

## Public consultation document

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November 2015

### Consultation on proposed entry level competencies for dental specialties

#### Public consultation

The Dental Board of Australia (the Board) in partnership with the Dental Council (New Zealand) (the Council) is releasing this public consultation paper on the proposed entry level competencies (the proposed competencies) for dental specialties.

This document will be published on the Board's and the Council's website.

#### Questions

The Board and the Council are inviting feedback on the proposed competencies specifically:

1. Do you understand the reason why we have developed the proposed competencies and how we are going to use them?
2. Is there any content that you think should be changed or deleted in the proposed competencies?
3. We are proposing that the competencies be reviewed in five years time with the option to review earlier if needed. Do you agree?
4. Do you have any other comments?

#### Your feedback

You are invited to provide feedback by email using the template published with this document to [dentalboardconsultation@ahpra.gov.au](mailto:dentalboardconsultation@ahpra.gov.au) by close of business on **Monday 15 February 2016**.

You are welcome to supply a PDF file of your feedback in addition to the Word (or equivalent) file; however we request that you do supply a text or Word file. As part of an effort to meet international website accessibility guidelines, AHPRA, the National Boards and the Council are striving to publish documents in accessible formats (such as Word), in addition to PDFs. More information about this is available at [www.ahpra.gov.au/About-AHPRA/Accessibility.aspx](http://www.ahpra.gov.au/About-AHPRA/Accessibility.aspx).

#### How your submission will be treated

Submissions will generally be published unless you request otherwise. The Board publishes submissions on its websites to encourage discussion and inform the community and stakeholders. However, the Board and the Council retain the right not to publish submissions at their discretion, and will not place on their website, or make available to the public, submissions that contain offensive or defamatory comments or which are outside the scope of the consultation.

Before publication, the Board and the Council will remove personal or identifying information from submissions, including contact details.

The views expressed in the submissions are those of the individuals or organisations who submit them and their publication does not imply any acceptance of, or agreement with, these views by the Board and the Council.

The Board and the Council will accept submissions made in confidence. These submissions will not be published on the website or elsewhere. Submissions may be confidential because they include personal experiences or other sensitive information. Any request for access to a confidential submission will be determined in accordance with the *Freedom of Information Act 1982* (Cwlth), which has provisions designed to protect personal information and information given in confidence.

**Please let the Board know if you do not want your submission published, or want all or part of it treated as confidential.**

## Glossary

In this document and its attachments:

**The Act** means the Health Practitioners Competence Assurance (HPCA) Act 2003, and is the legislation that sets the requirements for the regulation of the dental profession in New Zealand.

**ADC** means the Australian Dental Council, the accreditation authority for the dental professions in Australia.

**The Board** means the Dental Board of Australia.

**Competent** means the specialised theoretical knowledge, understanding and clinical experience to be able to practice independently for the benefit of the patient. It assumes that all knowledge and skills are performed with an integration of research, professional practice and further learning relevant to the practice of a dental specialist.

**Compromised patient** will mean different things for different specialities depending on the underlying cause. A patient may be compromised by a range of things including the age and stage of development, language skills, cognitive function, mental health, physical disability, systematic disease and broader socioeconomic issues. The degree of compromise will vary both in nature, degree and impact on the management of the patient.

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**Management and treatment planning** is assumed to mean all the stages in the clinical decisions making pathway including evaluation of the effectiveness of any treatment decisions. Depending on the specialty this evaluation may need to occur over an extended period of time.

**Multidisciplinary engagement** means working with both health practitioners and other professionals in the management and treatment of patients. This may involve dental and non-dental practitioners. For some specialties it may involve other professionals such as legal practitioners.

**The National Law** means the Health Practitioner Regulation National Law as in force in each state and territory and is the legislation that sets the requirements for the regulation of the dental profession in Australia.

**PPP** means Principal Place of Practice.

**Trans-Tasman mutual recognition** refers to the agreement between the New Zealand and Australian governments that allows individuals in Australia and New Zealand who practise substantially the same registered occupations to move freely between both countries. The relevant legislation in each country is the Trans-Tasman Mutual Recognition Act 1997.

## Overview

The Board and the Council are consulting on the proposed competencies.

The Board and the Council have developed the proposed competencies as part of the *Dental specialist registration qualification assessment framework* (the assessment framework). The assessment framework clarifies the threshold education and training requirements to qualify for specialist registration in Australia and New Zealand.

As well as the proposed competencies, the assessment framework describes the qualification assessment criteria for assessment of qualifications of overseas trained dental specialists applying for registration in Australia and New Zealand.

### Why have we developed the proposed competencies?

There is no current detailed policy assessment framework that provides for clear, consistent and transparent assessment of applications for specialist registration.

Current arrangements:

- are ambiguous and confusing for some applicants
- do not support consistency in assessment of applications
- lack efficiency and transparency, and
- do not support trans-tasman consistency.

The Board and the Council have developed the assessment framework including the proposed competencies to enable:

- consistent and transparent assessment of specialist registration applications, and
- consistent application of threshold entry level competency standards for dental specialist registration.

Trans-Tasman mutual recognition arrangements entitle dental practitioners registered in Australia to be registered for the “equivalent occupation” in New Zealand and vice versa. It is important that where possible, standards and requirements for registration are consistent.

### How will we use the proposed competencies?

The assessment framework and proposed competencies will enable the Board and the Council to effectively use the pathways available under the legislation in each jurisdiction.

The Board and the Council will use the assessment framework and proposed competencies to review current specialist registration pathways.

In Australia, this will include a review of the existing and the development of new examination and assessment pathways for specialist applications when the proposed competencies are finalised. Preliminary scoping work on this has commenced and is being informed by engagement with specialist academies and colleges and education providers. This will provide a pathway for applicants who do not meet the criteria for equivalence of qualifications.

