AUSTRALIAN DENTAL COUNCIL INTERNATIONAL

CAA ACCREDITS

مفوضية الاعتماد الأكاديمي

Commission for Academic Accreditation

Joint guidelines for the accreditation of dental practitioner programs in the United Arab Emirates

Australian Dental Council

Commission for Academic Accreditation

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1. Introduction

On 23 February 2021 the Australian Dental Council (ADC) signed a Memorandum of Understanding (MoU) with the Commission for Academic Accreditation (CAA).

Under the MoU, the CAA has accepted the ADC as a preferred international agency for the international accreditation of college and university dentistry programs offered in the United Arab Emirates (UAE). As part of this agreement, dental practitioner programs based in the UAE can apply to be accredited by the ADC and the CAA simultaneously.

The MoU streamlines the quality assurance and government review processes for dentistry programs within the UAE. Through the MoU, the ADC and CAA are able to cooperate in a single joint accreditation review to enable programs to be accredited by the ADC to gain international accreditation and also obtain CAA Program Accreditation.

1.1. About ADC International

ADC is an independent organisation appointed by the Dental Board of Australia (DBA) to conduct the accreditation functions for the dental professions in Australia in accordance with the Health Practitioner Regulation National Law Act.

These functions include:

- developing accreditation standards, policies and procedures for Australian-based dental practitioner programs;
- accrediting education and training programs leading to registration with the DBA that meet those standards;
- developing standards, policies and procedures for the assessment of qualities and skills of overseas trained dental practitioners seeking registration to practise in Australia; and
- assessing the professional qualities, knowledge, judgement and clinical skills of overseas trained dental practitioners to determine their ability to apply for registration to practise in Australia.

Established in 1993, ADC has extensive expertise in accreditation of education and training programs in the dental sector. ADC accredits all dental programs that lead to registration in Australia, including undergraduate dentistry programs and postgraduate specialist dental programs.

ADC offers accreditation and assessment services to national and international clients under its brand ADC International (ADCI). ADCI's approach to accreditation is to work with institutions, by providing support and guidance to ensure a program is ready for review before a visit is undertaken.

1.2. About the CAA

For Higher Education (HE) qualifications in the UAE to be recognised by the Ministry of Education (MoE or Ministry), institutions are required to achieve and sustain accreditation of all academic programs through the CAA.

Program accreditation applies to all of an institution's academic programs and is one of the ways through which the CAA and the MoE ensure quality assurance for post-secondary education in the UAE.

The CAA Standards (2019), policies, and procedures adopted by the Ministry to govern the establishment and delivery of academic programs are designed to promote high quality in institutions and to assure prospective students, their families, employers, and other interested parties that licensed institutions meet standards of quality consistent with current international practice and professional judgment.

2. Purpose

These guidelines explain the joint process that a Higher Education Institution (HEI) is to follow when seeking accreditation of dentistry programs by both ADCI and CAA. Accreditation by ADCI is available only to programs that are currently accredited by the CAA and are not under CAA probation.

A HEI can choose to separate the ADCI and CAA accreditation processes. If so, the ADCI processes as outlined in these guidelines will still apply, but the HEI must refer to the CAA's *Procedural Manual for Renewal of Program Accreditation* (PMRPA), which defines the procedures required for Renewal of Program Accreditation (RPA)available from the CAA website.

A HEI that wishes to apply for accreditation by the joint process must initially contact the CAA to seek pre-approval, and then contact ADCI. ADCI will confirm with CAA that a HEI has permission to proceed via this process. Institutions that wish to follow separate CAA and/or ADCI accreditation will need to make initial contact with CAA or ADCI.

3. The ADCI/CAA joint approach to accreditation of dental programs

For a program to be accredited by both organisations, the HEI must demonstrate that the program meets the Standards as published by ADCI and the Standards published by the CAA.

3.1. ADCI Standards

ADCI assesses programs for accreditation against the *ADC/Dental Council (New Zealand) (DC(NZ)) Accreditation standards for dental practitioner programs* (effective January 2021). The ADCI Standards are available from the website or clicking here.

ADCI expects that a program seeking accreditation can demonstrate that graduates have developed the attributes, knowledge and skills, and competencies expected of a newly qualified dentist or dental specialist (e.g. orthodontics, paediatric dentistry) to practise safely and ethically. More detail about the competencies is included in **section 4.2**.

The Standards comprise six Domains:

1. Public safety
2. Academic governance and quality assurance
3. Program of study
4. The student experience
5. Assessment
6. Cultural safety – *Not assessable for UAE programs*

The Domains are supported by a standard statement that articulates the key purpose of the Domain. Each standard statement is supported by multiple criteria. The criteria are indicators that set out what is expected of an ADCI accredited program to meet each standard statement. **The criteria are not sub-standards that will be individually assessed**. When assessing a program, ADCI will have regard for whether each criterion is met but will take an on-balance view of whether the evidence presented by a HEI clearly demonstrates that a particular Standard is met. New programs and established programs are assessed against the same ADCI Standards.

Please note: The Standards include Domain 6 – Cultural safety. This Standard is specific to Australia's Aboriginal and Torres Islander People and does not apply to programs outside of Australia seeking accreditation by the ADCI.

3.2. CAA Standards

For CAA program accreditation, the CAA utilises *Standards for Licensure and Program Accreditation* (2019). In undertaking the joint accreditation process, an institution will be required to submit companion documentation to address those areas if the CAA Standards are not covered by the ADCI Standards.

This companion submission is outlined in **section 5.3**.

The CAA *Standards for Licensure and Program Accreditation* (2019), comprise 11 Domains that are considered across institutional licensure and program accreditation. The following six are considered at program accreditation:

1. Quality Assurance
2. Educational Programs
3. Research and Scholarly Activities
4. Faculty and Professional Staff
5. Students
6. Learning Resource Centre

Accreditation operates in the context of the published Standards. The Standards include elements described in the Stipulations and Annexes. Any reference to the Standards should be considered as including references to the Stipulations and Annexes. For a copy of the latest edition, consult the CAA website or click here.

3.3. Philosophy

Program accreditation is one of the ways through which the CAA and the MoE provide quality assurance for post-secondary education in the UAE. ADCI's approach to accreditation is well aligned to this process.

Accreditation by ADCI focuses on ensuring dental programs produce safe and competent dentists and dental specialists. ADCI focuses on how a program can demonstrate it is achieving the expected outcomes, but it does not prescribe a particular approach or how a program is to be delivered. This means that ADCI's accreditation process focuses on whether the policies and processes documented are appropriate and working as expected, in addition to understanding what is taught and assessed in a program and how this enables graduates of the program to practise safely.

The joint accreditation process is designed to promote high quality experiences for students for two reasons: to ensure a quality education, and to ensure graduates are trained to work safely as dentists and dental specialists. The joint process fulfils the mandate of the CAA to assure that the qualifications offered meet standards of quality consistent with current international practice. The joint accreditation processes also focus on ensuring students develop the professional judgment required to provide safe dental care to patients, which is the focus of ADCI accreditation.

3.4. The joint accreditation process

For a HEI to seek joint or solo ADCI accreditation, it must first achieve institutional licensure from the CAA. Please contact the CAA for further details regarding institutional licensure.

To enable the joint accreditation process, the information submitted to address the ADCI Standards is used to inform the CAA's review against *Standards for Licensure and Program Accreditation* (2019).

In instances that the requirements of the CAA Standards are not addressed by the ADCI Standards, a HEI will be asked to provide companion documentation to address these requirements.

More detail about the submission, including the companion documentation is included in **section 5.3.**

ADCI's accreditation process expects that a program is compliant with all CAA policies, procedures, Standards, directives, and other requirements regardless of whether or not such issues are specifically addressed in the ADCI Standards.

ADCI will lead the joint review process. ADCI will collaborate with the CAA regarding major decisions, including:

- Agreeing on the date and format for the review to be proposed to the HEI, which is usually finalised approximately five to six months ahead of the visit; and
- Identifying the Joint Accreditation Team members to review the program.

The accreditation team (hereafter Joint Accreditation Team) members will include ADCI staff and appointed assessors and a CAA representative. More detail about the accreditation team composition is included in **section 4.3.**

There will be free exchange between CAA and ADCI of all documents submitted by the HEI for the purpose of the joint accreditation review.

