

# Accreditation Standards & Processes

Information session

# Outline

---

1. Background
2. The new Standards – and what it means for you
3. The wider accreditation picture
4. Making an accreditation submission
5. The future

# 1. Background

# Who does what in dental accreditation?



ADC	DBA	AHPRA
Develops (and reviews) accreditation standards (for <u>all</u> categories of registration) with wide public consultation	Approves accreditation standards; requests review of accreditation standards	Contracts for required accreditation functions
Assesses new and existing programs of study for accreditation  Monitors accredited programs of study	May approve or refuse to approve an accredited program of study as providing a qualification for the purposes of registration	Publishes list of approved programs for registration
Assesses overseas trained practitioners for suitability to apply for registration	Recognises ADC assessed practitioners passing the ADC requirements for registration	Processes registration applications

# Development of new standards

---



- Current Accreditation Standards in effect since 2010 – and based on previous Guidelines
- Four separate sets of Standards for the different dental professions
- Between 20-22 Standards
- Good practice suggests that a review of Standards be undertaken at least every five years



# Development process

---

- Process began in early 2014 – overseen by a Steering Committee
- Review discussion paper
- Appointment of a project consultant – literature review
- Stakeholder fora across Australia
- Draft Standards – public consultation
- Approved by ADC Governing Board – November 2014
- Approved by the DBA – December 2014
- Effective 1 January 2016

## **2. The new Accreditation Standards for Dental Practitioner Programs – and what it means for you**

# The new Standards

---

- One set of Standards for the professions
- Five Domains – with a descriptive Standard Statement

Domain	Standard Statement
1. Public safety	Public Safety is assured
2. Academic Governance & Quality Assurance	Academic governance and quality assurance processes are effective
3. Program of study	Program design, delivery and resourcing enable students to achieve the required professional attributes and competencies
4. The student experience	Students are provided with equitable and timely access to information and support
5. Assessment	Assessment is fair, valid and reliable



# The new Standards

---

- Each Standard Statement supported by a set of ‘Criteria’
- Indicators that set out what is expected of an ADC/DC (NZ) accredited program in order to meet each Standard Statement
- Not sub-standards that will be individually assessed
- When assessing a program the ADC/DC (NZ) will have regard for whether each of the Criteria is met, but will take an on-balance view of whether the evidence presented by a provider clearly demonstrates that a particular Standard is met

# Important to note

---

- Are **minimum (i.e. threshold) standards** and set out the minimum required to deliver dental education and training to produce an **entry level graduate**
- Programs are **NOT** assessed against best practice standards under the Health Practitioner Regulation National Law (the *National Law*)
- Providers only have to meet the threshold for a Standard to be met

# What else is new?

---

- Standards are more outcome focussed than their predecessors
- Greater flexibility - onus is on the provider to demonstrate how the Standards are met
- A list of 13 'core evidence' documents is prescribed
- Includes a requirement to map the program outcomes to the relevant 'Professional Attributes and Competencies'
- Providers at liberty to include whatever further information they wish

# Other things you need to know

---



- Standards take effect on 1 January 2016
- Current conditions of accreditation will be reviewed to ensure alignment with the Standards – and providers will be advised of any changes
- A range of documentation is being updated to help you
  - Accreditation Guidelines
  - Assessor Manual
  - Accreditation application template
- Revised Professional Attributes and Competencies available by the end of 2015

# 3. The wider accreditation picture

# Touchpoints

---

- Accreditation / re-accreditation – every 5-7 years
- Monitoring framework
  - Monitoring visits – when required
  - Annual Reports – every year (obviously)
  - Major changes – as they occur (in advance)
  - Regular scan of provider websites
- TEQSA MOU

