



Australian
Dental
Council

DENTAL COUNCIL

Te Kaunihera Tiaki Nibo

**ADC/DC(NZ) Accreditation Standards:
Education Programs for Dental Prosthetists/ Clinical Dental
Technicians (NZ)**

September 2011

Updated December 2012 - Version 1.2

Australian Dental Council
ABN 70 072 269 900
Level 2, 99 King Street
Melbourne Victoria
Australia

Dental Council
Level 5, 138 The Terrace
PO Box 10-448
Wellington
New Zealand

© Copyright 2011

This work is copyright 2011. Copyright is held by the Australian Dental Council.

It may be reproduced in whole or in part for study or training purposes subject to inclusion of an acknowledgment of the source.

It may not be reproduced for commercial use or sale. Reproduction for purposes other than those indicated above requires a licence or written permission which may be obtained from:

Australian Dental Council

Level 2, 99 King Street
Melbourne Victoria
Australia

Tel +61 (0)3 9657 1777

www.adc.org.au

CONTENTS

PREAMBLE	4
1 OVERVIEW	4
1.1 Purpose of Accreditation	4
1.2 Structure	4
1.3 Process.....	5
2 DEFINITIONS	5
3 ACCREDITATION STANDARDS – DENTAL PROSTHETISTS/CLINICAL DENTAL TECHNICIANS (NZ)	6
Standard 1 Overview of the program	6
Standard 2 Continuous quality improvement	6
Standard 3 The administrative relationship of the School to the education provider	7
Standard 4 School administration and budget	7
Standard 5 Physical facilities and resources.....	8
Standard 6 Staff and staff development.....	8
Standard 7 Admissions policies and procedures	9
Standard 8 The curriculum	9
Standard 9 Articulation Pathways	10
Standard 10 Clinic Administration.....	11
Standard 11 Preparation for practice	12
Standard 12 Student assessment and examination	12
Standard 13 Student privileges, support and representation.....	13
Standard 14 Interface with external bodies.....	14
Standard 15 Interface with the education provider, profession and community.....	14
Standard 16 Research and continuing professional development.....	15
Standard 17 Program evaluation	15
Standard 18 National Strategic Framework for Aboriginal, Torres Strait Islander & Māori Health.....	16
Standard 19 SWOT analysis	16
Standard 20 Strategies and timetables for improvement	17

PREAMBLE

For the accreditation of the education programs for dental practitioners, common Accreditation Standards are routinely developed by the Australian Dental Council (ADC)/Dental Council (New Zealand) Accreditation Committee for approval by the respective Councils. These accreditation standards for education programs for dental prosthetists have been developed by the Australian Dental Council at the request of the Dental Board of Australia, specifically for use in Australia. They have been adopted by the Australian Dental Council in September 2011. These accreditation standards were then updated during 2012 to include clinical dental technology program(s) in New Zealand.

1 OVERVIEW

1.1 Purpose of Accreditation

The primary purpose of accreditation of education programs for dental prosthetists/clinical dental technicians (NZ) is to assure the quality of educational providers and their programs, and to promote improvements in quality.

The accreditation process 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 be registered to practise as a dental prosthetist in Australia, and as a clinical dental technician in New Zealand.

For this purpose *ADC Accreditation Standards* have been developed by an ADC Working Group with oversight by the Accreditation Committee. They have been endorsed by the Board of Directors of the Australian Dental Council [ADC Board]. 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 Standards were approved by the Ministerial Council on a recommendation from the DBA and became effective on 18 October 2011. The *ADC Accreditation Standards* were subsequently updated to make provision for the accreditation of the clinical dental technology program(s) in New Zealand and endorsed by the Dental Council (NZ).

The *ADC/DC(NZ) Accreditation Standards: Education Programs for Dental Prosthetists/Clinical Dental Technicians (NZ)* are the criteria against which education and training programs for dental prosthetists/clinical dental technicians (NZ) will be assessed for accreditation purposes. The Standards are made available to the education provider prior to the accreditation process and are published on the ADC and DC(NZ) websites and the website of the Dental Board of Australia.

