

Australian Dental Council  
Dental Council New Zealand

# Accreditation standards for dental practitioner programs

Effective from 1 January 2021

# Preamble

The Australian Dental Council (ADC) / Dental Council (New Zealand) (DC(NZ)) accreditation standards for dental practitioner programs (the Standards) are endorsed by the ADC and approved by the Dental Board of Australia (DBA) — pursuant to the Health Practitioner Regulation National Law Act 2009 (National Law).

Public protection is paramount in the administration of the National Registration and Accreditation Scheme, under which the Accreditation Standards are developed and approved in Australia, in accordance with the National Law.

The Standards help to ensure that only suitably trained and qualified dental practitioners can register to practise in Australia. The Standards apply to all dental education programs that are approved programs that enable graduates to apply for registration as dental practitioners in Australia. The Standards also apply to programs that enable graduates to apply for endorsement of registration for conscious sedation.

The Standards are developed with wide-ranging consultation. This includes the cultural safety Domain, which was developed in consultation with Aboriginal and Torres Strait Islander health leaders.

Each Domain includes a standard statement that articulates the key purpose of the Domain. Each standard statement is supported by multiple criteria, which set out what is expected of an ADC accredited program in order to meet each standard statement. The criteria are not sub-standards that will be individually assessed. When assessing a program, the ADC will have regard for whether each criterion is met, but will take an on-balance view of whether the evidence presented by a program provider clearly demonstrates that a particular Standard is met.

New programs and established programs are assessed against the same accreditation standards, although the assessment may be varied according to the circumstances of the program provider.

The Standards comprise six Domains:



Domain one:  
Public safety



Domain two:  
Academic governance  
and quality assurance



Domain three:  
Program of study



Domain four:  
The student experience

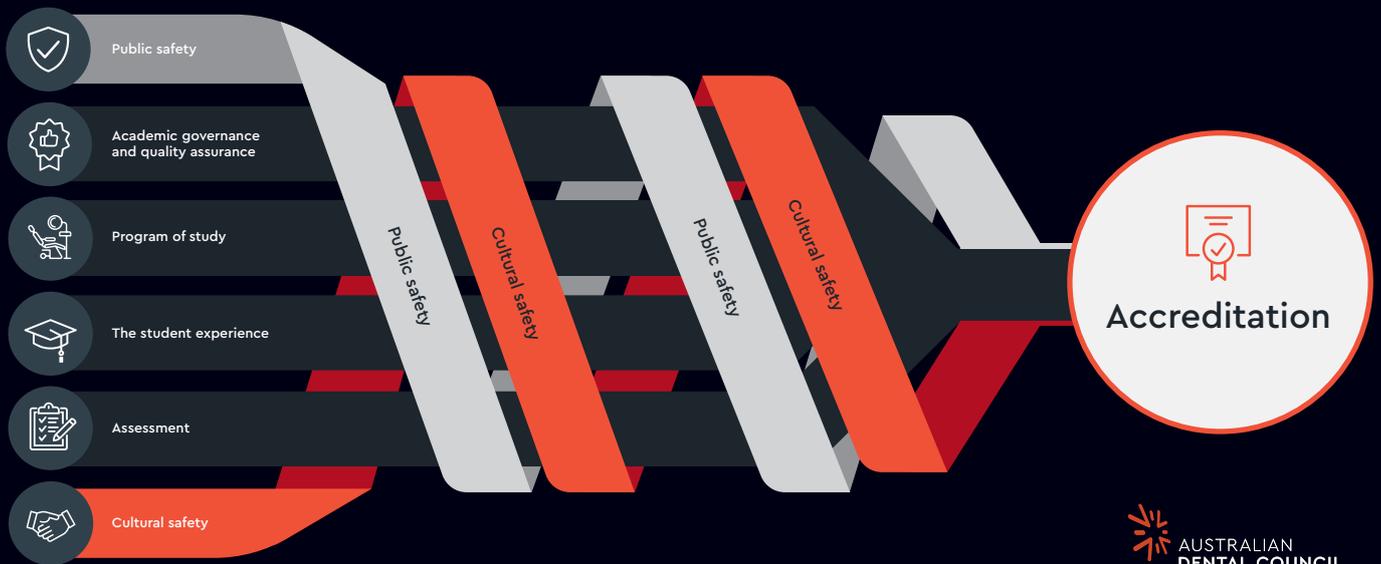


Domain five:  
Assessment



Domain six:  
Cultural safety

# The ADC accreditation standards model



Domain one:

# Public safety

Standard statement:

Public safety is assured.



Standard statement:  
Public safety is assured.