In New Zealand, this will include a review of the existing specialist examination frameworks to ensure assessment of the competencies.

Further information on these pathways will be published by the Board and the Council as the work progresses.

## Context

The assessments of specialist applications by the Board and the Council are done in accordance with the National Law and the Act respectively. There may be additional legislative requirements that create differences in how the Board and the Council apply the criteria.

The Act requires the Council to define a scope of practice which broadly describes what a practitioner can do and the qualification they must have to gain registration in the scope of practice which then enables them to use a protected title.

The Act requires the Council to define a scope of practice for each of the dental specialties.

The National Law takes a different approach. It does not define a specific scope of practice but rather lists the titles that are protected and can only be used by those practitioners registered with the Board once assessed as eligible, including qualified, for registration.

## Training of dental specialists in Australia and New Zealand

In Australia and New Zealand, the majority of dental specialist training is provided by universities.

In addition, both jurisdictions recognise the training program for Oral and Maxillofacial Surgery which is provided by the Royal Australasian College of Dental Surgeons. Furthermore, for Oral Pathology, a training program is also provided by the Royal College of Pathologists of Australasia and this is currently recognised only in Australia.

The lists of approved specialist training programs are published on the [Board](#) website and the Council gazetted scopes of practice are also available on the [Council](#) website.

## Australia

### Transition to National Scheme

The Board has statutory authority under the National Law to assess and grant as appropriate specialist registration.

There are 13 recognised specialties for the dental profession regulated by the Board under the National Law. The 13 dental specialties were recognised by some or all of the state and territory dental practitioner registration boards. Each state and territory board had their own application process for specialist registration, including those from overseas trained dental specialists

Specialist registration has been part of the regulation of dentists in each state and territory for decades. Prior to the National Scheme, assessments were undertaken according to the policy and processes of each state and territory registration board. This created variance both across jurisdictions and across specialties.

The Board has been granting specialist registration and making assessments since the National Scheme started in 2010.

### Registration pathways available under the National Law

The National Law provides the registration pathways for specialist registration under the National Scheme.

The majority of practitioners applying for specialist registration do so under section 58(a) of the National Law, as they hold an approved qualification for the speciality.

Assessments under section 58(b) and (c) are the registration pathways under which overseas trained dental specialists apply.

Under section 58(b) of the National Law, applicants are qualified for specialist registration with the Board if they hold another qualification that the Board considers to be substantially equivalent or based on similar competencies to an approved qualification for the speciality.

Where there is a Board approved qualification for the specialty the Board has an agreement with the ADC assess the qualifications of the applicant for equivalence to an approved program.

Where there is no approved qualification for the specialty, the application is currently assessed under section 58(c) and by a committee of the Board for examination or assessment recognised by the Board. This applies to applications for Forensic Odontology, Oral Surgery and Public Health Dentistry (Community Dentistry).

### Existing standards

The documents will also support the Board's [Specialist registration standard](#) (the registration standard) and [List of recognised specialties](#) (the List).

The registration standard and the List were approved by the Australian Health Workforce Ministerial Council on 31 March 2010 and came into effect on 1 July 2010 with the commencement of the National Scheme. The registration standard, together with the National Law, establishes the requirements to be eligible for specialist registration with the Board. The List includes the specialty and specialist title protected under the National Law and a definition of each specialty.

### Demographics

There are over 21,000 registered dental practitioners registered with the Board, 1693 of them are hold registration as a dental specialist.

The following table summarises the numbers of dental specialists registered with the Board as of June 2015.

Dental practitioner	Principal place of practice									
Dental specialty	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	No PPP	Total
Dento-Maxillofacial Radiology				7			1	2		10
Endodontics	8	45		26	15	3	39	16	7	159
Forensic Odontology	2	6	1	2	4	2	5	5		27
Oral and Maxillofacial Surgery	4	51	1	46	17	5	52	19	7	202
Oral Medicine		7		6			13	5	4	35
Oral Pathology		7		5	2		5	2	3	24
Oral Surgery		40		4			6	1	1	52
Orthodontics	13	183	3	120	52	14	139	56	20	600
Paediatric Dentistry	2	35		21	10		33	12	6	119
Periodontics	7	59		45	17	2	56	30	5	221
Prosthodontics	5	66	1	41	22		50	22	5	212
Public Health Dentistry (Community Dentistry)		3		2	2		7	1	1	16
Special Needs Dentistry		2		3	3		7		1	16
<b>Total</b>	41	504	6	328	144	26	413	171	60	1,693

**Table 1 - Dental specialist numbers by state and territory (June 2015) and the complete list of the Board's [Registrant data](#)**

## New Zealand

In New Zealand the registration and practice of dental specialists is regulated under The Act. Under The Act the Council is responsible for prescribing the qualifications for registration in dental scopes of practice, and for monitoring New Zealand educational institutions that provide degrees, courses of study or programmes.

The Council has a list of prescribed qualifications for registration as a dental practitioner. Where qualifications are not prescribed the Council may assess the qualification to determine if it can be considered 'equivalent to, or as satisfactory as' a prescribed qualification. Competencies underpin the curriculum of prescribed qualifications and are therefore key in setting the educational standards required for registration in a scope of practice.

### Registration pathways available under The Act

The Act provides the registration pathways by which applicants for registration can be considered by the Council.

The majority of applicants apply for specialist registration under section 15(1) of the Act, holding a prescribed qualification for the dental specialty. All prescribed qualifications undergo accreditation to verify that it is of an appropriate quality and standard - either by the Council, or another jurisdiction whose accreditation processes are recognised by the Council as equivalent to its own.