As applicable, ADCI and CAA will coordinate and align requests for additional data, information and documentation to reduce any duplication of effort for the HEI.

All submitted documents, data and details will be handled confidentially.

3.5. Visit arrangements

ADCI makes travel arrangements, including accommodation and transportation, to and from the UAE, for the ADCI members of the Joint Accreditation Team. ADCI will, where required, organise accommodation and evening meals for the CAA representative for the duration of the site visit.

ADCI and CAA will work closely with the HEI on arrangements including, team transportation, IT support, catering requirements of the Joint Accreditation Team, additional documentation, interview schedules, exit conferences, and any other matters related to the success of the visit.

It is expected that the HEI will be responsible for local travel arrangements for the Joint Accreditation Team to and from the Team's Hotel to the HEI, as well as catering during the visit to the HEI facilities.

The HEI would normally be responsible for the itinerary for the campus visit and ensuring logistical support. ADCI and CAA will discuss the schedule with the HEI and a template will be provided to assist with preparing for the review.

The schedule normally involves institutional and program presentations, meetings with faculty, administrators, students, alumni and representative employers of graduates, and other stakeholders as appropriate.

The HEI will be required to liaise with ADCI and CAA to ensure that the visit to the campus is appropriately timed and to ensure any CAA specific requirements can be evaluated during the visit.

4. Overview of ADCI approach to program accreditation

4.1. ADCI Accreditation

Accreditation is the status granted by ADCI to programs that meet, and continue to meet, the ADCI Standards.

If the ADCI has accredited a program in the UAE, it signifies that it is expected to provide graduating students with the attributes, knowledge, skills and competencies necessary to practise safely as a general dentist, subject to completion of internship requirements, or as a dental specialist in the UAE.

Please note: Graduates from UAE programs accredited by ADCI will not be eligible for registration in Australia without meeting DBA registration requirements. This includes successful completion of the ADC's assessment and examination process for overseas qualified dental practitioners.

4.2. Accreditation considers Professional Competencies

For a program to be accredited by ADCI, the program must demonstrate that graduates have achieved the professional competencies required to work as a licenced dentist, or for a specialist program, as a dental specialist in the relevant specialty.

The CAA, in collaboration with all UAE Colleges of Dentistry, the MoE, the Ministry of Health and Prevention, and the MoE National Qualifications Center, has developed the *Professional Competence Standards of Graduates of Baccalaureate Dental Initial Training and Education Programs in the United Arab Emirates (Professional Competence Standards)*. The providers of dental education programs in the UAE are expected to implement these competencies by September 2022.

The Professional Competence Standards outline what is expected to be demonstrated and confirmed as having been attained for students to be awarded a Bachelor of Dental Surgery (BDS) in the UAE. The award of a BDS leads to eligibility to undertake post-graduation internship training and apply for licensure as a general dental practitioner in the UAE.

The ADCI and CAA have mapped the Professional Competence Standards to the *ADC Professional Competencies of the Newly Qualified Dentist* and determined there is strong alignment between these competency frameworks.

UAE dentistry education programs seeking ADCI accreditation are required to map the learning outcomes and assessments of their programs to the Professional Competence Standards as part of the accreditation process.

At the time of writing, dental specialist competencies for the UAE are under development.

The current Professional Competence Standards for general dental practitioner education are available from the CAA website or by clicking here.

4.3. Function and composition of the Accreditation Team

ADCI is assisted in the assessment of programs by Accreditation Teams, whose members ('Assessors') are appointed by ADCI.

Accreditation Teams have three key functions:

- to review the available evidence and determine whether a program meets the Accreditation Standards,
- to provide an overall recommendation to the ADCI on whether a program should be accredited, and
- to make quality improvement suggestions and to identify areas for commendation for a program.

When forming an Accreditation Team, ADCI ensures that there is appropriate experience in clinical practice in the relevant dental profession, dental education and assessment, and in accreditation processes. Figure 1 outlines the typical composition of an Accreditation Team.

For the joint accreditation process, a representative of the CAA is also incorporated into the Accreditation Team.

Figure 1. Accreditation Team composition for dentistry programs

Accreditation Teams typically comprise five members, including a CAA representative, although they may be smaller or larger depending on whether the review is a limited review against a designated set of standards or a concurrent review of multiple programs. When selecting assessors to form an Accreditation Team, ADCI is careful to choose independent assessors with no conflict of interest with the institution under review.

Figure 2 outlines the composition of an Accreditation Team to review multiple specialist (postgraduate) dental practitioner programs which includes representatives for each of the specialities under review.

Figure 2. Accreditation Team composition for postgraduate specialist dentistry programs

Accreditation Teams are chaired by experienced and skilled assessors, referred to as the Team Chair, and are appointed by the ADC CEO.

The role of the Chair is to lead the evaluation of the program, which includes:

- Chairing the Team preparation meetings.
- Leading the questioning of interviewees.
- Leading the writing of the ADCI report.
- Taking the lead in the formulation of the overall recommendation.

The role of the ADCI secretariat on the Accreditation Team is to:

- Liaise with the HEI and CAA regarding the accreditation review to ensure appropriate arrangements.
- Advise the Accreditation Team on the application and interpretation of the ADCI Standards and processes.
- To ensure the report has appropriately addressed the ADCI Standards.
- To ensure the report of the Accreditation Team's evaluation is submitted to ADCI for consideration.

The role of the CAA representative on a Joint Accreditation Team is to:

- Implement the CAA accreditation procedures.
- Liaise with the ADCI regarding the accreditation review to ensure appropriate arrangements.
- Advise the Accreditation Team on the application and interpretation of the CAA Standards and processes.
- Write the Commissioner Companion Report.
- To ensure the Companion Report has appropriately addressed the CAA Standards.
- Manage responses of the institution to CAA's requirements, including requirements for additional documentation.

4.4. Withdrawing and resubmitting a program

A HEI may request that consideration of a program be withdrawn from ADCI's accreditation process by writing to ADCI. A program can be withdrawn at any stage of the process until a final accreditation decision is made by ADCI.

Please note this will impact on the program's CAA accreditation. HEIs will need to contact the CAA to discuss the implication of withdrawing a program on their CAA program accreditation, noting that CAA accreditation is mandatory.

After an accreditation review has taken place, a HEI may decide to withdraw a program (that might otherwise not be ADCI accredited) so that further work can be undertaken to meet the ADCI Standards. In this event, the HEI may subsequently resubmit the program for reconsideration in the light of any additional documentary evidence and information.

If the program is resubmitted within one calendar year of the notification of withdrawal, a further site visit may not be required. The decision as to whether a further site visit is required will be at ADCI's discretion, taking into account factors such as the number and nature of concerns identified at the original review.

If ADCI or CAA determine that a further visit is required, additional costs are likely to be incurred by the HEI. If a follow up site visit is required solely for CAA's purposes, this will be administered by the CAA. ADCI and CAA try to minimise the need for additional site visits as much as possible through regular communications with the HEI.

4.5. Opportunity for comment and submission of further evidence by HEIs

The HEI has an opportunity to review and comment on the Accreditation Team's draft accreditation report before it is finalised for consideration by ADCI and the CAA.

The ADCI will make clear that the content of the draft report sent for comment, including any proposed conditions, monitoring requirements or suggestions, is provisional and may change.

The final decision regarding ADCI accreditation of the program is made when the ADC Board (or delegate), has considered the report of the Accreditation Team. The final decision regarding CAA accreditation of the program is made when the CAA Council of Commissioners has considered the decision of the ADC Board and the Commissioner Companion Report.

The purpose of sending the draft ADCI report to the HEI is to give an opportunity to comment on the following:

- Factual accuracy – The HEI is able to comment on the factual accuracy on the report, including bringing to the Accreditation Team's attention, evidence available at the time of the review that they consider may have been overlooked.
- Outcomes – The HEI has early sight of, and is able to comment on, any proposals to revoke accreditation, refuse to accredit, accredit subject to conditions, make suggestions or impose monitoring requirements. This includes, for example, commenting on the proposed wording of a condition.

