



Australian Dental Council (ADC)/ Dental Council New Zealand (DC(NZ))

Accreditation Standards for Dental Practitioner Programs

December 2014

ADC/DC(NZ) Program Accreditation Standards

Domain	Standard statement	Criteria
1. Public Safety	1. Public safety is assured.	<p>1.1 Protection of the public and the care of patients are prominent amongst the guiding principles of the educational program, clinical training and student learning outcomes.</p> <p>1.2 Student impairment screening and management processes are effective.</p> <p>1.3 Students achieve the relevant competencies before providing patient care as part of the program.</p> <p>1.4 Students are supervised by suitably qualified and registered dental and/or health practitioners during clinical education.</p> <p>1.5 Health services and dental practices providing clinical placements have robust quality and safety policies and processes and meet all relevant regulations and standards.</p> <p>1.6 Patients consent to care by students.</p> <p>1.7 Where required, all students are registered with the relevant regulatory authority/ies.</p> <p>1.8 The education provider holds students and staff to high levels of ethical and professional conduct.</p>
2. Academic Governance and Quality Assurance	2. Academic governance and quality assurance processes are effective.	2.1 The provider has robust academic governance arrangements in place for the program of study that includes systematic monitoring, review and improvement.

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		<p>2.2 Quality improvement processes use student and other evaluations, internal and external academic and professional peer review to improve the program.</p> <p>2.3 There is relevant external input to the design and management of the program, including from representatives of the dental professions.</p> <p>2.4 Mechanisms exist for responding within the curriculum to contemporary developments in health professional education.</p>
3. Program of Study	3. Program design, delivery and resourcing enable students to achieve the required professional attributes and competencies.	<p>3.1 A coherent educational philosophy informs the program of study design and delivery.</p> <p>3.2 Program learning outcomes address all the relevant attributes and competencies.</p> <p>3.3 The quality and quantity of clinical education is sufficient to produce a graduate competent to practice across a range of settings.</p> <p>3.4 Learning and teaching methods are intentionally designed and used to enable students to achieve the required learning outcomes.</p> <p>3.5 Graduates are competent in research literacy for the level and type of the program.</p> <p>3.6 Principles of inter-professional learning and practice are embedded in the curriculum.</p> <p>3.7 Teaching staff are suitably qualified and experienced to deliver the units that they teach.</p> <p>3.8 Learning environments support the achievement of the required learning outcomes.</p>

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		<p>3.9 Facilities and equipment are accessible, well-maintained, fit for purpose and support the achievement of learning outcomes.</p> <p>3.10 Cultural competence is integrated within the program and clearly articulated as required disciplinary learning outcomes: this includes Aboriginal, Torres Strait Islander and Māori cultures.</p> <p>3.11 The dental program has the resources to sustain the quality of education that is required to facilitate the achievement of the necessary attributes and competencies.</p>
4. The student experience	4. Students are provided with equitable and timely access to information and support.	<p>4.1 Course information is clear and accessible.</p> <p>4.2 Admission and progression requirements and processes are fair and transparent.</p> <p>4.3 Students have access to effective grievance and appeals processes.</p> <p>4.4 The provider identifies and provides support to meet the academic learning needs of students.</p> <p>4.5 Students are informed of and have access to personal support services provided by qualified personnel.</p> <p>4.6 Students are represented within the deliberative and decision making processes for the program.</p> <p>4.7 Equity and diversity principles are observed and promoted in the student experience.</p>
5. Assessment	5. Assessment is fair, valid and reliable.	5.1 There is a clear relationship between learning outcomes and assessment strategies.

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		<p>5.2 Scope of assessment covers all learning outcomes relevant to attributes and competencies.</p> <p>5.3 Multiple assessment tools, modes and sampling are used including direct observation in the clinical setting.</p> <p>5.4 Program management and co-ordination, including moderation procedures ensure consistent and appropriate assessment and feedback to students.</p> <p>5.5 Suitably qualified and experienced staff, including external experts for final year, assess students.</p> <p>5.6 All learning outcomes are mapped to the required attributes and competencies, and assessed.</p>