Most overseas trained dental specialists apply for an individual assessment under section 15(2) of The Act. The assessment determines whether their qualifications, training and experience are equivalent to, or satisfactory as a prescribed qualification for their scope of practice.

The Act provides that the Dental Council may treat any overseas qualification as a prescribed qualification if, in its opinion, the qualification can be considered equivalent to, or as satisfactory as, a prescribed qualification.

### **15 Requirements for registration of practitioners**

*(1) The authority appointed in respect of a health profession may register an applicant as a health practitioner permitted to practise within a scope of practice if the applicant—*

*(a) is fit for registration in accordance with [section 16](#); and*

*(b) has the qualifications that are prescribed, under [section 12](#), for that scope of practice; and*

*(c) is competent to practise within that scope of practice.*

*(2) An authority may, for the purposes of subsection (1)(b), treat any overseas qualification as a prescribed qualification if, in the opinion of the authority, that qualification is equivalent to, or as satisfactory as, a prescribed qualification.*

*(3) An authority may vary a prescribed qualification in any case where the authority—*

*(a) proposes to limit the health services that the applicant will be permitted to perform; and*

*(b) is satisfied that the varied qualification is adequate—*

*(i) for the performance of those health services; and*

*(ii) for the protection of the public.*

If an applicant considers that the combination of their qualifications, training and experience are equivalent to a prescribed qualification for the scope of practice in which they wish to register, they can apply for, what is known in New Zealand as, an individual assessment pursuant to section 15(2) of the Act.

A duly completed application is forwarded to a senior academic involved in the teaching of a New Zealand prescribed qualification, to which the qualification is compared. The academic assesses the applicant's qualification curriculum and any further studies completed, to determine whether it is comparable to the New Zealand prescribed qualification.

Specialist applications are also forwarded to a professional peer, registered in the scope of practice in which the applicant wishes to register. The peer assesses the applicant's clinical experience.

Once the assessment report has been received, the application and report are considered by the Council at its next meeting. Each application is considered on a case-by-case basis.

The Council determines whether the applicant's qualifications, training and experience may be considered equivalent to, or satisfactory as, a prescribed qualification.

## Demographics

There are over 4,898 registered dental practitioners registered with the Council, of which 350 hold specialist registration.

The following table summarises the numbers of dental specialists registered with the Council, as at 20 November 2015.

<b>Dental specialty</b>	
Endodontics	35
Oral and Maxillofacial Surgery	51
Oral Medicine	5
Oral Pathology	8
Oral Surgery	10
Orthodontics	109
Paediatrics	21
Periodontics	38
Prosthodontics	34
Public Health Dentistry	21
Restorative Dentistry	10
Special Needs Dentistry	8
<b>TOTAL</b>	<b>350</b>

**Table 1 Dental specialist numbers registered in New Zealand (November 2015)**

## The proposed entry level competencies for dental specialist registration

The proposed competencies describe the threshold level of competence expected of applicants for registration with the Board and the Council in each of the approved or recognised specialties.

The proposed competencies are a component of the assessment framework and should be read in conjunction with the assessment framework.

The proposed competencies draw on the descriptors of the Australian Qualifications Framework<sup>1</sup> (AQF) Level 9 Masters Degree (Extended) or the New Zealand Qualifications Framework<sup>2</sup> (NZQA)

<sup>1</sup> Published at <http://www.aqf.edu.au/>

<sup>2</sup> Published at <http://www.nzqa.govt.nz/studying-in-new-zealand/understand-nz-quals/nzqf/>

Level 9 Masters Degree as these are the levels of approved and prescribed dental specialist training programs in Australia and New Zealand respectively.

### **Assumptions**

The following assumptions have been made when developing the proposed competencies.

The proposed competencies:

- build on the *Australian Dental Council Professional attributes and competencies of the newly qualified dentist* (Australia only)
- are not intended to define the scope of the specialty but rather the knowledge and competence of the graduate specialist
- are not intended to define a national curriculum for the education and training in the specialty
- describe the broad areas of competence and assume that other documents such as program curricula will describe the detail under each broad area to accommodate innovation and change in practise over time
- use language and descriptors consistent with those of the Australian Qualifications Framework's (AQF) Level 9 Masters Degree (Extended) or New Zealand Qualifications Framework (NZQA) Level 9 Masters Degree to differentiate specialist practise from that of a general dentist, and
- do not replace other descriptors of the specialty such as those published by specialist academies and colleges that may describe the standard expected of specialists post entry-level.

### **How to read the proposed competencies**

The proposed competencies should be read:

- with the *Dental specialist qualification assessment framework* and the definition of the specialty listed below
- in the context of how they are relevant to the particular specialty, this will mean that proposed competencies generic to all specialties may be demonstrated differently in each specialty, and
- in New Zealand only, the competencies underpin the gazetted scope of practice.

The proposed competencies are described in **Appendix B** of the *Dental specialist qualification assessment framework* at **Attachment A** of this consultation paper.

### **Domains**

The five domains of the competency document are based on the domains in the ADC's professional attributes and competencies<sup>3</sup>.

The domains represent the broad categories of professional activity that occur in the practice of specialist dentistry. Professional practice requires the integration of multiple competencies across all of the domains.

The domains are:

- **Professionalism**
- **Communication and social skills**
- **Critical thinking**
- **Scientific and Clinical Knowledge**
- **Patient care**

The qualification type descriptors for Level 9 Masters Degree (Extended) of the Australian Qualifications Framework (AQF) have informed the definitions of these domains.

## Options statement

### Option 1 Status quo

#### Australia

The status quo of making case-by-case assessments in the absence of a nationally consistent framework does not address or remedy the potential for inconsistent and potentially unfair assessment of specialist applications.