Every effort is made throughout the accreditation process to ensure that all available information to inform decision making is gathered. However, there may be occasions where, upon receipt of a draft report, a HEI considers that specific evidence not available to, or requested by, the Accreditation Team at the time of the review would change the judgement against a Standard that might otherwise be considered not met or substantially met (refer **section 7.1** for further details regarding outcomes). The HEI will be provided with the opportunity to submit such evidence alongside any comments on the draft report.

ADCI will provide the draft report within 30 days of the visit and advise the date by which any comments or further evidence must be received.

The HEI will normally be provided a minimum of 10 working days from receipt of the draft report to provide its observations on it.

The ADCI may extend the time to provide a response to the draft report at its sole discretion. A HEI that does not respond to the opportunity to comment within the advised timeframe will be considered to have no objections to the report, and the accreditation process will continue.

This balances the need to give HEIs an opportunity to comment or provide further evidence, and the need to make prompt decisions following an accreditation review. Any comments or further evidence will be considered by the Accreditation Team and the report finalised.

If submission of additional information by the HEI results in the Accreditation Team making substantive changes to the Accreditation Team's report, ADCI will provide a further opportunity for the HEI to comment on the factual accuracy of the revised draft report. In such instances, comments will be limited to factual accuracy only. No further evidence is to be submitted by the HEI along with comments on the revised draft report at this stage of the process.

4.6. Decision making

After the Accreditation Team report is finalised, ADCI makes an accreditation decision. This ADCI decision-making process is outlined in **Figure 3** and includes the Accreditation Committee and the ADC Board.

Ultimate responsibility for accreditation decisions rest with the ADC Board for ADCI accreditation and the CAA Council of Commissioners for the CAA accreditation. A program that has been denied accreditation by the CAA will not receive ADCI accreditation.

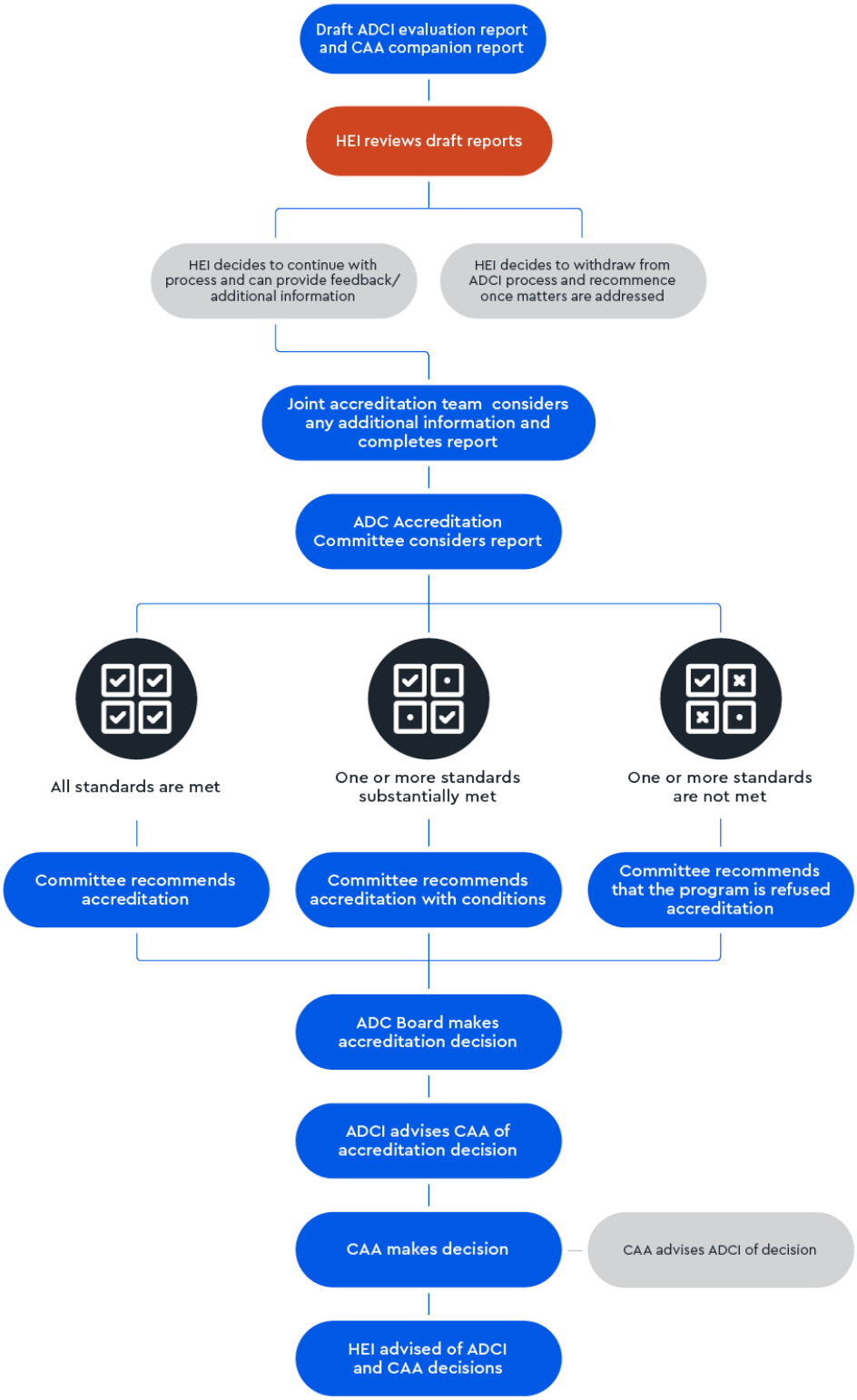
The ADC Board is supported in its work by the Accreditation Committee, which has expertise in program accreditation and is responsible for ensuring a consistent application of ADCI's Standards and processes.

ADCI will advise the HEI of any accreditation decisions made.

The ADCI will also advise the CAA of its accreditation decision and share the final ADCI accreditation report.

The CAA will make its own decision regarding program accreditation, which is in part informed by ADCI's assessment.

Figure 3. ADCI accreditation decision making process



4.7. Function and composition of the Accreditation Committee

Following completion of an accreditation team visit, the report is finalised and considered by the Accreditation Committee.

The Accreditation Committee is comprised of individuals with backgrounds in dental academia, the dental profession, the community, and a student representative. The Accreditation Committee considers all accreditation reports on behalf of ADCI.

The Accreditation Committee charter is available from the ADC's website.

The main roles carried out by the Accreditation Committee are to:

- develop, review, and consult on the Accreditation Standards for dental practitioner programs,
- assess the dental practitioner programs against the Accreditation Standards and make decisions or recommendations about the accreditation outcome,
- monitor accredited programs to ensure they continue to meet the Accreditation Standards throughout the period of accreditation.

4.8. Fees

Fees are payable for the accreditation of programs to the ADCI by the HEI. ADCI will advise the cost prior to the visit. The ADCI fees are payable prior to a visit being undertaken.

5. The ADCI/CAA joint accreditation process

5.1. The process for initial ADCI program accreditation

The initial (first) accreditation of programs by ADCI is available only to programs that are currently accredited by the CAA and are not under CAA probation.

A HEI that wishes to apply for accreditation by the joint process must initially contact the CAA, which will liaise with ADCI to confirm CAA permission to proceed via this process. Institutions that wish to follow separate CAA and/or ADCI accreditation will need to make initial contact with ADCI and CAA. ADCI will advise CAA if contacted by a HEI to commence the accreditation process.

For ADCI program accreditation, the process begins with a HEI expressing an interest in having one or more programs accredited. This will be followed by a discussion with ADCI to explore and clarify the HEI's intentions, the nature of the process and indicative timelines. The steps in the accreditation process are outlined in **Figure 4**. For further information please refer to **section 6**.

