

ADC/DC(NZ) guidelines for the review of specialist dental practitioner programs

Rev	Description	Originator	Reviewed	Approved	Date
A	approved & effective			ADC Board	06/06/2014
B	updated				15/10/2014
C	updated				02/09/2016
D	updated	M. Ford		ADC/DC(NZ) Accreditation Committee	09/08/2019
				Dental Council (New Zealand)	09/09/2019

Purpose

The purpose of these guidelines is to explain how the Australian Dental Council (ADC) and Dental Council (New Zealand) (DC(NZ)) will assess education programs for accreditation that lead to registration as a specialist dentist.

These guidelines expand on the processes detailed in the *ADC/DC(NZ) guidelines for accreditation of education and training programs* and relate specifically to programs that enable graduates to apply for registration as a specialist dentist.

Appointment of assessors to review specialist programs

The ADC and DC(NZ) appoint assessors to review programs from the register of assessors. Individuals will be appointed to the register as detailed in the *Policy on assessor criteria and appointment of Site Evaluation Teams*.

To ensure relevant input from the specialty being reviewed, specialist academies and societies will be periodically invited to nominate specialist practitioners to be appointed to the register. Each nominated practitioner must complete the application process to be added to the register. An expression of interest to the broader profession can also be used to solicit interest for assessors. All assessors must meet the same assessor criteria as defined in the *Policy on assessor criteria and appointment of Site Evaluation Teams*.

It is from this appointed pool of assessors that the ADC and DC(NZ) will select assessors to review a particular program and form a Site Evaluation Team (SET).

When selecting assessors to review a program, the ADC and DC(NZ) will ensure that there is appropriate experience in the relevant dental specialty. At least one registered specialist assessor, but no more than two, from the specialty being reviewed will form part of the team.

In selecting the SET, consideration will be given to ensure that there is:

- an experienced clinician in the relevant discipline with standing in the profession
- a senior dental academic with strong understanding of modern educational principles and practice.

This may include an international representative in circumstances that limit the availability or independence of assessors. For example, if a peak body for a specialty is involved in developing a program or offering the program being assessed, then it may be necessary to source a specialist assessor from overseas.

Specialist assessors in Australia

For Australian specialist programs, the ADC will normally appoint one specialist assessor per specialty to a SET. In this instance, the relevant specialist academy/society may request that a second specialist assessor be appointed.

The second specialist assessor must be drawn from the ADC register of assessors, not based in the same state/territory as the education provider and comply with all other requirements of an assessor.

Approval for a second assessor must be sought and received from the ADC Chief Executive Officer (CEO) as early as possible and a minimum of six weeks prior to the site visit. The CEO will consult with the education provider, the Chair of the SET and the Chair of the Accreditation Committee when approving a second assessor. If approved, the second specialist assessor will be an equal member of the assessment team.

The role for all assessors (whether appointed by the ADC or requested by the specialist academy/society) is to assess the program against the ADC/DC(NZ) accreditation standards.

The costs of a second specialist assessor requested by a specialist academy/society must be borne by the relevant specialist academy/society.

Specialist assessors in New Zealand

At least two specialist assessors for each speciality under review will be appointed - a senior Australian dental academic from the specialty (or from another comparable jurisdiction if a conflict of interest exists with available academic assessors) and a dental specialist practising in the specialty in New Zealand.

Accreditation in New Zealand is based on full cost recovery by the education provider.

