



## **ADC/DC(NZ) procedure for the review of specialist dental practitioner programs**

### **Objective of procedure**

Where an education provider offers a dental specialty program the Australian Dental Council (ADC) / Dental Council (New Zealand) (DC(NZ)) will incorporate relevant specialist input into the Site Evaluation Team (SET), through the appointment of at least one SET member who is a representative of the specialty under review, and recognised as appropriate to undertake a peer evaluation of the specialty. This may include an international representative.

### **Principles governing reviews of specialist dental programs**

The following principles will apply to the **ADC's** assessment of specialist dental programs:

1. A registered specialist practitioner from the specialty being reviewed will form part of the ADC SET. For example, where the ADC is reviewing an endodontist program and a periodontist program, an endodontist and a periodontist will form part of the ADC team.
2. All specialist assessors will be given ADC assessor training and be subject to the same requirements as other ADC assessors, such as requirements regarding confidentiality.
3. The specialist academy or society relevant to the specialty being reviewed will be given the opportunity to nominate the specialist practitioners to be appointed to the ADC register of assessors to form part of a pool of specialist assessors for each specialty. This pool of assessors will be regularly updated through liaison with the relevant academy/society.
4. The ADC will appoint specialist assessors to the SET from the pool of specialist assessors as nominated by the relevant academy/society, except where circumstances limit the availability of assessors to the extent that the ADC is required to resort to other organisations or individual experts to source specialist expertise. For example, if a peak body for a specialty is involved in developing a program being accredited the ADC may need to source its specialist assessors from overseas.
5. Where an education provider has multiple specialist programs and there is reasonable alignment of accreditation expiry dates the ADC will aim to review all specialties at the same accreditation visit.
6. Where there are multiple specialist programs to be reviewed the ADC may appoint a Deputy Chair to support the SET Chair
7. Generic standards or criteria that in the main are applicable to all of an education provider's programs will be assessed by the Chair and Deputy Chair of the SET and the ADC Director, Accreditation (or delegate).
8. Where there is joint assessment of a standard the Chair and ADC Director, Accreditation will take the lead in developing findings for that standard, with input from specialist assessors where appropriate.
9. Specialist assessors will provide the primary input into the assessment of standards and criteria specific to the specialty to determine if the standard is met.

10. Where multiple programs are assessed simultaneously using a single specialist assessor for each specialty, the ADC reserves the right to engage additional specialist assessors to provide further review of a specialist program where the circumstances of the assessment require more detailed assessment. This would form an additional component of the SET review and take place in accordance with the procedure set out in Attachment B.
11. Where an education provider offers a single specialty, accreditation of the program may be conducted concurrently with accreditation of other dental programs offered by the provider, for example dentistry. In this case principles 1-4 will apply.
12. Specialist reviewers may suggest quality improvement recommendations that reflect the views of their specialist academy or society for incorporation into the SET report. These recommendations will serve to encourage improvement of the program but do not indicate a judgment against the accreditation standards with which the program must comply.

### **Procedure for reviewing multiple specialist programs in Australia**

The ADC/DC(NZ) recognises that particular guidance is needed to education providers and SETs to assist in undertaking reviews of multiple specialist programs during a single site visit. The ADC has therefore developed the following procedure and sample site visit schedule that will guide its reviews of multiple specialist programs offered by a single education provider.

This procedure and the sample visit schedule will be applied flexibly depending on the needs of the education provider and the SET. For example, the times for visiting clinics may vary due to clinic operation.

All visits will be structured to enable the following steps to be undertaken.

#### Outline of steps in the procedure

1. The ADC will appoint a team that consists of:
  - a. An experienced team chair (a general or specialist dentist)
  - b. Where appropriate, an experienced Deputy Chair (as per principle 6 above)
  - c. The ADC Director, Accreditation (or delegate)
  - d. A minimum of one specialist assessor for each speciality nominated by the relevant specialist academy or society and approved as an ADC assessor
2. Some specialties may choose to have a second assessor e.g. to assist in the evaluation of the education provider's self-assessment. In such circumstances the following applies:
  - a) Costs for the additional assessor must be borne by the relevant specialist society/academy;
  - b) The education provider agrees to the participation of an additional specialist assessor.
3. The Chair and the ADC Director, Accreditation will be responsible for:
  - a. Reviewing the education provider's submission as a whole;
  - b. Evaluating the education provider's performance against those standards and criteria that are applicable across all specialities.