There will continue to be issues related to a lack of clarity, transparency and efficiency, particularly for overseas trained dental specialists. The Board does not consider status quo to be a sustainable or viable option for the future.

The Board has identified the high potential for inconsistencies arising from a lack of transparency and guidance about these types of assessments. This can hinder the Board's ability to best meet its statutory obligations to protect the public by ensuring that only practitioners who are suitably trained and qualified to practise in a competent and ethical manner are registered.

#### New Zealand

All individual assessments of overseas qualifications under section 15(2) of the Act entails a curriculum comparison of the overseas qualification with the New Zealand accredited qualification. The Council has no defined competencies for dental specialist scopes of practice in New Zealand, and relies on the educational programmes' modules and learning outcomes for the assessment.

The Council does not support the status quo, as it believes the development of an assessment framework will further enhance the robustness of the Council's assessment process.

### Option 2 Development of assessment framework and proposed entry level competencies

The assessment framework and proposed competencies will enable the Board and the Council to effectively use the pathways available under the legislation in each jurisdiction.

The specialist framework does not amend the broad definition of each of the specialties, define the scope of a specialty<sup>3</sup>, nor does it create additional regulatory requirements outside of the registration standard. They do not define advanced practice competencies for the specialty.

It will provide a policy assessment framework that the Board and the Council will use when assessing dental specialist applications. It is expected to support the existing registration pathways and promote the provision of safe and high quality dental care in specialist practice.

Having a clearly articulated, consistent assessment framework also provides much needed transparency for practitioner applicants, and more broadly to the public and government.

The proposed competencies describe the expected threshold competencies of graduates from approved specialist training programs or overseas trained dental specialists applying for registration in Australia and New Zealand. This is the level that all applicants must meet for registration to provide for the protection of the public.

It is assumed that the proposed competencies build on the professional attributes and competencies required of a general dentist<sup>4</sup> and that the relevant professional academies and colleges and education providers may develop more detailed descriptions of the specialty.

The assessment framework and proposed competencies do not create a new specialty or revise a current approved specialty. Rather, it will deliver a clear policy assessment framework so that applications for registration can be assessed more efficiently and with increased transparency, particularly for overseas trained dental specialists.

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<sup>3</sup> Note in New Zealand the scope of practice is defined separately by a gazette notice.

<sup>4</sup> Refer Australian Dental Council's document [Professional attributes and competencies of the newly qualified dentist](#) . Note that these apply to Australia only.

The assessment framework and proposed competencies will underpin the accreditation standards that all Australian and New Zealand educational programs are required to meet.

The Council is of the view that this will ensure graduates meet the threshold competencies to practise safely in the scope of practice for which they apply for registration in New Zealand.

The Board considers the assessment framework and proposed competencies meet the objectives and guiding principles of the National Law including:

- protecting the public by ensuring that only dental specialists who are suitable trained and qualified to practice in a *competent* and ethical manner are registered
- facilitation of the provision of high quality education and training of dental specialists by providing clarity on the expected level of threshold competence for the purpose of registration with the Dental Board
- facilitation of a rigorous and responsive assessment of overseas trained dental specialists by providing a transparent framework equivalent to graduates from approved programs, and
- enabling the continuous development of a flexible, responsive and sustainable Australian health workforce and to enable innovation in the education of, and service delivery by dental specialists through clearly identifying the competence of each specialty to assist planners of oral health services.

#### Potential benefits and costs of the proposal

It is expected that the assessment framework and proposed competencies will:

- provide clarity and transparency for all dental specialist registration applicants, particularly those who are overseas trained specialists
- improve consistency in the assessment of specialist applications and support existing pathways for specialist registration
- provide consistency in trans-Tasman standards and assessment criteria, and
- contribute to innovation and efficiency in dental specialist training by Australian and New Zealand education providers that incorporates cross-specialty training in the generic or common specific competencies.

The specialist framework is not expected to increase the length of time it will take for a domestic student to complete an approved program and register as a dental specialist.

The increased transparency and consistency in the assessment of applications for specialist registration has the potential, over time, to reduce the financial costs and time taken to decide specialist applications under the existing pathways. This is of particular value to overseas trained practitioners and will allow them to contribute to the oral health workforce sooner.

Based on engagement with education providers to date, the Board and the Council are confident that the specialist framework will not place any restrictions on education providers or reduce the number of available places to study. Feedback to date indicates that the proposed competencies are consistent with the current curriculum for existing dental specialty programs.

As the specialist framework does not create additional regulatory requirements outside of the registration standard, there is not expected to be any affect to compliance costs.

There will be a period of time when practitioners and consumers become familiar with the proposed assessment framework, but this provides a positive opportunity for the Board and Council to communicate with all stakeholders.

## Consultation to date

The Board and the Council have established an Expert reference group – specialist (ERGS), to advise them on this work. The ERGS is made up of dental specialists from both countries who are clinicians, academics, Board members and involved in deciding applications for specialist registration. The ERGS is not intended to have representation from every specialty.

The Board and the Council through the ERGS have consulted extensively with education providers and the relevant specialist academies and colleges in the drafting of the proposed competencies.

This engagement continued in the preliminary consultation stage with further meetings undertaken with these groups. The feedback from the preliminary consultation has been incorporated into this version of the documents and/or will inform the communication material used to support the development and implementation of the specialist assessment pathways.