Principles governing reviews of specialist dental programs

The following principles will apply to the assessment of specialist dental programs:

1. A registered specialist practitioner from each specialty being reviewed will form part of the SET. For example, where an endodontist program and a periodontist program are being reviewed, an endodontist and a periodontist will form part of the team.
2. Each Council appoints the SETs for its jurisdiction's programs. Where joint Australasian visits are undertaken, the Councils agree on the appropriate SET composition across both jurisdictions, and appoint their own representatives to the joint SET.
3. All specialist assessors will be given assessor training.
4. Where an education provider has multiple specialist programs and there is reasonable alignment of accreditation expiry dates the ADC/DC(NZ) will aim to review all specialties at the same accreditation visit.
5. Where there are multiple specialist programs to be reviewed the ADC/DC(NZ) may appoint a Co-Chair or a Deputy Chair to support the SET Chair.
6. For Australian programs:
 - a. Generic standards or criteria that in the main are applicable to all of an education provider's programs will be assessed collectively by the SET. The Chair and Deputy Chair will lead in the assessment of these standards.
 - b. Specialist assessors will provide the primary assessment of standards and criteria specific to the specialty to determine if the standard is met.

7. For New Zealand programs:
 - a. Generic standards or criteria that in the main are applicable to all of an education provider's programs will be assessed by the core group, with input from the specialist assessors where appropriate. The composition of the core group is defined in the outline of the procedure on pages 5 and 6.
 - b. Specialist assessors will provide the primary assessment of standards and criteria specific to the specialty to determine if the standard is met.
8. 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.

Procedure for reviewing multiple specialist programs

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 following procedure and sample site visit schedule will guide the 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 or location.

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

Outline of steps in the procedure

1. *For Australian programs:* 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 5 above);
 - c. At least one member of the ADC secretariat;
 - d. A minimum of one specialist assessor for each speciality from the register of assessors.

For New Zealand programs: The DC(NZ) will appoint a SET that consists of:

- a. An experienced team Chair, or where appropriate Co-Chairs (dental specialist)
- b. A lay member
- c. At least two specialist assessors for each speciality under review. One a senior dental academic from the specialty, and one dental specialist practising in the specialty in New Zealand.
- d. A core group will be appointed by the DC(NZ) comprising of: the Chair or Co-

- Chairs, lay member, and at least two specialist assessors from different specialties under review.
2. For New Zealand programs the core group, and for Australian programs the Chair, Deputy Chair (if applicable) and the member of the ADC secretariat 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 specialties.
 3. The specialist assessors will primarily 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;
 - e. Program requirements related to research.
 4. The specialist assessors will provide an assessment against those standards and criteria specific to the dental specialty they reviewed.
 5. The Chair, Co-Chairs or Deputy Chair (if applicable) and the ADC/DC(NZ) accreditation secretariat will be responsible for bringing these assessments together into a single consistent report.

A draft sample schedule has been developed (attachment A). **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 multiple specialties

Day 1

Session	Time	Who	Notes & focus of session	Standards & Criteria
1.1	8.45 – 9.15	Head of School	Strategic issues / future directions	All
1.2	9.15 – 9.45	Post-graduate program coordinator	Overall management of specialist practitioner programs and management	All
1.3	9.45 – 10.15	Committee/decision makers responsible for oversight of the programs	Program development, monitoring and improvement issues, moderation of assessment and student feedback	Standard 2 - Academic Governance and Quality Assurance Criteria - All Standard 3 – Program of Study Criteria - 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 Standard 4 – The student experience Criteria - 4.1, 4.2 Standard 5 Criteria - All
1.4	10.15-10.45	Professional staff	Student support issues / administration issues (inc. clinic and placement administration)	Standard 1 – Public Safety Criteria - 1.2, 1.3, 1.7, 1.8, Standard 3 – Program of Study Criteria – 3.8, 3.11 Standard 4 – The student experience Criteria - All
	10.45 - 11.00	Morning tea	Closed Session - SET discussion	
1.5	11.00 - 11.30	Local Area Health Authority / Health service delivery partner (if applicable)	Patient management/patient pool Resources including facilities and supporting staff Student supervision Quality and safety policies and processes within facilities External input into program Opportunities for intra and inter professional practice	Standard 1 – Public Safety Criteria - 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Standard 2 - Academic Governance and Quality Assurance Criteria - 2.2, 2.3 Standard 3 – Public Safety Criteria - 3.3, 3.6 3.9
1.6	11.30-12.30	Tour of clinical and other facilities	Staff member(s) to accompany SET Students to be observed in clinic	Standard 1 – Public Safety Criteria - 1.1, 1.3, 1.4, 1.5 Standard 3 – Program of Study Criteria - 3.8, 3.9, 3.11
	12.30 - 13.15	Lunch	Closed Session - SET discussion	