4. The specialist assessors will be solely responsible for reviewing those aspects of the program that require specialist input, namely:
  - a. The curriculum for the program;
  - b. The arrangements for teaching the program, including the qualifications and experience of academic staff teaching the specialist components of the program;
  - c. The arrangements for clinical training in the program, including the qualifications and experience of clinicians involved in demonstrating and the adequacy of clinical practice provided to students.
  - d. Student assessment, including the suitability of the assessment methods used to evaluate student competencies
5. The Chair, Deputy Chair (if applicable) and the ADC Director, Accreditation will be responsible for preparing the report against the standards and criteria they have assessed.
6. The specialist assessors will provide an assessment against those standards and criteria relevant to Point 4 for incorporation into the report. The Chair, Deputy Chair (if applicable) and ADC Director, Accreditation will be responsible for bringing these assessments together into a single consistent report.

A draft sample schedule has been developed (attachment A) based on the maximum number of specialties that could be expected to be reviewed simultaneously. **Attachment A is to be used as a guide only and will be applied flexibly.** That is the ADC/DC(NZ) will have the capacity to extend or reduce the length of the site visit depending on circumstances, and after consultation with the SET and the education provider. The schedule is based on the principle that there will be no fewer than two assessors when interviewing stakeholders to ensure the validity of evidence gathered from interviews. Flexibility will be essential.

### **Principles and Procedure for reviewing multiple specialist programs in New Zealand**

The following **principles** will apply to the **DC(NZ)**'s assessment of specialist programs:

1. A registered specialist practitioner from the specialty being reviewed will form part of the DC(NZ) SET. All specialist assessors will be given assessor training and be subject to the same requirements as other accreditation assessors, such as requirements regarding confidentiality.
2. The specialist academy or society relevant to the specialty being reviewed will be given the opportunity to nominate the specialist practitioners to be appointed to the register of assessors.
3. Where an Education Provider has multiple specialist programs and there is reasonable alignment of accreditation expiry dates the DC(NZ) will aim to review all specialties at the same accreditation visit.
4. Where there are multiple specialist programs to be reviewed the DC(NZ) may appoint a Deputy Chair to support the SET Chair.
5. Generic standards or criteria that in the main are applicable to all of an education provider's programs will be assessed by a core group of the SET, comprising of the SET

Chair, SET Deputy Chair, laymember and two dental specialists appointed to perform the review of a specialist program. The two dental specialist representatives on the core group will be selected by the SET members prior to the site visit.

6. Where there is joint assessment of a standard the core group will take the lead in developing findings for that standard, with input from the specialist assessors where appropriate.
7. Specialist assessors will provide the primary input into the assessment of standards and criteria, specific to the specialty to determine if the standard is met.
8. Where multiple programs are assessed simultaneously using a single specialist assessor for each specialty, the DC(NZ) reserves the right to engage additional specialist assessors to provide further review of a specialist program where the circumstances of the assessment require more detailed assessment. This would form an additional component of the SET review and take place in accordance with the procedure set out in Attachment B.
9. Where an education provider offers a single specialty, accreditation of the program may be conducted concurrently with accreditation of other dental programs offered by the provider, for example dentistry. In this case principles 1-3 will apply.
10. Specialist reviewers may suggest quality improvement recommendations that reflect the views of their specialist academy or society for incorporation into the SET report. These recommendations will serve to encourage improvement of the program but do not indicate a judgment against the accreditation standards with which the program must comply.

### **Procedure for reviewing multiple specialist programs in New Zealand**

The DC(NZ) has developed the following procedure that will guide its reviews of multiple specialist programs offered by a single education provider.

This procedure and the sample visit schedule will be applied flexibly depending on the needs of the education provider and the SET. For example, the times for visiting clinics may vary due to clinic operation.

All visits will be structured to enable the following steps to be undertaken.

#### Outline of steps in the procedure

1. The DC(NZ) will appoint a team that consists of:
  - a. An experienced team Chair (dental specialist)
  - b. Where appropriate, an experienced Deputy Chair (as per principle 4 above)
  - c. A lay member
  - d. A specialist assessor for each speciality, nominated by the relevant specialist academy or society and approved as an DC(NZ) assessor.
2. The core group will be responsible for:
  - a. Reviewing the education provider's submission as a whole;
  - b. Evaluating the education provider's performance against those standards that are applicable across all specialities, including the common research component.