Some representatives of the different specialties wanted to include a higher level of specificity and detail to describe the competency level for their particular specialty. In drafting the proposed competencies for public consultation the ERGS and the Board were conscious of the need for consistency in structure and approach across the different specialties. We were also conscious of the need for the proposed competencies to remain relevant over time and to not restrict the ongoing development of the specialty. In consideration of this, not all the recommended changes received during the preliminary consultation stage have been incorporated. It is important to remember also that the proposed competencies do not replace other descriptors of the specialty such as those published by specialist academies and colleges that may describe the standard expected of specialists post entry-level, nor are they intended to define a national curriculum for the specialty.

The Board and the Council will engage with international dental regulators including the General Dental Council in this public consultation stage to inform consistency in the proposed competencies with international standards. This is of particular importance when one of the main applications of the proposed competencies will be the assessment of registration applications from overseas trained specialists.

## Attachments

- Attachment A Dental specialist qualification assessment framework - including proposed entry level competencies for dental specialist registration
- Attachment B Board's statement of assessment against the COAG principles for best practice regulation - entry level competencies for dental specialist registration

## Attachment A

Dental specialist registration qualification assessment framework – including entry level competencies for dental specialist registration.

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## 1. About this framework

The *Dental specialist registration qualification assessment framework* (the assessment framework) describes the threshold education and training requirements to qualify for specialist registration in Australia and New Zealand.

The Dental Board of Australia (the Board) and the Dental Council (New Zealand) (the Council) have developed this framework in partnership and on the advice of the Board's Expert reference group – specialist (ERGs).

There are two components to the assessment framework:

- entry level competencies for dental specialist registration for each of the approved and prescribed dental specialties, and
- qualification assessment criteria.

### What is the purpose of the assessment framework?

The Board and the Council have developed the assessment framework to enable:

- consistent and transparent assessment of specialist registration applications, and
- consistent application of threshold entry level competency standards for dental specialist registration.

Trans-Tasman mutual recognition arrangements entitle dental practitioners registered in Australia to be registered for the 'equivalent occupation' in New Zealand and vice versa. It is important therefore that where possible standards and requirements for registration are consistent.

### How will the assessment framework be used?

The assessment framework will be used to support a number of regulatory functions by the Board and the Council. This includes:

- *Accreditation*<sup>5</sup>, to determine if approved specialist qualifications in Australia and prescribed specialist qualifications in New Zealand:
  - is at the expected qualification level
  - produces graduates at the expected level of competence for dental specialist registration
- *Registration* of overseas trained applicants to:
  - assess qualifications for equivalence to an approved specialist qualifications in Australia and prescribed qualifications in New Zealand
  - develop assessments or examinations to determine if candidates are at the expected level of competence for dental specialist registration , and
- evaluating the competence of dental specialists in the context of regulatory processes such as those returning to practice and in the management of a notification.

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<sup>5</sup> The Australian Dental Council is the assigned accreditation authority for the dental profession in Australia and undertakes accreditation functions on behalf of the Board.

## 2. Specialist registration in Australia and New Zealand

There are thirteen approved dental specialties in Australia and twelve recognised specialties in New Zealand.

Dental specialty	Recognised in Australia?	Recognised in New Zealand?
1. Dento-Maxillofacial Radiology	Yes	No
2. Endodontics	Yes	Yes
3. Forensic Odontology	Yes	No
4. Oral and Maxillofacial Surgery	Yes	Yes
5. Oral Medicine	Yes	Yes
6. Oral Pathology	Yes	Yes
7. Oral Surgery	Yes	Yes
8. Orthodontics	Yes	Yes
9. Paediatric Dentistry	Yes	Yes
10. Periodontics	Yes	Yes
11. Prosthodontics	Yes	Yes
12. Public Health Dentistry(Community Dentistry)	Yes	Yes
13. Special Needs Dentistry	Yes	Yes
14. Restorative Dentistry	No	Yes

**Table 1 - List of dental specialties**

### Specialist registration pathways

#### Australia

The registration and practice of dental specialists is regulated under the National Law. The different pathways that an applicant may qualify for specialist registration in Australia are described in section 58 of the National Law.

Applicants are qualified for specialist registration if they:

- a. hold an approved qualification<sup>6</sup> for the specialty, or
- b. hold another qualification that the Board considers to be substantially equivalent or based on similar competencies to an approved qualification for the specialty, or
- c. hold a qualification (not referred to in a or b) relevant to the specialty and has successfully completed an examination or other assessment required by the Board for registration in the specialty, or
- d. hold a qualification (not referred to in a or b) that under a prior Act qualified them for specialist registration and they were previously registered on the basis of holding that qualification.

Assessments under section 58(b)<sup>7</sup> and (c) are the registration pathways under which overseas trained dental specialists can apply for specialist registration.

To be eligible for specialist registration applicants for specialist registration must also meet all requirements and prerequisites for registration as set out in the Board's [registration standards](#), which includes, but is not limited to, having a minimum of two years of general dental practice and recency of practice in the specialty.

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<sup>6</sup> A program of study which has been accredited by the Australian Dental Council (ADC) and approved by the Board for the purpose of registration

<sup>7</sup> The criteria used to assess equivalence are described in this document.

## New Zealand

In New Zealand, the registration and practice of dental specialists is regulated under the Act.

Under the Act, the Council responsible for prescribing the qualifications for registration in dental scopes of practice and for accrediting and monitoring New Zealand educational institutions and degrees, courses of study or programs.

The Council has gazetted prescribed qualifications for registration as a dental practitioner.

Where qualifications are not prescribed, the Council may assess them to determine whether they can be considered as “equivalent to, or as satisfactory as” a prescribed qualification.

Competencies underpin the curriculum of prescribed qualifications, and are therefore key to setting the educational standard required for registration in a specialist scope of practice.

Applicants for specialist registration must also comply with registration policies of the Council.

