

### About respondent

Organisation	Charles Sturt University
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### Feedback on draft Accreditation standards

	Yes.
Do you consider that the draft Standards are at the threshold level required for public safety? (Yes, no, partly, do not know)	The thresholds clearly outline a standard of ethical and professional practice required for public safety. Professional competencies are clearly specified and threshold for academic governance ensures that achievement of professional competencies to ensur

	Yes.
Do you consider that the draft Standards are applicable across all types of education providers delivering accredited programs? (Yes, no, partly, do not know)	The draft standards are applicable across all types of education providers delivering accredited programs. The draft standards are outcome focused and as such provide flexibility in the delivery of programs to achieve the standards.

### Do you agree with the following specific proposals as incorporated in the draft Standards?

	Yes.
In New Zealand: A dedicated domain in the Standards on cultural competence for Māori and Pacific peoples, and its criteria (Domain 6a in the draft Standards). (Yes, no, partly, do not know)	I agree that in New Zealand a dedicated standard on cultural competence for Māori and Pacific peoples is required.

	Yes.
In Australia: A dedicated domain in the Standards on cultural safety for Aboriginal and Torres Strait Islander Peoples and its criteria (Domain 6b in the draft Standards). (Yes, no, partly, do not know)	I agree that in Australia a dedicated standard on cultural competence for Aboriginal and Torres Strait Islander peoples is required. This is particularly important given the health inequity experienced by Aboriginal and Torres Strait Islander peoples.

	Yes.
The introduction of a preamble explaining the purpose of the Standards and how they will be used. (Yes, no, partly, do not know)	The introduction of the preamble explaining the purpose of the Standards and how they will be used is valuable and will assist education providers to better understand and consider the standards in curricula design and implementation as well as report ach

**An additional criterion requiring programs to ensure students understand the legal, ethical and professional responsibilities of a registered dental practitioner (criterion 1.8 in the draft Standards).**

**(Yes, no, partly, do not know)**

Yes.

It is critical to ensure public safety that dental graduates are able to understand the legal, ethical and professional responsibilities of a registered dental practitioner and to practise in accordance with these responsibilities.

**Amended criteria to require the involvement of dental consumers in accredited program design, management and quality improvement (criterion 2.2 in the draft Standards).**

**(Yes, no, partly, do not know)**

Yes.

Dental consumers are in a unique position to provide feedback on the quality and appropriateness of the dental services they receive. In better understanding the wants, needs and experiences of this important stakeholder group, dental programs will be able to design, deliver and quality assure curricula that will meet current societal expectations and demands. Inclusion of consumer feedback is also consistent with expectations of other accreditation bodies and contemporary moves by universities to co-create programs and program curricula more generally.

**For internal, external, professional and academic input into program design and development to be combined into one criterion (criterion 2.2 in the draft Standards).**

**(Yes, no, partly, do not know)**

Yes.

Combining the stakeholder input into a single criterion provides equal weight on each of the stakeholder groups and acknowledges the importance of each stakeholder group to the design and delivery of high quality, holistic dental programs that meet societal

**The revision of the criteria in Domain 2 – Academic governance and quality assurance to clarify that the focus of the Standards is at the program level.**

**(Yes, no, partly, do not know)**

Yes.

This clarity is useful. However, much academic governance occurs at a University level e.g. academic policies that must be implemented at program levels and course and assessment committees that have final oversight of programs and student grades. These u

**A revised criterion regarding intra- and inter-professional education, replacing criterion 3.6 in the existing Standards.**

**(Yes, no, partly, do not know)**

Yes.

Given the criticality of interprofessional practice in contemporary health delivery an increased focus on interprofessional education is appropriate.

**Amendments to the domain on assessment, including changes to the standard statement and to the criteria underneath (Domain 5 in the draft Standards).**

**(Yes, no, partly, do not know)**

Yes.

The revised statement and criteria clearly identify program requirements in regard to assessment. Key requirements to ensure high quality assessment linked to demonstration of achievement of professional competencies are outlined. These include relationship between assessment and learning outcomes, mapping to professional

competencies, use of multiple assessment approaches, moderation, quality assurance and oversight by suitably qualified individuals.

### Additional comments

Are there any additional Standards that should be added?

(Yes, no, partly, do not know)

No.

The standards are comprehensive and cover all of the domains required to develop competent and safe dental practitioners.

Are there any Standards that should be deleted or reworded?

(Yes, no, partly, do not know)

Partly.

1. Public Safety 1. Public safety is assured 1.1 Protection of the public and the care of patients are prominent amongst the guiding principles for the program, clinical training and learning outcomes; 1.4 Students are supervised by suitably qualified and registered dental and/or health practitioners during clinical education. The use of different terms for potentially the same thing, 'clinical training' and 'clinical education' has the potential to confuse. I would recommend use of one term for consistency.

Do you have any other comments on the Standards?

The Standards clearly articulate course requirements and will be very helpful for education providers.