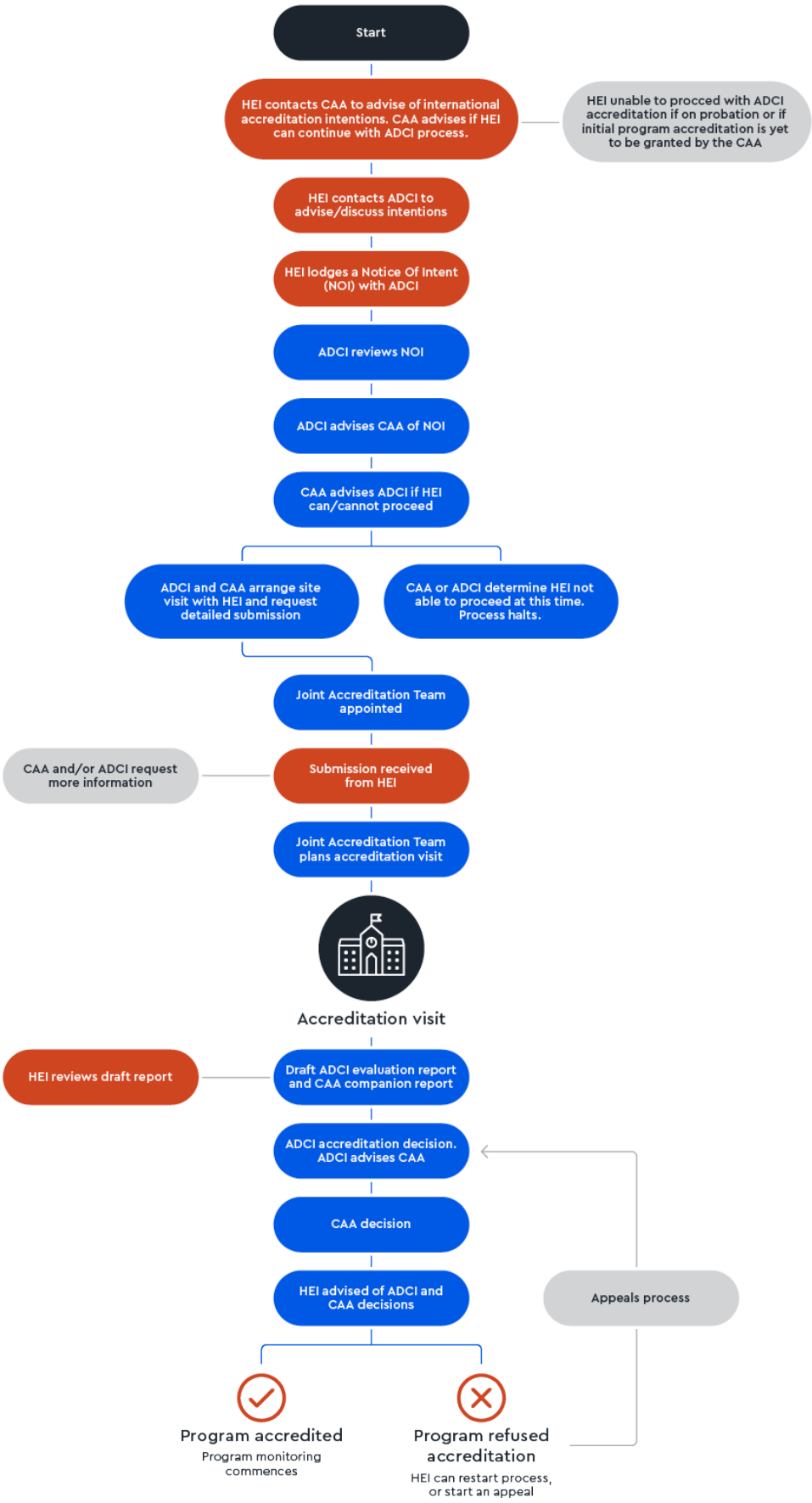
If the institution chooses to proceed, a formal Notice of Intent is submitted to ADCI. Once the Notice of Intent is submitted, ADCI will inform the CAA and the joint accreditation process can commence.

This may lead to further discussions on particular matters. A detailed accreditation submission addressing all the ADCI Standards is required and ADCI will schedule a date for the site visit.

Companion documentation will also be required to address the requirements of the CAA Standards not addressed in the ADCI Standards.

In the event the HEI is only seeking ADCI accreditation, ADCI will advise the CAA that a Notice of Intent has been lodged.

Figure 4. Flow chart of the ADCI/CAA initial accreditation process.



5.2. The accreditation process for renewal of program accreditation

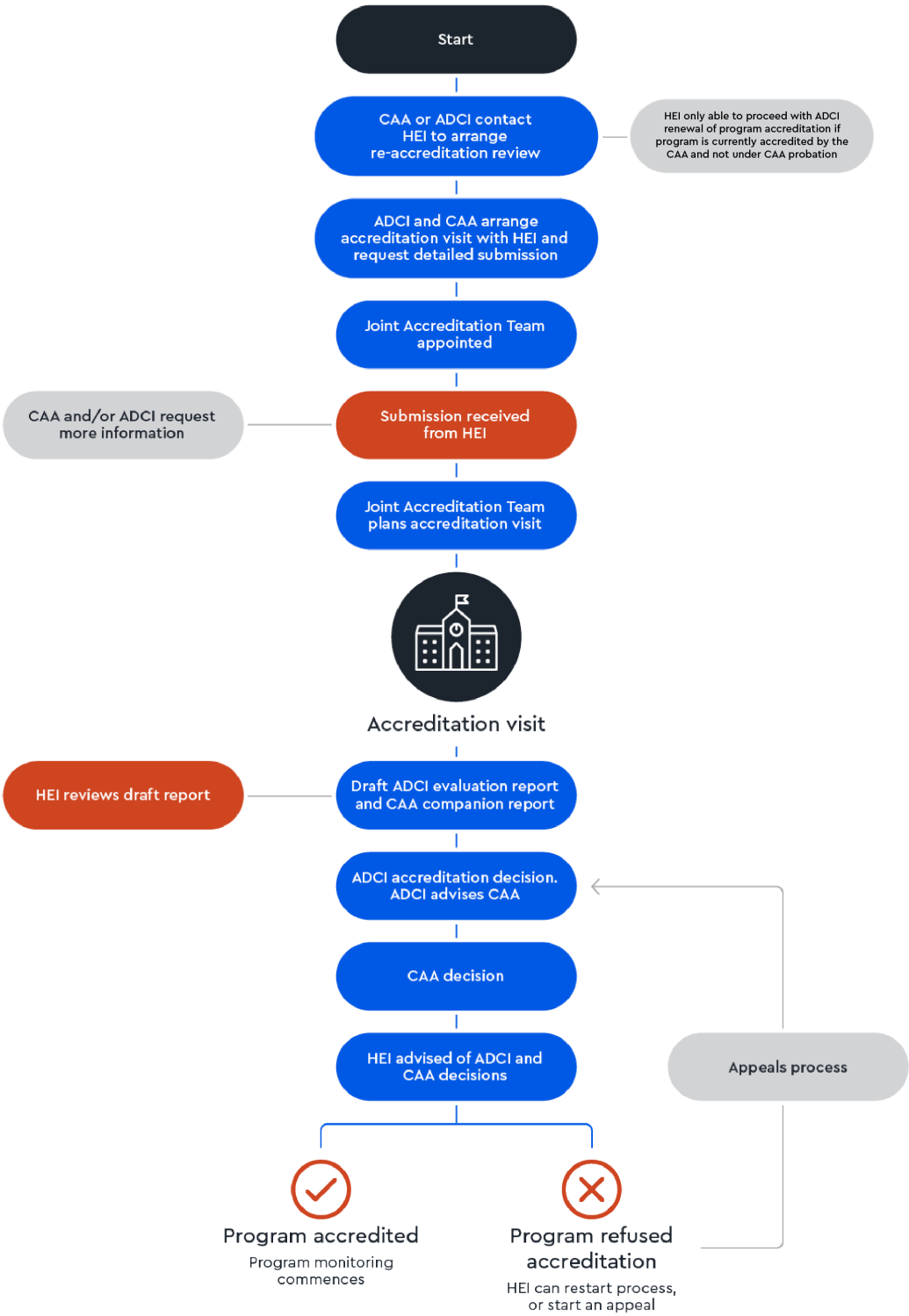
Renewal of accreditation by ADCI is available only to programs that are currently accredited by the CAA and are not under CAA probation.