### 3. Components of the assessment framework

The assessment framework will provide consistent assessment pathways for specialist registration applications.

#### Entry level competencies for dental specialist registration

##### Purpose

The Board and the Council have developed the proposed competencies for dental specialist registration to describe the threshold level of competence expected of applicants for registration with the Board or the Council.

The proposed competencies will provide assurance that all applicants for registration are at the same level of competence regardless of the registration pathway they apply under.

The proposed competencies are not intended to define the scope of each of the dental specialties nor prevent the growth or development of these specialties. They do not define advanced practice competencies for the specialty.

The term ‘competent’<sup>8</sup> has been used as it reflects the language of the National Law and the Act.

It is assumed that the specialist competencies build on the professional attributes and competencies required of a general dentist<sup>9</sup> and that the relevant professional academies and colleges and education providers may develop more detailed descriptions of the specialty.

#### Assumptions

The following assumptions have been made when developing these competencies. The competencies:

- build on the *Australian Dental Council Professional attributes and competencies of the newly qualified dentist*
- are not intended to define the scope of the specialty but rather the knowledge and competence of the graduate specialist
- are not intended to define a national curriculum for the education and training in the specialty
- describe the broad areas of competence and assume that other documents such as program curricula will describe the detail under each broad area to accommodate innovation and change in practise over time

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<sup>8</sup> Refer to definitions section of this framework

<sup>9</sup> Refer Australian Dental Council’s document [Professional attributes and competencies of the newly qualified dentist](#). Note that these apply in Australia only.

- use language and descriptors consistent with those of the Australian Qualifications Framework's<sup>10</sup> (AQF) Level 9 Masters Degree (Extended) or New Zealand Qualifications Framework<sup>11</sup> (NZQA) Level 9 Masters Degree to differentiate specialist practise from that of a general dentist , and
- do not replace other descriptors of the specialty such as those published by specialist academies and colleges that may describe the standard expected of specialists post entry-level.

### How to read the competencies

The competencies should be read:

- with this assessment framework and the definition of the specialty listed in each specialty competency document, and
- in the context of how they are relevant to the particular specialty, this will mean that competencies generic to all specialties may be demonstrated differently in each specialty.

### Domains

The five domains of the competency document are based on the domains in the ADC's professional attributes and competencies<sup>3</sup>.

The domains represent the broad categories of professional activity that occur in the practice of specialist dentistry. Professional practice requires the integration of multiple competencies across all of the domains.

The domains are:

1. **Professionalism:** On graduation a dental specialist will have the knowledge and skills to demonstrate autonomy, expert judgment, adaptability and responsibility as a practitioner and show leadership within the dental profession
2. **Communication and social skills:** On graduation a dental specialist will be able to interpret and transmit knowledge, skills and ideas to dental and non-dental audiences.
3. **Critical thinking:** On graduation a dental specialist will have the expert, specialised cognitive and technical skills in a body of knowledge or practice to independently analyse critically, reflect on and synthesise complex information, problems, concepts and theories and research and apply established theories to a body of knowledge or practice
4. **Scientific and Clinical Knowledge:** On graduation a dental specialist will have a body of knowledge that includes the extended understanding of recent developments in a discipline and its professional practice, as well as knowledge of research principles and methods applicable to the specialty and its professional practice
5. **Patient care:** On graduation a dental specialist will, with a high level of personal autonomy and accountability, be able to apply highly specialised knowledge and skills within a discipline or professional practice. This includes clinical information gathering, diagnosis and management planning, clinical treatment and evaluation.

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<sup>10</sup> Published at <http://www.aqf.edu.au/>

<sup>11</sup> Published at <http://www.nzqa.govt.nz/studying-in-new-zealand/understand-nz-quals/nzqf/>

## 4. Application of the framework

The assessment framework describes the threshold education and training requirements to qualify for specialist registration in Australia and New Zealand.

The registration pathways available for applicants to apply under are determined by the National Law and the Act that applies in Australia or New Zealand. The assessment processes developed by the Board and the Council to implement these pathways also need to be done in accordance with the legislation. These legislative requirements may create differences in how the Board and the Council apply the criteria.

### Equivalence of qualifications assessment

Where an applicant does not hold an approved qualification for the specialty, the Board or the Council will use the following criteria to assess another qualification to determine if it is substantially equivalent to an approved or prescribed program<sup>12</sup>.

The following criteria will be used when assessing qualifications for equivalence. The qualification:

1. has undergone an independent quality review/accreditation process
2. is at an AQF 9 Masters (extended) or NZQF Masters degree level
3. must relate to a single specialty discipline, and
4. contained the following components that allowed the student to be assessed against the entry level competencies for the specialty:
  - didactic component
  - clinical and/or professional practice component, and
  - research component or equivalent.
5. If relying on combination of qualifications then the initial qualification needs to be at AQF level 8/NZQF level 8 with the subsequent qualification being at level 9 Masters (extended)/NZQF level 9.

Approved and prescribed programs of study are at Level 9 Masters Degree (Extended) of the Australian Qualifications Framework (AQF) and Level 9 Masters Degree New Zealand Qualifications framework (NZQF) respectively.

The qualification type descriptors for these levels are summarised at **Appendix A**.

These qualification type descriptors have been integrated into the domain descriptors listed above to distinguish the level of knowledge, practise and thinking of the specialist dentist from the general dentist.

### Examination and assessment pathways

The Board and Council will review existing and develop new examination and assessment pathways for specialist applications when the proposed competencies are finalised. Preliminary scoping work on this has commenced and is being informed by engagement with specialist academies and colleges and education providers.

This will provide a pathway for applicants who do not meet the criteria for equivalence of qualifications or where there are alternate training models for the specialty<sup>13</sup>.