Time	Session	Who	Session	Who	Notes & focus of session	Standards & Criteria
		Discipline 1		Discipline 2	Concurrent sessions	
13.15-14.00	1.6a	Discipline Lead 1	1.6b	Discipline Lead 2	Program structure / program management / content / resourcing / student support / assessment	All
14.00-14.30	1.7a	Academic/clinical staff – Discipline 1	1.7b	Academic/clinical staff – Discipline 2	Program content / student competence / assessment	Standard 2 – Academic Governance and Quality Assurance Criteria - 2.2, 2.4 Standard 3 – Program of Study Criteria - 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10 Standard 5 – Assessment Criteria - 5.1, 5.2, 5.3, 5.4, 5.6
14.30-15.00	1.8a	Current students – Discipline 1	1.8b	Current students – Discipline 2	Program content / clinical experience / assessment / support issues	Standard 1 – Public Safety Criteria - 1.4, 1.6, 1.8 Standard 2 - Academic Governance and Quality Assurance Criteria - 2.2 Standard 3 – Program of Study Criteria - 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10 Standard 4 – The student experience Criteria - All Standard 5 - Assessment Criteria - 5.1, 5.2, 5.4, 5.6
15.00-15.30	1.9a	Recent graduates - students – Discipline 1	1.9b	Recent graduates - students – Discipline 2	Program outcomes / fitness for purpose	Standard 2 - Academic Governance and Quality Assurance Criteria - 2.2 Standard 3 – Program of Study Criteria - 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10 Standard 4 – The student experience Criteria – All Standard 5 - Assessment Criteria - 5.1, 5.2, 5.4, 5.5, 5.6
15.30 - 17.00	Report writing (Includes afternoon tea)		Closed Session - SET discussion			

Day 2

Time	Session	Who	Notes & focus of session	Standards & Criteria		
8.45 – 9.15	2.1	Head of School	Strategic issues / future directions	All		
Time	Session	Who	Session	Who	Notes & focus of session	Standards & Criteria
		Discipline 3		Discipline 4	Concurrent sessions	
9.15-10.00	2.2a	Discipline Lead 3	2.2b	Discipline Lead 4	Program structure / program management / content / resourcing / student support / assessment	All
10.00-10.30	2.3a	Academic/clinical staff – Discipline 3	2.3b	Academic/clinical staff – Discipline 4	Program content / student competence / assessment	Standard 2 – Academic Governance and Quality Assurance Criteria - 2.2, 2.4 Standard 3 – Program of Study Criteria - 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10 Standard 5 – Assessment Criteria - 5.1, 5.2, 5.3, 5.4, 5.6
10.30-11.00	2.4a	Current students – Discipline 3	2.4b	Current students – Discipline 4	Program content / clinical experience / assessment / support issues	Standard 1 – Public Safety Criteria - 1.4, 1.6, 1.8 Standard 2 - Academic Governance and Quality Assurance Criteria - 2.2 Standard 3 – Program of Study Criteria - 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10 Standard 4 – The student experience Criteria - All Standard 5 - Assessment Criteria - 5.1, 5.2, 5.4, 5.6
11.00-11.15	Morning tea		Closed Session - SET discussion			
11.15-11.45	2.5a	Recent graduates - students – Discipline 3	2.5b	Recent graduates - students – Discipline 4	Program outcomes / fitness for purpose	Standard 2 - Academic Governance and Quality Assurance Criteria - 2.2 Standard 3 – Program of Study Criteria - 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10 Standard 4 – The student experience