A HEI that wishes to apply for accreditation by the joint process must initially contact the CAA to seek permission to apply for ADCI accreditation. ADCI will confirm CAA permission to proceed as part of its processes. Institutions that wish to follow separate CAA and/or ADCI accreditation will need to make initial contact with ADCI and CAA.

The ADCI process begins when ADCI contacts the HEI to determine a date for submission of the self-assessment of the program against the ADCI Standards and to schedule a date for the site visit. This process is outlined in **Figure 5**.

ADCI also monitors programs that it accredits to ensure programs continue to meet the ADCI Standards throughout the period of accreditation. ADCI uses a range of tools to monitor programs, which are outlined in further detail in **section 9** of these guidelines and in the ADCI's Accreditation Monitoring Framework (Available from the ADC's website).

Figure 5. Flow chart of the ADCI/CAA re-accreditation process.



5.3. The accreditation submission (the self-assessment/self-review)

The accreditation submission is the HEI's self-assessment demonstrating how the program seeking accreditation meets the ADCI and CAA Standards. The submission includes evidence gathered by the HEI to show how the program meets the Accreditation Standards.

It is expected that evidence provided will address both the ADCI and CAA Standards.

One submission addressing the requirements of both ADCI and CAA assists in minimising the burden of accreditation for institutions.

To achieve this, ADCI provides a list of 'core evidence', which defines the minimum documentation that is expected to be included with every submission for accreditation or re-accreditation of a program.

The full list of 'core evidence' is included at **section 12.1**. It is intended that many of the documents can be used to provide the information required against multiple ADCI Standards. HEIs are asked to map the supplied evidence to the ADCI Standards and the relevant criteria in order to help make clear what evidence has been provided to demonstrate compliance with each Standard.

HEIs are encouraged to include any additional evidence or information that they consider would support their submission beyond the core evidence. In doing that, ADCI asks Institutions to submit documentation in its original format and not to spend time unnecessarily reformatting it for ADCI purposes. This can include documentation that has been prepared for other purposes (e.g. end of semester submissions to Central Higher Education Data Store (CHEDS) or submissions to CAA). A list of possible other items of evidence that HEIs may wish to include with their submission is also included in Section 12.1.1. This list is provided for guidance only.

A submission template is available for institutions to guide the application process. Please note hard copies of information are not required, unless specifically requested. Electronic submissions are encouraged – and HEIs may include hyperlinks to key documents in their application rather than attaching large documents as part of a submission.

ADCI will provide instructions as to how to submit the self-assessment documentation, which will be shared with the CAA.

Documentation required to address CAA Standards and requirements not addressed in ADCI Standards will be highlighted in the submission template.

The self-assessment and associated documentation must be written in English with translation provided for any Arabic documents.

6. Notes for programs seeking accreditation

6.1. Initial consultation for programs

HEIs who are contemplating accreditation of a program should consult the ADCI/CAA at an early stage. This will assist in developing a mutual understanding of the process and its requirements.

6.1.1 Notes on timelines and announcements:

1. HEIs who are planning to seek ADCI accreditation must provide a notice of intent to ADCI at least 12 months in advance of a review being undertaken.
2. Although ADCI will proceed as expeditiously as possible with the accreditation process, accreditation of programs usually takes some time.
3. Applicants should also be mindful of the timeline for the CAA to consider the ADCI accreditation decisions and accreditation reports and the impact this may have.
4. HEIs who wish to make public announcements about programs seeking to be accredited by ADCI (such as in promotional literature or course information on websites) must first consult with ADCI regarding any reference to the ADCI and the accreditation process before any public announcement is made.

6.2. Notice of intent for programs seeking ADCI accreditation

Should the institution decide to proceed with an application for accreditation, a formal 'International provider - Notice of intent form' is submitted. A template is provided and must be used. Please contact ADCI to access the template.

The form requests the following information:

- name of the institution;
- the HEI's regulatory registration status with the CAA;
- any other parties involved in joint delivery of the program;
- proposed enrolment size and frequency;
- normal duration of the program;
- location(s) of delivery including clinical training facilities and placements; and
- contact information.

Further information may also be requested by ADCI or CAA.

6.3. Accreditation submission

In the case of programs not previously accredited by ADCI, after the Notice of Intent has been submitted a more detailed submission will be requested. In the case of currently accredited programs, ADCI will contact the HEI to arrange a date for the site visit and for lodging the detailed submission. This initial contact will occur 12 to 18 months prior to the expiry of ADCI accreditation to arrange the site visit, which will normally occur six to 12 months prior to the expiry of ADCI accreditation. The aim is to complete the re-accreditation process prior to the expiry of accreditation.

The submission will be required at **least three months ahead of any proposed Joint Accreditation Team visit. A template for the submission is provided and must be used.**

The submission provides information and evidence to demonstrate that the program complies with the Standards. Supplementary information or clarification on information provided may be requested before or during the site visit.

Please refer to **section 12.1** for details on the core evidence required and on additional information that could be considered for demonstrating compliance with the Accreditation Standards.

6.4. Site visit

An accreditation review normally includes a structured visit by the Joint Accreditation Team to the HEI to verify the HEI's submission and clarify matters raised during the review. The site visit is arranged in consultation with ADCI, CAA and the HEI. The visit typically comprises a series of meetings with selected individual staff and groups and committees that contribute to the management and delivery of the program, students and recent graduates, other stakeholders (for example relevant professional and regulatory bodies) and community/public/private practices employing graduates. For programs not previously accredited by ADCI, the visit will be adapted according to the circumstances of the HEI of the program.

These interactions will usually occur over a period of four days. Visits may be longer for multi-campus institutions or for concurrent reviews of multiple programs offered by an institution. A site visit may also be of a shorter duration of a day or two days where an evaluation is made against a limited set of Standards, for example where a review is conducted for the sole purpose of reviewing new clinical facilities.

There is a need to maintain a professional perspective throughout the process in order to deliver objective, unbiased, defensible and fair outcomes. Members of the Joint Accreditation Team therefore limit their interactions with staff and stakeholders to the assessment.

It is important that interviewees are encouraged to give free and frank answers to questions from the Joint Accreditation Team. For this reason, staff cannot be interviewed in the same session as their line manager or with another staff member with whom there is a reporting relationship, for example a program director cannot be interviewed in the same session with a Dean of a College. To maintain confidentially and encourage free and frank responses all interview sessions are held

pursuant to 'Chatham House' rules, where individuals that are interviewed are not identified in reports and interviewees are not privy to comments made in interview sessions other than their own.

The accreditation visit schedule should provide maximum opportunities for interactive discussions with staff, students, members of the profession and other relevant stakeholders to enable them to present their views and for the Joint Accreditation Team to verify statements through triangulation; and for the Joint Accreditation Team to view the relevant facilities. Where relevant, teams should be provided with the opportunity to view students working in clinical settings. There is also a need to allow adequate time during the course of the visit for confidential team discussions, review and reflection.

An indicative schedule for a Joint Accreditation Team site visit is given in **Table 1**. Please note that this is for guidance only. The actual schedule may vary significantly depending on the times that the clinic operates and logistical considerations for the team travelling to and from the site. A template schedule for the review of multiple dental specialist programs can be provided.

The final schedule will be developed by the HEI, in consultation with ADCI, CAA and the chair of the Joint Accreditation Team. Each schedule will vary depending on practical matters such as the availability of persons for interview and on the issues identified by the Joint Accreditation Team from its prior assessment of the accreditation submission. Additional meetings may be requested to address issues that arise during the visit.

Table 1. Indicative Schedule for a Joint Accreditation Team (JAT) visit to a single program (note that this will vary if multiple programs are being reviewed).