Further information on these pathways will be published by the Board and Council as the work progresses.

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<sup>12</sup> This is applicable only to specialties where there is a Board approved qualification or Council prescribed qualification for the specialty.

<sup>13</sup> This includes Oral and Maxillofacial Surgery and Oral Pathology where the Royal Australasian College of Dental Surgeons and Royal College of Pathologists respectively have training programs for these specialties.

## 5. Associated documents

This assessment framework should be read in conjunction with the published registration standards, codes, guidelines and policies published on the websites of the [Board](#) and the [Council](#) for the purpose of specialist registration.

## 6. Resources

The following resources have informed the development of this assessment framework:

- Australasian Academy of Paediatric Dentistry (2013) *Paediatric dentistry core attributes*
- Australian Dental Council (2010) *Professional attributes and competencies of the newly qualified dentist*
- Australian Society of Orthodontists *Essential competencies for orthodontic specialists*
- Australian Qualifications Framework (2013) 2<sup>nd</sup> edition
- Oral Medicine Academy of Australasia *Essential competencies for specialists in Oral Medicine as defined by the Oral Medicine Academy of Australasia*
- New Zealand Qualifications Framework (2013)
- The Royal Australasian College of Dental Surgeons (2014) *Handbook for accredited education and training in Oral and Maxillofacial Surgery*
- The Royal College of Pathologists of Australasia, Faculty of Oral Pathology (2013) *Trainee Handbook Forensic Odontology*
- The Royal College of Pathologists of Australasia, Faculty of Oral Pathology (2013) *Trainee Handbook Oral and Maxillofacial Pathology*

## 7. Acknowledgements

In developing this framework, the Board and the Council acknowledge the contribution made by the specialist academies and the education providers delivering approved programs of study in the specialities in developing this framework:

- Academy of Australian and New Zealand Prosthodontists
- Australasian Academy of Paediatric Dentistry
- Australian and New Zealand Academy of Endodontists
- Australian and New Zealand Academy of Periodontists
- Australian and New Zealand Academy of Special Needs Dentistry
- Australian and New Zealand Association of Oral and Maxillofacial Surgeons
- Australian Society of Orthodontists
- Griffith University
- James Cook University
- New Zealand Association of Orthodontists
- New Zealand Association of Prosthodontists and Restorative Dentists
- New Zealand Society of Hospital and Community Dentistry
- New Zealand Society of Periodontology
- Oral Medicine Academy of Australasia
- The Royal Australasian College of Dental Surgeons
- The Royal College of Pathologists of Australasia
- University of Adelaide
- University of Melbourne
- University of Otago
- University of Queensland
- University of Sydney
- University of Western Australia

## 8. Review

Date of issue: <<to be inserted once finalised>>

Date of review: This framework will be reviewed from time to time as required. This will generally be every three years.

## Appendix A

### Australian Qualifications Framework Level 9 Masters Degree (Extended)

Summary	The Masters Degree (Extended) qualifies individuals who apply an advanced body of knowledge in a range of contexts for professional practice and as a pathway for further learning.
Knowledge	<p>Graduates of a Masters Degree (Extended) will have:</p> <ul style="list-style-type: none"> <li>• a body of knowledge that includes the extended understanding of recent developments in a discipline and its professional practice</li> <li>• knowledge of research principles and methods applicable to the discipline and its professional practice</li> </ul>
Skills	<p>Graduates of a Masters Degree (Extended) will have:</p> <ul style="list-style-type: none"> <li>• cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice</li> <li>• cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice</li> <li>• cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level</li> <li>• communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences</li> <li>• technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice</li> </ul>
Application of knowledge and skills	<p>Graduates of a Masters Degree (Extended) will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> <li>• with creativity and initiative to new situations in professional practice and/or for further learning</li> <li>• with high level personal autonomy and accountability</li> <li>• to plan and execute a substantial research based project, capstone experience and/or professionally focused project</li> </ul>

**Table 2 - Masters degree qualification type descriptors**

### **New Zealand Qualifications Framework (NZQA) Level 9 Masters Degree**

Knowledge	Highly specialised knowledge, some of which is at the forefront of knowledge, and a critical awareness of issues in a field of study or practice
Skills	Develop and apply new skills and techniques to existing or emerging problems.  Mastery of the field of study or practice to an advanced level.
Application of knowledge and skills	Independent application of highly specialised knowledge and skills within a discipline or professional practice.  Some responsibility for leadership within the profession or discipline.

**Table 3 - NZQF level 9 criteria**

## Dental specialist competencies: Dento-Maxillofacial Radiology (Australia only)



This document describes the *entry level competency standard* expected of applicants for registration with the Dental Board of Australia in the specialty of Dento-Maxillofacial Radiology.

**This specialty is not recognised in New Zealand.**

### Assumptions

The following assumptions have been made when developing these competencies. The competencies:

- build on the *The Australian Dental Council Professional attributes and competencies of the newly qualified dentist*
- are not intended to define the scope of the specialty but rather the knowledge and competence of the graduate specialist
- are not intended to define a national curriculum for the education and training in the specialty
- describe the broad areas of competence and assume that other documents such as program curricula will describe the detail under each broad area to accommodate innovation and change in practise over time
- use language and descriptors consistent with those of the Australian Qualifications Framework's<sup>14</sup> (AQF) Level 9 Masters Degree (Extended) , and
- do not replace other descriptors of the specialty such as those published by specialist academies and colleges that may describe the standard expected of specialists post entry-level.

### How to read the competencies

The competencies should be read:

- with the *Dental specialist qualification assessment framework* and the definition of the specialty listed below, and
- in the context of how they are relevant to the particular specialty, this will mean that competencies generic to all specialties may be demonstrated differently in each specialty.

