



Dental Council
Te Kaunihera Tiaki Niho

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

Accreditation standards for dental practitioner programs

Please note: Standards should be read in conjunction with the ADC/DC(NZ) guidelines for accreditation of education and training programs for dental practitioners

© Australian Dental Council Ltd
PO Box 13278
Law Courts Victoria 8010
Australia

Tel: +61 (0) 3 9657 1777

Fax: +61 (0) 3 9657 1766

Email: accreditation@adc.org.au

Web: www.adc.org.au

ABN: 70 072 269 900

Document Version Control

Rev	Description	Originator	Reviewed	Approved	Date
1.0	Implementation				01/01/2016

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>

Domain	Standard statement	Criteria
2. Academic Governance and Quality Assurance	2. Academic governance and quality assurance processes are effective.	<p>2.1 The provider has robust academic governance arrangements in place for the program of study that includes systematic monitoring, review and improvement.</p> <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>

Domain	Standard statement	Criteria
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> <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>

Domain	Standard statement	Criteria
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>

Domain	Standard statement	Criteria
5. Assessment	5. Assessment is fair, valid and reliable.	<p>5.1 There is a clear relationship between learning outcomes and assessment strategies.</p> <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>