Day 1

Session	Time	Who	Notes & focus of session	ADCI Standards & Criteria
	8.30am	Joint Accreditation Team (JAT) travel to HEI		
1.1	9.00am-11.00am	JAT - Closed session	Prepare for meetings and orientation Review of any documentation requested to be available at the visit	NA
1.2	11.00am -12.00pm	Executive/Vice Chancellor	Introductions and overview of the HEI, the College and Program's mission and objectives	All
	12.00pm-1.00pm	**Working Lunch**	**Closed Session – Joint Accreditation Team Discussion**	
1.3	1.00pm-2.00pm	College Dean	Strategic issues/future directions for the program	All
1.4	2.00pm-3.00pm	Chair/Lead of program	Course structure and overview	All
1.5	3.00pm-4.00pm	Tour of clinical and other facilities relevant to the program	Staff member(s) to accompany the JAT Students to be observed in clinic	**Standard 1 – Public safety** Criteria – 1.1, 1.2, 1.3, 1.4, 1.5, 1.7 **Standard 3 – Program of study** Criteria – 3.8, 3.10, 3.11
	4.00pm	JAT returns to team hotel		

Day 2

Session	Time	Who	Notes & focus of session	ADCI Standards & Criteria
	8.30am	JAT travel to HEI		
2.1	9.00am-10.00am	Faculty staff – Department Chairs / Discipline Leads	Course structure / Didactic content / clinical experience / assessment	**Standard 1 – Public safety** Criteria - All **Standard 2 – Academic governance and quality assurance** Criteria – 2.2 **Standard 3 – Program of study** Criteria - All **Standard 5** – Assessment Criteria – All
2.2	10.00am-11.00am	Faculty staff – Lecturers	Program content / student competence / assessment	**Standard 1 – Public safety** Criteria - 1.3, 1.7, 1.8 **Standard 2 – Academic governance and quality assurance** Criteria - 2.2, 2.3 **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 – All
2.3	11.00am-12.00pm	Administrative / Professional staff	Student administration (inc. clinic and placement administration) / Admission / School administration	**Standard 1 – Public safety** Criteria - 1.2, 1.3, 1.5, 1.7, 1.8, 1.9 **Standard 3 – Program of study** Criteria – 3.10, 3.11 **Standard 4 – The student experience** Criteria - 4.1, 4.2, 4.3

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	12.00pm-1.00pm	Working Lunch	Closed Session – Joint Accreditation Team Discussion	
2.4	1.00pm-2.00pm	Clinical instructors - College staff responsible for direct supervision of students in clinics	Student competence/assessment	**Standard 1 – Public safety** Criteria - 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 **Standard 3 – Program of study** Criteria - 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11 **Standard 5 – Assessment** Criteria - 5.1, 5.3, 5.4, 5.5
2.5	2.00pm-3.00pm	Current students	Program content / clinical experience / assessment / support issues	**Standard 1 – Public safety** Criteria – 1.2, 1.4, 1.6, 1.7, 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, 3.8, 3.9, 3.10 **Standard 4 – The student experience** Criteria - All **Standard 5 - Assessment** Criteria - 5.1, 5.2, 5.3, 5.4
2.6	3.00pm-4.00pm	Alumni / Program graduates	Program outcomes / fitness for purpose	**Standard 1 – Public safety** Criteria – 1.7, 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, 3.8, 3.9, 3.10 **Standard 4 – The student experience** Criteria - All **Standard 5 - Assessment** Criteria - 5.1, 5.2, 5.3, 5.4
	4.00pm	JAT returns to team hotel		

Day 3

Session	Time	Who	Notes & focus of session	ADCI Standards & Criteria
	8.30am	JAT travel to HEI		
3.1	9.00am-10.00am	Curriculum / Assessment Committee / Board of Examiners	Program development, monitoring and improvement issues / Assessment / 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, 4.6 **Standard 5- Assessment** Criteria - All
3.2	10.00am-11.00am	Student Services / Student support	Student support issues	**Standard 1 – Public safety** Criteria – 1.7, 1.8 **Standard 3 – Program of study** Criteria - 3.8, 3.9 **Standard 4 – The student experience** Criteria – All
3.3	11.00am-12.00pm	Employers / External advisory groups providing input to the program	Program outcomes / external feedback into program design, including consumers	**Standard 2 - Academic governance and quality assurance** Criteria – 2.2, 2.3 **Standard 3 – Program of study** Criteria – 3.3, 3.6, 3.9
	12.00pm-1.00pm	**Working Lunch**	**Closed Session – Joint Accreditation Team Discussion**	
3.4	1.00pm-4.00pm	Call back / additional sessions as needed	JAT to advise Report writing and documentation review	
	4.00pm	JAT returns to team hotel		

Day 4

Session	Time	Who	Notes & focus of session	ADCI Standards & Criteria
	8.30am	JAT travel to HEI		
4.1	9.00am-12.30pm	JAT - Closed session	Discussion and report writing No HEI staff required	
	12.30pm-1.30pm	**Working Lunch**	**Closed Session – Joint Accreditation Team Discussion**	
4.2	1.30pm-2.00pm	Exit meeting Dean/Chair and others invited by the Institution	Opportunity to advise of JAT's findings and of next steps	

7. Accreditation outcomes

7.1. Types of ADCI Accreditation outcomes

ADCI may accredit a program if reasonably satisfied that either:

1. a program meets the ADCI Standards, or
2. a program substantially meets the ADCI Standards and the imposition of conditions of accreditation will ensure the program meets the ADCI Standards within a reasonable, defined time.

Table 2 outlines the accreditation outcomes for a program seeking to be accredited. These outcomes apply to all programs, whether new or already established and accredited by CAA.

Table 2. Types of accreditation outcomes.

Term	Definition
Accredited	The status granted to a program when that program meets the ADCI Standards.
Accredited with conditions	Accredited with conditions indicates that the program substantially meets the ADCI Standards, but the program has a deficiency or weakness in one or more Standards. The deficiency or weakness is considered to be of such a nature that it can be corrected within a reasonable period of time. Evidence of meeting the conditions within the timeline stipulated must be demonstrated for the program to remain accredited.
Accreditation revoked	A decision to revoke accreditation applies to a previously accredited program that is identified as having serious deficiencies or weaknesses and fails to meet one or more accreditation standards. The serious nature of the deficiencies or weaknesses means that the program cannot correct the issue within a reasonable period of time. ADCI will advise the HEI of the reasons for its decision to revoke accreditation of the program. Refer to **section 7.3** for further details regarding this process. ADCI will advise the CAA of its decision to revoke accreditation.
Accreditation refused	ADCI has determined that a program not previously accredited by ADCI has a serious deficiency or weakness in one or more ADCI Standards that cannot be corrected within a reasonable period of time. ADCI will advise the CAA of its decision to refuse accreditation.

7.2. Duration of accreditation

The periods of accreditation (with or without conditions) that will be granted are up to a maximum of five (5) years.

7.3. Revocation of accreditation

ADCI may revoke accreditation from a program, if:

- a program is identified, at any time, as having serious deficiencies or weaknesses such that it no longer meets one or more ADCI Standards.
- a HEI fails to demonstrate that progress has been made towards meeting any conditions of accreditation within the prescribed period of time.

ADCI will advise the HEI and the CAA that accreditation of the program is to be revoked with reasons for the decision and will require the HEI to advise how it proposes to manage and protect the interests of students who are enrolled in the program. The CAA will liaise with the ADCI and decide whether to undertake further investigation, apply sanctions and/or apply procedures for closing the program as described in the Supplementary Guidance to the Standards.

A process of appeal exists for HEIs that wish to challenge an ADCI and/or CAA decision. The process can be obtained from either the ADCI or CAA website.

7.4. Suggestions and commendations

In addition to determining whether a program should be accredited – with or without conditions, the accreditation process (and report) also allows for the inclusion of Suggestions and Commendations.

A suggestion is made where the Accreditation Team has identified one or more areas of the program that meet the Standard, but where they have identified an opportunity to further improve the quality of the program and its outcomes. Suggestions are intended to support development of a program and, unlike conditions, HEIs are not required to action them. However, actioning the Suggestions is encouraged as a way of demonstrating a commitment to quality improvement by the institution.

The Accreditation Team may also identify areas for commendation where they have found aspects of the program(s) being assessed as significantly exceeding the minimum requirements for accreditation.

Conditions or monitoring may also be imposed on a program. For further details of how ADCI monitors accredited programs, please refer to **section 9**.

8. Complaints and appeals against decisions

In the event of a grievance about an accreditation process or outcome, an informal resolution will be sought if practicable.

A HEI can make a formal appeal against an accreditation decision. Both ADCI and CAA have appeals processes in place to enable a HEI to seek a review of an accreditation decision.