Criteria – All
Standard 5 - Assessment
Criteria - 5.1, 5.2, 5.4, 5.5, 5.6

Time	Session	Who	Notes & focus of session	Standards & Criteria
11.45-12.45	2.6	Tour of clinical and other facilities	Staff member(s) to accompany SET Students to be observed in clinic	Standard 1 – Public Safety Criteria - 1.1, 1.3, 1.4, 1.5 Standard 3 – Program of Study Criteria - 3.8, 3.9, 3.11

12.45-13.15 Lunch Closed Session - SET discussion

Time	Session	Who	Session	Who	Notes & focus of session	Standards & Criteria
		Discipline 5		Discipline 6	Concurrent sessions	Standards & Criteria
13.15-14.00	2.7a	Discipline Lead 5	2.7b	Discipline Lead 6	Program structure / program management / content / resourcing / student support / assessment	All
14.00-14.30	2.8a	Academic/clinical staff – Discipline 5	2.8b	Academic/clinical staff – Discipline 6	Program content / student competence / assessment	Standard 2 – Academic Governance and Quality Assurance Criteria - 2.2, 2.4 Standard 3 – Program of Study Criteria - 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10 Standard 5 – Assessment Criteria - 5.1, 5.2, 5.3, 5.4, 5.6
14.30-15.00	2.9a	Current students – Discipline 5	2.9b	Current students – Discipline 6	Program content / clinical experience / assessment / support issues	Standard 1 – Public Safety Criteria - 1.4, 1.6, 1.8 Standard 2 - Academic Governance and Quality Assurance Criteria - 2.2 Standard 3 – Program of Study Criteria - 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10 Standard 4 – The student experience Criteria - All Standard 5 - Assessment Criteria - 5.1, 5.2, 5.4, 5.6

15.00-15.30	2.10a	Recent graduates - students – Discipline 5	2.10b	Recent graduates - students – Discipline 6	Program outcomes / fitness for purpose	Standard 2 - Academic Governance and Quality Assurance Criteria - 2.2 Standard 3 - Program of Study Criteria - 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10 Standard 4 - The student experience Criteria - All Standard 5 - Assessment Criteria - 5.1, 5.2, 5.4, 5.5, 5.6
15.30 - 16.45	Report writing (Includes afternoon tea)		Closed Session - SET discussion			
16.45-17.00	2.12	Head/CEO	Opportunity to thank provider and advise of next steps			

Additional sessions that may be requested

Who	Possible areas to further explore	Standards & Criteria
Senior Executive	Resources – Staff/Facilities University policies/processes Student support at the provider level Proposed organisational changes that may impact on the program	Standard 1 – Public Safety Criteria - 1.8, Standard 2 - Academic Governance and Quality Assurance Criteria - 2.1, 2.4 Standard 3 – Program of Study Criteria - 3.8, 3.9, 3.11 Standard 4 – The student experience Criteria - 4.1, 4.3, 4.5, 4.6, 4.7
Professional Body Representatives	External input into the program Graduate employability/readiness to practice External examiners	Standard 2 - Academic Governance and Quality Assurance Criteria - 2.1, 2.2, 2.3 Standard 3 – Program of Study Criteria - 3.3, 3.6 Standard 5 - Assessment Criteria - 5.4, 5.5
Equity and Diversity officers/staff	Student support / principles of equity and diversity in the student experience Support for students identifying as Aboriginal or Torres Strait Islander	Standard 4 – The student experience Criteria - 4.3, 4.5, 4.6, 4.7

Other program input OR
Individuals providing inter-professional
input

Cultural diversity and cultural competence
Inter-professional education and practice

Standard 2 - Academic Governance and Quality Assurance

Criteria – 2.2, 2.3

Standard 3 - Program of Study

Criteria – 3.2, 3.3, 3.6, 3.10

Standard 4 – The student experience

Criteria – 4.7

*Note this is a sample only. The schedule may be amended by extending or shortening the length of the visit depending on the number of programs and delivery arrangements.