## Criteria

- 1.1 Protection of the public and the care of patients are prominent amongst the guiding principles for the program, clinical education and learning outcomes.
- 1.2 Student impairment screening and management processes are effective.
- 1.3 Students achieve the relevant competencies before providing patient care as part of the program.
- 1.4 Students are supervised by suitably qualified and registered dental and/or health practitioners during clinical education.
- 1.5 Health services and dental practices providing clinical placements have robust health and safety, patient safety and quality and care policies and processes and meet all relevant regulations and standards.
- 1.6 Patients consent to care by students.
- 1.7 Students understand the legal, ethical and professional responsibilities of a registered dental practitioner.
- 1.8 The program provider holds students and staff to high levels of ethical and professional conduct.
- 1.9 All students are registered with the relevant regulatory authority/ies.

Domain two:

# Academic governance and quality assurance

Standard statement:

Academic governance and quality assurance  
processes are effective.



**Standard statement:**  
**Academic governance and quality assurance processes are effective.**

## Criteria

**2.1**

Academic governance arrangements are in place for the program and include systematic monitoring, review and improvement.

**2.2**

Students, dental consumers (including patients), internal and external academic, and professional peers contribute to the program's design, management and quality improvement.

**2.3**

Mechanisms exist for responding within the curriculum to contemporary developments in clinical practice and health professional education.

Domain three:

# Program of study

Standard statement:

Program design, delivery and resourcing enable students to achieve the required professional competencies.



**Standard statement:**

**Program design, delivery and resourcing enable students to achieve the required professional competencies.**

## Criteria

- 3.1** A coherent educational philosophy informs the program's design and delivery.
- 3.2** Program learning outcomes address all the required professional competencies.
- 3.3** The quality, quantity and variety of clinical education is sufficient to produce a graduate competent to practice across a range of settings.
- 3.4** Learning and teaching methods are intentionally designed and used to enable students to achieve the required learning outcomes.
- 3.5** Graduates are competent in research literacy for the level and type of the program.
- 3.6** Students work with and learn from and about relevant dental and health professions to foster interprofessional collaborative practice.
- 3.7** Teaching staff are suitably qualified and experienced to deliver their educational responsibilities.
- 3.8** Learning environments and clinical facilities and equipment are accessible, well-maintained, fit for purpose and support the achievement of learning outcomes.
- 3.9** Cultural safety is articulated clearly, integrated in the program and assessed, with graduates equipped to provide care to diverse groups and populations.
- 3.10** The dental program has the resources to sustain the quality of education that is required to facilitate the achievement of the professional competencies.
- 3.11** Access to clinical facilities is assured, via formal agreements as required, to sustain the quality of clinical training necessary to achieve the relevant professional competencies.

Domain four:

# The student experience

Standard statement:

Students are provided with equitable and timely access to information and support.



**Standard statement:**

**Students are provided with equitable and timely access to information and support.**

## Criteria

- 4.1** Course information is clear and accessible.
- 4.2** Admission and progression requirements and processes are fair and transparent.
- 4.3** Students have access to effective grievance and appeals processes.
- 4.4** The program provider identifies and provides support to meet the academic learning needs of students.
- 4.5** Students are informed of and have access to personal support services provided by qualified personnel.
- 4.6** Students are represented within the deliberative and decision making processes for the program.
- 4.7** Equity and diversity principles are observed and promoted in the student experience.

Domain five:

# Assessment

Standard statement:

Assessment is fair, valid and reliable to ensure graduates are competent to practise.



**Standard statement:**

**Assessment is fair, valid and reliable to ensure graduates are competent to practise.**

## Criteria

- 5.1** There is a clear relationship between learning outcomes and assessment strategies.
- 5.2** All required professional competencies are mapped to learning outcomes and are assessed.
- 5.3** Multiple assessment methods are used including direct observation in the clinical setting.
- 5.4** Mechanisms facilitate a consistent approach to appropriate assessment and timely feedback to students.
- 5.5** Suitably qualified and experienced staff, including external experts for final year, assess students.

Domain six:

# Cultural safety

Standard statement:

The program ensures students are able to provide culturally safe care for Aboriginal and Torres Strait Islander Peoples.



**Standard statement:**

**The program ensures students are able to provide culturally safe care for Aboriginal and Torres Strait Islander Peoples.**

## Criteria

- 6.1** There is external input into the design and management of the program from Aboriginal and Torres Strait Islander Peoples.
- 6.2** The program provider promotes and supports the recruitment, admission, participation, retention and completion of the program by Aboriginal and Torres Strait Islander Peoples.
- 6.3** Cultural safety is integrated throughout the program and clearly articulated in required learning outcomes.
- 6.4** Clinical experiences provide students with experience of providing culturally safe care for Aboriginal and Torres Strait Islander Peoples.
- 6.5** The program provider ensures students are provided with access to appropriate resources, and to staff with specialist knowledge, expertise and cultural capabilities, to facilitate learning about Aboriginal and Torres Strait Islander health.
- 6.6** Staff and students work and learn in a culturally safe environment.

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