for dental specialty education 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).

A 1-page response is suggested.

Standard 8 Education provider/university library

Students must have access to library resources, services, facilities and staff to support both learning and research. Information retrieval, analysis and organisation should be an integral part of the educational process.

Evidence requirements

Comment on:

- Library as a postgraduate resource
- Adequacy of acquisitions for all dental specialty disciplines
- Educational programs by library staff for dental specialty students
- Inclusion of adequate library time within the individual programs
- Plans for future development
- Borrowing rights
- Access to general, health sciences and biological sciences libraries.

A 1 to 2-page response is suggested.

Standard 9 Specialist staff

The staff/student ratios must be adequate for the School to achieve its dental specialty educational objectives. The specialty qualifications, time commitment and experience of the staff must be appropriate for the specialist disciplines presented for accreditation. There must be a director for each specialty program with defined responsibilities.

Evidence requirements

Provide current staff status for each program in tabulated form (include in relevant appendix pertaining to each of the individual dental specialty programs).

<i>Program</i>	<i>Coordinator/ Director</i>	<i>List of Staff</i>	<i>FTE</i>	<i>Specialist Y/N</i>	<i>Staff/Student Ratio</i>

Standard 10 Admissions policies and procedures

Admission into a dental specialty program must be based on published selection criteria which are applied equitably during the selection process. These must be continually evaluated to assess their effectiveness.

Evidence requirements

Provide the following details:

- Information provided to both domestic and international students
- Quotas and number of individual streams in each discipline
- Current selection procedures for both local and international students
- Reference for current processes
- Special conditions applying to international students
- Options for integration with a concurrent PhD or other higher degree program
- Policy on blood borne viruses and immunisations for new students
- Dental Specialty Course Guide for new students
- Introduction program for new postgraduate students.

A 1-page response is suggested.

Standard 11 Interface with the community

Dental specialty students should be understanding of, and be responsive to, the oral health needs of the Australian/New Zealand community, and overseas communities, as well as their individual patients.

Evidence requirements

- Provide details of the inclusion of an epidemiological component in all/some programs
- Describe how the program develops an understanding of disease as a public health issue
- Describe the education of dental specialty students in the management of ethical issues.

A 1-page response is suggested.

Standard 12 Principles of Mana Māori and of 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 of the Treaty of Waitangi are upheld throughout the programs. 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 dental specialty workforce.

Evidence requirements

Describe how this Standard is given effect in the recruitment of Māori or Aboriginal and Torres Strait Islander (ATSI) students and in scholarship, teaching and research.

For New Zealand education providers, describe the School's relationships with local Iwi and Hapu in ways which illustrate plans to increase Māori participation within the profession and ways to ensure cross cultural understanding.

Outline the strategies to ensure the retention of Māori/ATSI students and for achieving Māori/ATSI focused objectives

A 1 to 2-page response is suggested.

Standard 13 Scholarship and expertise

Graduates of dental specialty programs must be capable of competent independent specialist practice immediately upon graduation and must be committed to continuing professional development. They must be provided with suitable patients and facilities during their dental specialty training program to enable them to develop this level of competence.

Evidence requirements

- Describe the progression of students through dental specialty training
- Detail the use of assessment as a determinant of progression (barrier examinations)
- Provide details of the management of poor performance
- Provide details of mentoring and/or supervision programs
- Describe the input to programs from relevant specialist bodies
- Detail the involvement of students in continuing education courses, as participants or presenters.

A 1-page response is suggested.

Standard 14 Student assessment

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

Evidence requirements

Provide details of:

- Assessment methods as related to educational objectives
- The School's assessment procedures, including portfolio/logbook requirements
- Selection of examiners
- Policy on Supplementary Examinations
- Involvement of specialist bodies in assessment of students.

A 2-page response is suggested.

Standard 15 Student representation

The School must have mechanisms in place for representation of its dental specialty students on relevant committees or boards responsible for postgraduate matters.

Evidence requirements

Tabulate the areas/committees with dental specialty student representation (start a new row for each area).

<i>Area/Committee</i>	<i>No. of Student Representatives</i>	<i>Currently Filled Y/N</i>	<i>Role of Students</i>

Standard 16 Student wellbeing

Counselling and health services should be available to all dental specialty students.

Evidence requirements

- Provide details of all services available to both local and International students
- List requirements for and access to routine vaccinations
- Provide details of Occupational Health and Safety Protocols
- List protocols ensuring that students are provided with a safe working environment eg sharps injury protocols, and provide copies for review during the visit.

A 1 to 2-page response is suggested.

Standard 17 Interface with government, hospitals and professional bodies

The education provider must have functional relationships with the following bodies:

- a. the dental authority
- b. a general hospital
- c. a dental hospital
- d. institutional health care facilities
- e. specialist societies
- f. other education provider departments
- g. the dental profession and the Australian and New Zealand Dental Associations and specialist academies/societies
- h. specialty areas at interstate institutions.

Depending upon the particular specialty, dental specialty students should gain experience in the management of patients in a general hospital setting and other extra-mural facilities.

Evidence requirements

Provide details of the above relationships (a) to (h) both generally and, in the relevant appendices, as they apply to individual disciplines.

A 1 to 2-page response is suggested.

Standard 18 Research

There must be a demonstrated commitment to research activity by the Dental School. Research must represent an identifiable and substantial component in all dental specialty programs. Students must receive formal instruction in scientific method, research methodology, biometrics and ethical conduct.

Evidence requirements

Provide details of:

- The research philosophy of the School
- The research requirements of the program
- The formal and programmed time commitment to research
- Requirements for preparation and presentation of a Thesis/Research Report
- List of publications in each discipline over the past five (5) years, identifying papers authored or co-authored by specialty students.

A 1 to 2-page response is suggested.

Standard 19 Undergraduate teaching

Dental specialty students should be encouraged to participate in undergraduate teaching throughout their program.

Evidence requirements

Provide an outline of:

- School policy on undergraduate teaching by specialty students
- Individual program requirements for participation of specialty students in undergraduate teaching
- Perceived value of undergraduate teaching in dental specialty programs
- Student payment for teaching
- Dental specialty student appointments to teaching positions.

A 1-page response is suggested.

Standard 20 Evaluation of outcomes

Ongoing evaluation of the outcomes of dental specialty programs must be undertaken to determine whether the specific objectives are being met. Results of the evaluation process must be used to improve the program.

Evidence requirements

- Describe how dental specialty program outcomes are evaluated
- Detail School processes for subsequent review and implementation of the evaluation recommendations, with examples

- Detail the frequency of evaluations.

A 1-page response is suggested.

Standard 21 Strategies for improvement

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

Evidence requirements

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

Indicate how this occurred and the outcome for the previous accreditation review.

A 1-page response is suggested.

Standard 22 SWOT analysis

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

Evidence requirements

Include a brief discussion of current active issues in dental specialty education in the State or in New Zealand (as appropriate).

The Accreditation Submission should identify between five and ten individual items under each heading. Then select the three most significant in each area and comment specifically on these.

A 2-page response is suggested.

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