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/DC(NZ) Accreditation Standards* address the requirements for delivery of high quality education and training programs for dental prosthetists/clinical dental technicians (NZ). 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 accreditation process recognises that following graduation, dental prosthetists/clinical dental technicians (NZ) 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/New Zealand communities and individual citizens.

1.3 Process

The individual *accreditation standards* for dental prosthetist/clinical dental technology (NZ) programs together 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/DC(NZ) provides a separate publication to assist education providers in their use of these *Accreditation Standards*. This companion document *ADC/DC(NZ) 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/DC(NZ) for further information or clarification:

Accreditation Officer
 Australian Dental Council
 PO Box 13278
 Law Courts
 Victoria 8010 Australia
 Tel: +61(0)3 9657 1777
 Fax: +61(0)3 9657 1766
 E-mail: accred@adc.org.au

Senior Business Development Advisor
 Dental Council
 PO Box 10-448
 Wellington 6143 New Zealand
 Tel: +64(0)4 499 4820
 Fax: +64(0)4 499 1668
 E-mail: suzanne.bornman@dcnz.org.nz

2 DEFINITIONS

Course	The degree/study program delivered by a School.
Curriculum	The academic units/structure within the course/units of competence.
Education Provider Programs	Established educational institution. Courses of education and training delivered by a School leading to registration as a dentist, dental specialist, dental hygienist, dental therapist, oral health therapist or dental prosthetist/clinical dental technician (NZ).
Research (Australian definition)	The detailed study of a subject. The understanding of the subject is demonstrated through: <ul style="list-style-type: none"> • the gathering of data, information and fact, • the interpretation, analysis and evaluation of the information obtained • a report or review that demonstrates new understanding of the subject.

Research (New Zealand definition)	The adding of new knowledge to the existing body of knowledge within a subject area. This is demonstrated through: <ul style="list-style-type: none"> • The identification of a question/problem not answered in the existing body of knowledge, • the gathering of data, information and fact, • the interpretation, analysis and evaluation of the information obtained • a report or review that demonstrates new understanding of the problem/question.
School	Faculty, school, department or discipline within a university or other education provider that delivers educational programs leading to registration as a dentist, dental specialist, dental hygienist, dental therapist, oral health therapist or dental prosthetist/clinical dental technician (NZ).
Service	An organisation or utility external to the School that provides support which contributes to the educational outcomes of the program.

3 ACCREDITATION STANDARDS – DENTAL PROSTHETISTS/CLINICAL DENTAL TECHNICIANS (NZ)

Standard 1 Overview of the program

The School must have a clearly-defined educational philosophy for its dental prosthetist/clinical dental technology (NZ) program.

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

Evidence

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
- The School's approach to teaching and learning
- How the School promotes student development and growth.

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 Continuous quality improvement

The School must address the conditions, recommendations and suggestions made in the report of the previous accreditation or audits undertaken and any other reports since that time.

This is an important determinant of the accreditation status awarded as it demonstrates the School's awareness of the need for continual improvement and the requirements of the National Law (Australia) and the Health Practitioner Competence Assurance Act (New Zealand).

Evidence

Describe the overall approach to continuous quality improvement.

List the improvements made as a result of all internal and external audits undertaken since the

previous visit.

Describe how each condition, recommendation and suggestion of the previous ADC/DC(NZ) Accreditation Report and other internal and external audits has been addressed. In this regard, reproduce in full the conditions, recommendations and suggestions of the previous accreditation review before the detailing the relevant updated response from the School. Include any conditions, recommendations and suggestions from previous internal or external audits by other accrediting organisations.

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

Standard 3 The administrative relationship of the School to the education provider

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

Evidence

Describe the administrative relationship of the School within the education provider. 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.

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 staff to enable the objectives of its dental prosthetist/clinical dental technology (NZ) program to be achieved.

Evidence

Describe the committee structures within the School for management of the dental prosthetist /clinical dental technology (NZ) program. (Use a flowchart that includes names of staff members with management and administrative responsibilities, wherever possible).

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

Describe how the resources available to the School enable it to fulfill 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, library 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.

A 2-page response is suggested.

Standard 5 Physical facilities and resources

The design, size and general state of buildings, classrooms, library, laboratories, clinics, general educational facilities and outplacement clinics 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 should be available.