3. The specialist assessors will be responsible for reviewing those aspects of the program that require specialist input, namely:
  - a. The curriculum for the program;
  - b. The arrangements for teaching the program, including the qualifications and experience of academic staff teaching the specialist components of the program;
  - c. The arrangements for clinical training in the program, including the qualifications and experience of clinicians involved in demonstrating and the adequacy of clinical practice provided to students.
  - d. Student assessment, including the suitability of the assessment methods used to evaluate student competencies
4. The Chair and Deputy Chair (if applicable), will be responsible for preparing the report against the standards and criteria they have assessed.
5. The specialist team members will provide an assessment against those standards and criteria relevant to Point 3 for incorporation into the report. The Chair and Deputy Chair (if applicable), will be responsible for bringing these assessments together into a single consistent report.

A draft sample schedule has been developed (attachment A) based on various number of specialties that could be expected to be reviewed simultaneously. **Attachment A is to be used as a guide only and will be applied flexibly.** That is the ADC/DC(NZ) will have the capacity to extend or reduce the length of the site visit depending on circumstances, and after consultation with the SET and the education provider. The schedule is based on the principle that there will be no fewer than two assessors when interviewing stakeholders to ensure the validity of evidence gathered from interviews. Flexibility will be essential.

## Attachment A – Sample schedule for specialist review combining eight specialties

### DAY 0

Time	Activity
3:30 – 4:30pm	Meeting of ADC staff member and SET Chair/Deputy Chair
4:30 – 6:30 pm	Training & review sessions for whole SET inc. specialist reviewers 1-4 at hotel
7:00 pm	Team dinner

### DAY 1

Time	Activity		
8:30 am	SET arrival and set-up / in-camera preparations		
8:45 – 9:30am	Meeting with Dean/Head of School ( <i>all SET members</i> )		
9:30 - 10:00 am	Meeting with support staff (administrative/financial/quality assurance/clinic administration) – <i>SET Chair and ADC Director, Accreditation</i>	<i>Specialist assessors and Deputy Chair</i> to visit clinical facilities, view students in clinic where relevant	
10:00 - 10:30 am	Meeting with other academic staff with overall responsibility for DClinDent program or aspects of the program, eg research, curriculum committee representatives - <i>SET Chair and ADC Director, Accreditation</i>	Specialist reviewers to review teaching space & library  (to be split into groups as necessary depending on location of facilities)	
<b>10:30 - 11:00 am</b>	<b>MORNING TEA BREAK (IN-CAMERA REVIEW)</b>		
11:00 - 11:30 am	Specialty 1 Coordinator ( <i>SET Chair &amp; specialist reviewer</i> )	Specialty 2 Coordinator ( <i>SET Deputy Chair &amp; specialist reviewer</i> )	Specialists 3 & 4 prepare for interviews ( <i>ADC Director, Accreditation</i> )
11:45 am - 12:15 pm	Specialty 3 Coordinator ( <i>SET Chair &amp; specialist reviewers</i> )	Coordinator Specialty 4 ( <i>SET Deputy Chair &amp; specialist reviewer</i> )	Specialists 1 & 2 prepare for interviews  ( <i>ADC Director, Accreditation</i> )
12:30 - 1:00 pm	Specialty 1 Students all year levels & graduates (6-8) ( <i>SET Chair &amp; specialist reviewer</i> )	Specialty 2 Students all year levels & graduates (6-8) ( <i>SET Deputy Chair &amp; specialist reviewer</i> )	Specialists 3 & 4 develop conclusions & prepare for interviews  ( <i>ADC Director, Accreditation</i> )
<b>1:00 - 1:30 pm</b>	<b>LUNCH (IN-CAMERA REVIEW)</b>		
1:30 - 2:00 pm	Students all year levels & graduates (6-8) Specialty 3	Students all year levels & graduates (6-8) Specialty 4	Specialists 1 & 2 develop conclusions & prepare for interviews