Appeals will be handled in accordance with the ADC Program Accreditation – Appeals Policy, which also outlines the types of decisions that are appealable and the grounds for appeal, or the CAA appeals process as detailed in the Supplementary Guidance to the Standards, as applicable.

9. Monitoring requirements for accredited programs

ADCI monitors accredited programs to ensure that they continue to meet the ADCI Standards. ADCI undertakes a range of monitoring activities to ensure programs continue to meet the Accreditation Standards. The most commonly used monitoring tools and activities are set out in the ADCI Monitoring Framework, which is available on the ADC website. Examples of the most common monitoring activities in the ADC Monitoring Framework are discussed in this section and illustrated in **Figure 6**.

Figure 6. ADCI monitoring activities

9.1. Annual reports (all accredited programs)

As part of the monitoring of accredited programs, ADCI requires an annual report to be submitted from each HEI for each accredited program.

The format of annual reports is focused on gathering information to help ADCI determine whether an accredited program continues to meet the Standards. ADCI provides a reporting template for this purpose, which must be used. HEIs will be notified of their reporting requirements three months in advance of the reporting deadline. If uncertain of reporting requirements, please contact ADCI.

Regular collection of information via annual reporting is intended to help identify risks at an early stage so that they may be addressed. The regular collection of information allows ADCI to build a profile of how a program is tracking against the ADCI Standards, which also helps to identify areas for focus during future reaccreditation processes.

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9.2. Condition and monitoring reports

Additional reports may be required for programs that have been granted a shortened period of accreditation and/or where there are conditions applied to an accredited program. Any requirements for additional reporting will accompany notification of an accreditation decision.

There may also be instances that at the time of review a program meets the Accreditation Standards, but there is a planned or future change that brings into question whether the program will continue to meet the Accreditation Standards. In this instance it may be appropriate for a monitoring requirement to be imposed, such as a request for a report to be submitted or a further review to be undertaken. Where an institution intends to make substantive change to its programs, it must also follow the CAA Substantive Change Processes as described in annexes 1 and 17 of the CAA Standards.

ADCI reserves the right to apply conditions or additional monitoring requirements to a program at any time, if ADCI identifies a program is at serious risk of, or no longer meets, the Accreditation Standards. When applying conditions to accredited programs, the ADCI seeks to be proportionate to the issues identified as outlined in the ADCI's Writing accreditation conditions - guiding principles for assessors.

9.3. Monitoring site visits

There may be instances where at the point of an accreditation visit, a program meets the Accreditation Standards, but there may be a known future event or activity that gives rise to uncertainty over whether one or more of the Standards will continue to be met during the period of accreditation. This could, for example, include cases where there is a planned move to new clinical facilities that could not be viewed by the Accreditation Team at the time of the site visit, or a new program that appears compliant on paper, but which has not yet graduated any students. In such cases, ADCI, with or without the CAA, may undertake a 'monitoring visit' to ensure that the program continues to meet the Standards. The CAA may also undertake Special Visits in accordance with its Standards with or without the ADCI. There will be mutual reporting of the outcomes of these visits between the ADCI and the CAA.

If an additional site visit is required, further costs will apply. ADCI will advise of the associated costs prior to any visit.

9.4. Self-reporting material changes to programs

HEIs must inform ADCI and CAA of material changes to an accredited program so that the impact on the ongoing compliance of the program with the Accreditation Standards can be assessed.

Except in the case of unforeseen changes, ADCI expects to be informed prospectively of proposed material changes, at least 12 months in advance of the intended implementation of the change, so that a process of review can be initiated well in advance.

A material change to a program is one that will or may significantly affect the way the HEI meets the requirements of the Accreditation Standards.

ADCI regards the following as examples of material changes:

- discontinuation of a program or part of a program, or a significant change in the length of a program (i.e. months/years). Please note that the ADCI publishes guidelines on 'Teach out of accredited programs' that should be referenced when advising the ADCI of a decision to teach out an accredited program,
- changes (i.e. other than continuing evolutionary changes) in the design of a program that may affect learning opportunities and/or achievement of learning outcomes,
- a change in the mode(s) of delivery or participation (such as a move to distance education),
- a change in delivery partner or arrangements with a delivery partner,
- a substantive change to the physical facilities used by HEI (e.g., new clinics),
- substantial changes in the expected learning outcomes for graduates,
- changes to admission requirements that could potentially present barriers to the achievement of learning outcomes,
- significant changes to student assessment,
- significant change to arrangements for monitoring program quality and graduate outcomes of programs,
- a substantial change in student numbers for the program relative to available resources, including capital, facilities and staff,
- significant changes in the staffing profile, including the human resources available for delivery of the program,
- a significant change in overall funding of the program, and
- any conditions imposed on the HEI by a regulator (CAA or MoE).

ADCI can provide general advice about whether proposed changes are likely to impact on the program's accreditation status. Where there is any doubt about whether a proposed change represents a material change it should be discussed at the earliest opportunity with ADCI.

Annexes 1 and 17 of the CAA Standards identify the CAA's definition of Substantive Change and the CAA process to be followed.

9.5. Assessment of the impact of changes to programs

The assessment of the impact of any changes will be undertaken with reference to the ADCI Standards.

The process of review of a material change involves the following steps:

1. A notice of intent and/or an annual report or other report of an actual or proposed change is received by ADCI from the HEI.
2. A determination by ADCI whether:
    a. based on the information provided the change can be incorporated within the current status and period of accreditation, or
    b. whether a limited review, with or without a site visit, is required, with assessment against designated ADCI Standards, or
    c. if the change has a potential impact that requires a full re-accreditation review, including a site visit, or
    d. if the change is of such a nature that it constitutes a proposal for a new program and the HEI should therefore seek initial accreditation of the program.
3. In cases of a full or limited review, an evaluation of the material change is undertaken by an assessor or Accreditation Team, and ADCI considers a review report on the change.

The HEI will be informed of the ADCI decision regarding the material change, including any additional requirements of the HEI arising from the decision.

9.6. Responses to concerns about accredited programs

ADCI may receive concerns, which appear to bring into doubt whether an accredited program continues to meet the ADCI Standards.

ADCI will consider such concerns and undertake further investigation as necessary. If a concern is investigated, ADCI will inform the HEI of the concerns and the grounds on which they are based and the HEI will have an opportunity to respond. The outcome of an investigation will be a decision about what action (if any) is necessary. In appropriate cases, this may include putting in place monitoring requirements or undertaking a paper-based review or site visit.

ADCI will follow the 'Concerns about accredited programs policy' as published on the website. If required, ADCI will inform the CAA of its concerns and the grounds on which they are based, and the processes to be implemented.

The CAA's process for consideration of concerns is detailed in section 9 of the Supplementary Guidance to the Standards. There will be mutual reporting of the outcomes of valid concerns between the ADCI and the CAA.

9.7. External validation

ADCI may from time to time use other data sources to validate information submitted by institutions. The purpose is to inform ADCI processes or prompt further consideration of programs ongoing ability to meet the ADCI Standards.

Data may be collected from a variety of sources, including HEIs own websites, publicly available data sets or other verifiable data sources.

10. Conflict of Interest

The HEI is given the opportunity to comment on the proposed membership of an Accreditation Team and may query the composition where the HEI believes a proposed assessor may have a bias or conflict of interest that could cast doubt on their capacity to objectively evaluate a program. Objections to proposed Joint Accreditation Team members will only be considered by the ADCI where the Institution can produce evidence of bias or conflict of interest. The ADCI will revise the composition of an Accreditation Team where such claims are substantiated.

Actual or potential conflicts of interest that may arise for Joint Accreditation Committee members and members of the ADC Board during the accreditation process are managed according to the Accreditation Committee – Conflict of Interest Policy and Board Conflict of Interest Policy.

11. Confidentiality

The accreditation process is confidential to the participants. In order to undertake its role, ADCI requires detailed information from HEIs. This typically includes sensitive or commercial-in-confidence information such as plans, budgets, appraisals of strengths and weaknesses and other confidential information. ADCI requires members of Joint Accreditation Teams, members of the Accreditation Committee, ADC Board members and staff to keep confidential all material provided to ADCI by HEIs for the purpose of accreditation of their programs.