Evidence

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.

Detail the provisions made for maintenance and replacement of equipment.

If applicable, describe the outplacement facilities used in the program (including names and addresses of clinics, number of chairs in each clinic and details of placements).

If applicable, 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.

If applicable, provide details of any contracts/agreements for student placement and how these are implemented and monitored.

If applicable, provide copies of the latest agreement documents.

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 adequately all of the required disciplines of dental prosthetist/clinical dental technology (NZ) practice. The School must provide a staff development program for all staff members.

Evidence

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

Provide 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 the credentialing process for permanent and casual staff.

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.

A 1 to 2-page response is suggested.

Standard 7 Admissions policies and procedures

Admission into the dental prosthetist/clinical dental technology (NZ) program must be based on published selection criteria which must be available to advisors and applicants, and applied equitably during the selection process. Admissions processes must be continually evaluated to assess their effectiveness.

Evidence

Describe the School's admissions process, including information about pre-requisites, year entry, quotas, categories and numbers of applicants (eg international, Australian HECS, Australian/New Zealand 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 and any recommendations followed up.

Describe the appeals process and the number and types of complaints and their outcomes for the last 3 years.

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 curriculum is to produce dental prosthetists/clinical dental technicians (NZ) who are eligible for registration and "work ready"— knowledgeable, competent, with caring attitudes, and who are able to understand and work within a dental team, adapt to change and who appreciate the need to continue to educate themselves throughout their careers. Dental prosthetists/clinical dental technicians (NZ) must support the role of the patient in decision making and self management. They must be aware of their legal requirements within the Health Practitioner Regulation National Law Act (Australia)/ Health Practitioners Competence Assurance Act (New Zealand) and other relevant legislation.

The Program's curriculum will/may be assessed with reference to:

- The educational philosophy and objectives of the education provider
- The relationship with the Health Training Package (Australian programs)
- The understanding of the social justice issues and need for ethical behavior
- Maintaining current clinical "models of best practice"
- The interrelationship of clinical and theory subjects to create a related body of knowledge.

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

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

current policy.

Evaluation process of clinical care must be established and operational to ensure that acceptable standards of patient care are maintained.

Evidence

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

Describe the process within the education provider 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 any major structural change, indicate areas of overlap between the old and new programs.

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 coordinated 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.

Provide copies of the course guide or handbook provided to students. This should include the name of course co-coordinators, aims and objectives of subjects, topics covered, contact hours for lectures, laboratories, tutorials, clinics, *etc*, assessment processes, required texts and manuals and 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 subjects that are jointly run with other programs.

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.

Provide example of Student log book from outplacement clinic if available.

Up to a 10-page response is suggested.

Standard 9 Articulation Pathways

There should be integration of the dental prosthetist/clinical dental technology (NZ) program with other dentally relevant courses where possible so students learn to work as members of the dental 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 the dental prosthetist/clinical dental technology (NZ) program offered by the School or the education provider and other institution.

Evidence

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

Describe how the dental prosthetist/ clinical dental technology (NZ) program articulates with other programs, eg dental hygienist, dental therapist, oral health therapist, dentist, dental specialist programs, science degrees and other programs.

Describe how dental technician programs articulate with the dental prosthetist/ clinical dental technology (NZ) program.

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

Detail the other dental prosthetist/ clinical dental technology (NZ) education programs in the State/Territory/New Zealand and details of any interaction between the students associated with these programs and students in the program.

Describe how dental prosthetist/ clinical dental technology students (NZ) interact with other members of the dental team throughout the course.

Describe how dental prosthetist/ clinical dental technology (NZ) students interact with other health professionals 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 dental patient care in a setting conducive to learning.

Evidence

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

Provide 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 *within the School*, placements outside the School, etc (also refer to Standard 14).

If applicable, detail how the clinical standards across clinical placements are maintained, eg mentoring and/or supervision arrangements.

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

A 2-page response is suggested.

Standard 11 Preparation for practice

Prior to graduation, students must be capable of competent practice. They must be provided with suitable patients and facilities during the program to enable them to develop this competence.

Evidence

Describe how students gain adequate experience in all areas of dental prosthetist/ clinical dental technology (NZ) clinical practice prior to graduation.