	<i>(SET Chair &amp; specialist reviewer)</i>	<i>(SET Deputy Chair &amp; specialist reviewer)</i>	<i>(ADC Director, Accreditation)</i>
2:15 - 2:45 pm	Specialty 1 Teaching staff – didactic/clinical/surgical <i>(SET Chair &amp; specialist reviewer)</i>	Specialty 2 Teaching staff – didactic/clinical/surgical <i>(SET Deputy Chair &amp; specialist reviewer)</i>	Specialists 3 & 4 develop conclusions & prepare for interviews <i>(ADC Director, Accreditation)</i>
3:00 - 3:30 pm	Specialty 3 Teaching staff – didactic/clinical/surgical <i>(SET Chair &amp; specialist reviewer)</i>	Specialty 4 Teaching staff – didactic/clinical/surgical <i>(SET Deputy Chair &amp; specialist reviewer)</i>	Specialists 1 & 2 develop conclusions <i>(ADC Director, Accreditation)</i>
<b>3:30 – 4:30 pm</b>	<b>AFTERNOON TEA BREAK (IN-CAMERA REVIEW)</b> <b>Specialists 1-4 to discuss conclusions with Chair, Deputy Chair &amp; ADC Director, Accreditation</b>		
<b>5:30 – 7:00 pm</b>	<b>PREPARING FOR DAY 2</b> <b>TRAINING &amp; REVIEW SESSION SPECIALISTS 5-8</b> <b>To be held at the hotel</b> <b>Team dinner to follow at 7.30pm</b>		

## DAY 2

Time	Activity		
8:30 - 8:45 am	SET arrival and set-up / in-camera preparations		
8:45 – 9:30 am	Meeting with Dean/Head of School ( <i>All SET members</i> )		
9:30 - 10:00 am	Coordinator specialty 5 ( <i>SET Chair &amp; specialist reviewer</i> )	Coordinator Specialty 6 ( <i>SET Deputy Chair &amp; specialist reviewer</i> )	Coordinator Specialty 7 ( <i>ADC Director, Accreditation &amp; specialist reviewer</i> )
10:15 - 10:45 am	Students all year levels & graduates (6-8) Specialty 5 ( <i>SET Chair &amp; specialist reviewer</i> )	Students all year levels & graduates (6-8) Specialty 6 ( <i>SET Deputy Chair &amp; specialist reviewer</i> )	Students all year levels & graduates (6-8) Specialty 7 ( <i>ADC Director, Accreditation &amp; specialist reviewer</i> )
<b>10:45 - 11:15 am</b>	<b>MORNING TEA BREAK (IN-CAMERA REVIEW)</b>		
11:15 – 12:15 pm	Specialists 5, 6 & 7 undertake review of clinic facilities, observe students in clinic where possible  Review of library and/or teaching spaces if needed  ( <i>All SET members</i> )		
12:30 - 1:00 pm	Specialty 5 Teaching staff – didactic/clinical/surgical ( <i>SET Chair &amp; specialist reviewer</i> )	Specialty 6 Teaching staff – didactic/clinical/surgical ( <i>SET Deputy Chair &amp; specialist reviewer</i> )	Specialty 7 Teaching staff – didactic/clinical/surgical ( <i>ADC Director, Accreditation &amp; specialist reviewer</i> )
<b>1:00 – 2:00 pm</b>	<b>LUNCH (IN-CAMERA REVIEW)</b> <b>Specialists 5-8 to discuss conclusions with Chair &amp; ADC Director, Accreditation</b>		
<b>2:00 – 4:30 pm</b>	<b>CHAIR, DEPUTY CHAIR &amp; ADC DIRECTOR, ACCREDITATION REPORT WRITE UP</b> <b>(Specialist reviewers depart 2.00pm)</b>		
4.30 – 4.45 pm	Debrief with SET Chair / ADC Director, Accreditation and Dean/Head of School or College		

## **Attachment B – Procedure for additional input into ADC/DC(NZ) reviews of specialist programs**

The ADC/DC(NZ) will seek additional input into Site Evaluation Team reviews of specialist programs where:

1. a specialist assessor requests the Chair that the ADC/DC(NZ) seek further specialist input into a review to complement their assessment; or
2. the Chair and the Director, Accreditation (in Australia) agree that there are grounds for believing that a specialist assessor has not followed ADC/DC(NZ) processes in conducting their review of the program, such as not preparing properly for a review or displaying a bias for or against the program; or
3. the education provider raises an objection to the conduct of the specialist assessor's assessment based on bias or conflict of interest that was not declared prior to the site visit and this objection can be substantiated with evidence; and
4. the SET Chair and Chair of the ADC/DC(NZ) Accreditation Committee, after reviewing the reasons for and background, endorses the proposal to seek further specialist input for a specific specialist program.

The Joint ADC/DC(NZ) Accreditation Committee, in consultation with the educational institution, may also seek additional specialist input into the assessment of a specialist program if upon considering the SET report the Committee determines that additional specialist review of a program is warranted to provide a more comprehensive assessment against the Accreditation Standards.

Appeals on the outcome of accreditation reviews will be handled through the normal Program Accreditation – Appeals and Complaints Policy, and fall outside this provision.

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