Information collected is used only for the purpose for which it is obtained.

A final decision on accreditation is made only when the ADC Accreditation Committee and the ADC Board have considered the Accreditation Team's report. The overall recommendation on accreditation remains confidential until an accreditation decision has been made by the ADC.

Following an accreditation decision, ADCI publishes the final accreditation report to ensure transparency of ADCI's accreditation process.

12. Reference material

The following reference material has been developed by ADCI to assist in the interpretation and application of ADCI Standards.

12.1. Core evidence requirements

As indicated in **section 5.3**, ADCI has developed a list of core evidence requirements for all programs being submitted for accreditation or reaccreditation. The list of documents is included below.

1. A statement of guiding principles for the program.
2. Policies and procedures on clinical and workplace safety including screening and reporting and control of infectious diseases and blood borne infections.

3. Curriculum mapping including alignment of learning outcomes to the relevant professional competence standards.
4. Assessment blueprint/matrix to demonstrate alignment of assessment to learning outcomes, including professional competence standards.
5. Register of clinical supervisors' qualifications, licensure status and supervision responsibilities (including external supervisors).
6. Policies and procedures on student placement and supervision.
7. Register of formal (and informal) agreements between the institution and supervisors, placement clinics, practices, and health services.
8. Overview of formal academic governance arrangements for the program including program quality assurance, review and improvement.
9. Sample student timetable for each year of the course indicating allocation of key learning activities and clinical hours (indicating the number of hours spent as an operator).
10. Staffing profile including professional qualifications, licensure status and teaching and supervision responsibilities.
11. Admission and progression policies and procedures.
12. Information to prospective and enrolled students.
13. Sample of student clinical logbooks/portfolios (which could be made available during the site visit).

12.2. Other evidence

Examples of other types of evidence that could be submitted as part of an accreditation/reaccreditation application:

Standard	Examples of possible additional documentary evidence
1. Public safety is assured.	• Policies and procedures on student placement and supervision • Systems that identify, report on and remedy issues that may affect public safety and any actions taken • Record of HEI's communication with ADCI/CAA • Policies and procedures on ethical and professional behaviour
2. Academic governance and quality assurance processes are effective.	• Licensure as a HEI with the CAA • Relevant academic policies and procedures • Records, minutes of relevant review meetings and consultations and the decisions made and implemented

	• Relevant key stakeholder consultation/engagement activities, including from professional peers and consumers • Processes for incorporating internal and external input into program review, monitoring and improvement, including support for consumers to contribute • Relevant external quality assurance reports

3. Program design, delivery and resourcing enable students to achieve the required professional competencies.	• Documentation showing where and how the educational philosophy is articulated and enacted
	• Letter from the HEI's senior management confirming ongoing support for the program
	• The program/course guides that are made available to students and detail how the program of study is structured and enacted at each stage
	• Program/course approval documentation showing:
	  ○ the consultation processes used and the level and nature of participation and advice by dental academics and professionals into the development and approval of the program and its components
	  ○ Teaching staff
	  ○ Curriculum content, including clinical placements
	  ○ Learning environments, facilities and resources used, including clinical placements
	  ○ Timetable
	• Details of employer input/feedback
	• Details of student placement opportunities, indicating the nature, variety, and quantity of student experiences such as:
	  ○ Internal and external placement opportunities
	  ○ Placements in rural/remote locations
	  ○ Provision of care to aged care residents
	  ○ Provision of care to individuals of determination
	  ○ Provision of care to culturally and linguistically diverse populations
	• Record of communication with ADCI on relevant issues

4. Students are provided with equitable and timely access to information and support.	• Sample of admission and progression decisions

	• Policies and procedures on equity and diversity with examples of implementation and monitoring • Copies of relevant grievance and appeals procedures • A register of grievances or appeals lodged, showing the outcome of the process • Details of the academic and personal support services available to students • Details of student representation within the governance and management of the program
5. Assessment is fair, valid and reliable e to ensure graduates are competent to practise.	• Policies and procedures on assessment, including assessment strategy • Policies on and examples of assessment moderation • Samples of student assessments and feedback provided to students • Samples of use of assessment data to improve program/course outcomes • Processes for identifying and using external experts
6. The program ensures students are able to provide culturally safe care for Aboriginal and Torres Strait Islander Peoples.	*Not assessed*

12.3. Accreditation definitions

12.3.1 Definitions related to accreditation

Compliance: The ADCI undertakes its compliance function when it assesses whether dental programs meet the Accreditation Standards.

Quality improvement: Commendations and Suggestions are identified during a program review that are aimed at fostering continuous quality improvements but do not constitute an assessment of compliance with the Accreditation Standards.

Higher Education Institution: A university or college, or another institution or organisation, or other health profession college that delivers an ADCI accredited program or is seeking ADCI accreditation of a program.

12.3.2 Compliance definitions

Condition: Conditions may be imposed on a program if an Accreditation Standard is substantially met and the imposition of conditions will ensure full compliance with the Standard within a reasonable timeframe.

Accreditation Standard is met: An Accreditation Standard is met when the program meets the minimum requirements of the standard.

Accreditation Standard is substantially met: An Accreditation Standard is substantially met if the plans and/or arrangements in place for the provision of the program do not fully meet the Standard. A finding of substantially met must satisfy the following two criteria:

1. The plans and/or arrangements in place that are applicable to the Standard must not adversely affect student welfare, or the capacity of the HEI to deliver the program, or the learning outcomes and Professional Competencies required; and
2. There must be a reasonable expectation that the program will be able to meet the ADCI Standard in full within a defined timeframe that does not pose an unacceptable risk.

Accreditation Standard is not met: A standard is not met when the program does not meet the minimum requirements of the standard **and** the arrangements planned or currently in place for the provision of the program:

1. impair or undermine the acquisition of clinical competencies required for competent practice; and/or
2. call into question the HEI's capacity to resource or administer the program; and/or
3. will have, or are having, significant adverse effects on student welfare.

12.3.3 Quality improvement definitions

Commendation: A commendation refers to a particularly significant achievement by the HEI with regard to the program. The aim of a commendation is to acknowledge and encourage best practice.

Suggestion: A suggestion refers to an action or a course of actions that should be considered by the HEI to improve the delivery and/or outcomes of the program.

The aim of a suggestion is to encourage HEIs to consider specific quality improvements to programs. Suggestions may also highlight areas of potential future risk to programs that can be addressed through the action(s) recommended. A HEI may seek to achieve the proposed improvements to program delivery or outcomes through a course of action that differs from what is suggested. Inaction or lack of action regarding a suggestion could pose risks to a program's future compliance with the Standards, particularly where a suggestion highlights a potential risk to a program.

12.3.4 Clinical definitions

Simulation training hours: any aspect of preclinical or simulation training for dentistry and oral health that includes hands-on simulation of clinical activities.

Clinical assisting hours: any aspect of dental practitioner training that includes a student assisting another student in the provision of patient care.

Clinical training hours: any aspect of dental practitioner training that includes provision of patient care by the student as an operator.

Clinical observation hours: any aspect of dental practitioner training that includes the observation of patient care by a student, performed by another registered clinician.

Clinical placements: clinical placements provide opportunities in a relevant professional setting for the education and training of health sector students for the purposes of:

1. integrating theory into practice
2. familiarising the student with the practice environment
3. building the knowledge, skills and attributes essential for professional practice, as identified by the HEI and ADCI.

It is recognised that a clinical placement may be conducted in any number of locations, but the primary consideration is the provision of safe, high-quality patient care.

13. Current documents and information

The current version of the Guidelines and the related materials referred to in this document should be used. They are available by contacting the offices of the ADCI or CAA or from the respective organisation's websites:

ADCI – www.adc.org.au

CAA - www.caa.ae

14. Further information

The ADCI and CAA publish a range of references and materials to assist HEIs and other interested stakeholders to understand the joint approach to accreditation and processes by which programs are accredited.

If you have queries, please contact:

Manager, Accreditation
ADC International
PO Box 13278
Law Courts Victoria Australia 8010
Tel: +61 3 9657 1777
Fax: +61 3 9657 1766
E-mail: accreditation@adc.org.au

Commission for Academic Accreditation
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