Indicate when and how the student experience is integrated with treatment planning and management of patients.

If formal requirements for clinical experience are specified, provide the range performed by students in each of the years of the dental prosthetist/ clinical dental technology (NZ) 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 the program to dental prosthetist/ clinical dental technology (NZ) 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.

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

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 Prosthetist/ clinical dental technology (NZ) students must have the same rights and privileges as other students of the education provider. There must be opportunities for student representation on relevant committees. Student grievances and concerns must be identified and addressed. Counselling and health services should be available to all students.

Evidence

Detail how dental prosthetist/ clinical dental technology (NZ) 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 prosthetist/ clinical dental technology (NZ) program and within the education provider 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, 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.

A 2 to 3-page response is suggested.

Standard 14 Interface with external bodies

Australian education providers and the Schools must have functional relationships with the relevant dental services authority and other institutional health care facilities to ensure that the educational objectives can be achieved.

Evidence

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

Describe the relationship between the School and the dental/oral health services authority. 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 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.

In New Zealand this is provided within the School.

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 various dental practitioner organisations, and with the community in order to promote the practice of dental prosthetists/ clinical dental technicians (NZ) and provide learning opportunities for dental prosthetist/ clinical dental technology (NZ) students.

Evidence

Describe how the School interacts with other education provider departments.

Describe how the School interacts with the dental prosthetist/ clinical dental technician (NZ) profession.

Detail any difficulties or areas of tension in these relationships.

Describe how the School promotes the practice of dental prosthetists/ clinical dental technicians (NZ) within the community and general oral health and awareness.

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

A 1-page response is suggested.

Standard 16 Research¹ and continuing professional development

The School must be able to demonstrate the teaching of information literacy and the use and interpretation of research relevant to the dental prosthetist/ clinical dental technology (NZ) program. Staff must be aware of current research activity in areas relevant to dental prosthetist/ clinical dental technology (NZ) practice and general oral health. Students must be able to interpret relevant scientific literature and to use an evidence based approach to their practice.

An evidence-based approach to learning should to be used to underpin the dental prosthetist/clinical dental technology (NZ) program.

The School must demonstrate its support for continuing professional development.

Evidence (if applicable)

Outline the research strengths of the School. Provide evidence of any 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 prosthetist/ clinical dental technology (NZ) 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 any postgraduate programs offered by the School and indicate how they are linked to the undergraduate course.

Describe how continuing professional development (CPD) programs for dental prosthetists/ clinical dental technicians (NZ) are run in the State/Territory/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 Program evaluation

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

Evidence

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 examiner reports
- course experience questionnaires (CEQs)
- evaluation by graduates eg how well-prepared they are

¹ See definition on page 6 of this document

- 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 National Strategic Framework for Aboriginal, Torres Strait Islander & Māori Health

Australian education providers should demonstrate the inclusion of the National Strategic Framework for Aboriginal and Torres Strait Islander Health and its nine principles throughout the program; and that there is a commitment to contributing to the development of an Aboriginal and Torres Strait Islander dental health workforce. New Zealand education providers must demonstrate that the principles of Mana Māori and the Treaty of Waitangi are upheld throughout the clinical dental technology (NZ) program.

Evidence

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

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

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

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

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

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

For New Zealand programs, 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.

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 and delivery of its dental prosthetist/clinical dental technology (NZ) program.

Evidence

Include a brief discussion of current active issues in dental education in the State/Territory/New Zealand, with particular reference to dental prosthetist/ clinical dental technology (NZ) education.

Detail the perceived strengths of the dental prosthetist/ clinical dental technology (NZ) course.

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 prosthetist/clinical dental technology (NZ) program based on the self-assessment process undertaken for accreditation.

Evidence

Provide details of the School's strategies for improvement of the dental prosthetist/ clinical dental technology (NZ) programs, including a timetable for implementation.

Indicate how this occurred for the previous accreditation process.

A 1-page response is suggested.

Adopted:	ADC Executive Committee, 28 September 2011
Approved by Dental Board of Australia:	14 October 2011
Effective Date:	18 October 2011 (date of publication on DBA website)
Version Control:	v1.2
Review Date:	Updated December 2012