# Documents to help

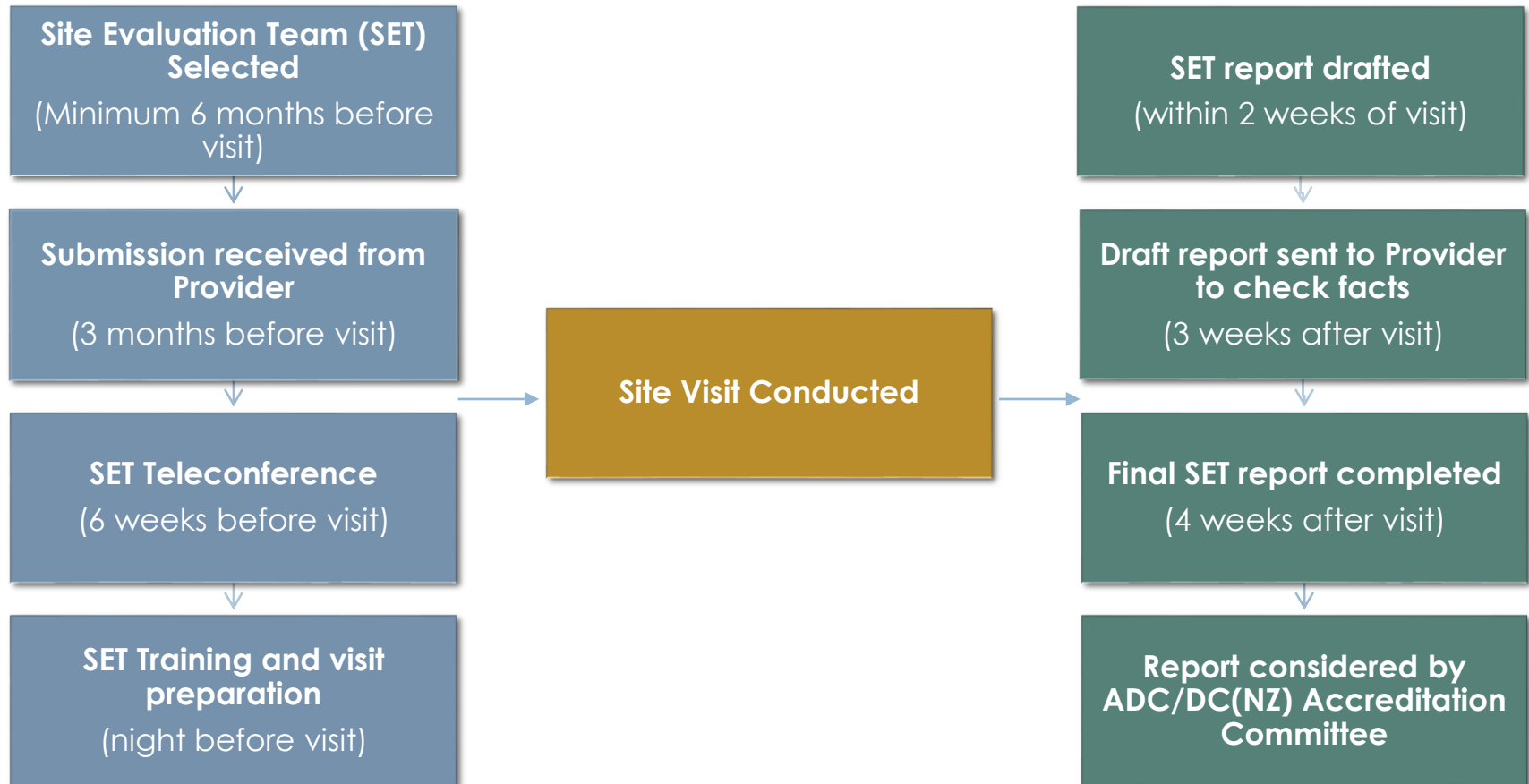
---

- Accreditation Guidelines
  - Details the accreditation process, philosophy and requirements
- SET assessor manual
  - Details the accreditation process and the role of the assessor in it
- Assessor training slides
  - Cover the accreditation process and the role of the assessor
- Application template
  - To help focus your accreditation submission
  
- And when in doubt . . . . . Contact the office!

# 4. Making an accreditation submission



# Accreditation Process



# Things to bear in mind

---

- The Application Template is there to guide you
- Aside from the 'core evidence' requirements the content of the application is up to you
- Clearly link evidence to the Standards – try not to leave gaps or opportunities for misunderstanding
- Don't assume that the SET assessors have prior knowledge of your program
  
- Same applies when notifying ADC of major changes etc.

# 5. The future

# What next?

---

- New Standards implemented from 1 January 2016
- Gradual shift to a more risk-based approach to accreditation
  - In part based on information supplied in the Annual Reports
- If you have a question – contact the ADC

# Thank you

**Any questions:**

E: [accred@adc.org.au](mailto:accred@adc.org.au)

T: (03)9657 1777