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<sup>14</sup> Published at <http://www.aqf.edu.au/>

## Definition

### Australia

Dental Board of Australia *List of approved specialties*<sup>15</sup>. Dento-Maxillofacial Radiology is defined as:

*The branch of dentistry that deals with diagnostic imaging procedures applicable to the hard and soft tissues of the oral and maxillofacial region, and to other structures that are relevant for the proper assessment of oral conditions.*

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<sup>15</sup> Published at <http://www.dentalboard.gov.au/Registration-Standards.aspx>

Domain	Competencies
<p><b>1. Professionalism</b> On graduation a dental specialist will have the knowledge and skills to demonstrate autonomy, expert judgment, adaptability and responsibility as a practitioner and show leadership within the dental profession.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. recognising the personal limitations and scope of the specialty and knowing when to refer or seek advice appropriately</li> <li>b. practising with personal and professional integrity, honesty and trustworthiness</li> <li>c. providing patient-centred care, including selecting and prioritising treatment options that are compassionate and respectful of patients' best interests, dignity and choices</li> <li>d. understanding and applying the moral, cultural, ethical principles and legal responsibilities involved in the provision of specialist dental care to individual patients, to communities and populations</li> <li>e. displaying appropriate professional behaviour and communication towards all members of the dental team and referring health practitioner/s</li> <li>f. understanding and applying legislation</li> <li>g. demonstrating specialist professional growth and development through research and learning</li> <li>h. supporting the professional development and education for all members of the dental and/or health community, and</li> <li>i. demonstrating leadership within the profession.</li> </ul>
<p><b>2. Communication and Social Skills</b> On graduation a dental specialist will be able to interpret and transmit knowledge, skills and ideas to dental and non-dental audiences.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. identifying and understanding a patients expectations, desires and attitudes when planning and delivering specialist treatment</li> <li>b. communicating effectively, with patients, their families, relatives and carers in a manner that takes into account factors such as their age, intellectual development, social and cultural background</li> <li>c. communicating effectively in all forms of health and legal reporting, and</li> <li>d. interpreting and communicating knowledge, skills and ideas.</li> </ul>
<p><b>3. Critical Thinking</b> On graduation a dental specialist will have the expert, specialised cognitive and technical skills in a body of knowledge or practice to independently analyse critically, reflect on and synthesise complex information, problems, concepts and theories and research and apply established theories to a body of knowledge or practice.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. critically evaluating scientific research and literature, products and techniques to inform evidence-based specialist practice, and</li> <li>b. synthesising complex information, problems, concepts and theories.</li> </ul>

Domain	Competencies
<p><b>4. Scientific and clinical knowledge</b> On graduation a dental specialist will have a body of knowledge that includes the extended understanding of recent developments in a discipline and its professional practice, as well as knowledge of research principles and methods applicable to the specialty and its professional practice.</p>	<p>Generic</p>
	<p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. historical and contemporary literature</li> <li>b. the scientific basis of dentistry including the relevant biological, medical and psychosocial sciences</li> <li>c. development, anatomy, physiology and pathology of hard and soft tissues of the head and neck</li> <li>d. the range of investigative, technical and clinical procedures, and</li> <li>e. management and treatment planning with multidisciplinary engagement, for complex cases, including compromised patients.</li> </ul>
	<p>Specific</p>
	<p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. anatomy and pathology of the dento-maxillofacial region</li> <li>b. radiation physics associated with the production and safe use of ionizing radiation including biological effects</li> <li>c. diagnostic imaging techniques and procedures including indications and limitations of available imaging modalities</li> <li>d. interpretation of radiological studies of the dento-maxillofacial region, and</li> <li>e. the principles and application of pharmacology.</li> </ul>
<p><b>5. Patient care</b> On graduation a dental specialist will, with a high level of personal autonomy and accountability, be able to apply highly specialised knowledge and skills within a discipline or professional practice. This includes clinical information gathering, diagnosis and management planning, clinical treatment and evaluation.</p>	<p>Generic</p>
	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. applying decision-making, clinical reasoning and judgment to develop a comprehensive diagnosis and treatment plan by interpreting and correlating findings from the history, clinical examinations, imaging and other diagnostic tests</li> <li>b. managing complex cases, including compromised patients with multidisciplinary management, and</li> <li>c. managing complications.</li> </ul>
	<p>Specific</p>
	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. undertaking diagnostic imaging procedures</li> <li>b. interpreting diagnostic imaging procedures, and</li> <li>c. writing reports.</li> </ul>

This document describes the *entry level competency standard* expected of applicants for registration with the Dental Board of Australia and the Dental Council (New Zealand) in the specialty of Endodontics.

### Assumptions

The following assumptions have been made when developing these competencies. The competencies:

- build on the *The Australian Dental Council Professional attributes and competencies of the newly qualified dentist* (Australia only)
- are not intended to define the scope of the specialty but rather the knowledge and competence of the graduate specialist
- are not intended to define a national curriculum for the education and training in the specialty
- describe the broad areas of competence and assume that other documents such as program curricula will describe the detail under each broad area to accommodate innovation and change in practise over time
- use language and descriptors consistent with those of the Australian Qualifications Framework's<sup>16</sup> (AQF) Level 9 Masters Degree (Extended) or New Zealand Qualifications Framework<sup>17</sup> (NZQA) Level 9 Masters Degree to differentiate specialist practise from that of a general dentist , and
- do not replace other descriptors of the specialty such as those published by specialist academies and colleges that may describe the standard expected of specialists post entry-level.

### How to read the competencies

The competencies should be read:

- with the *Dental specialist qualification assessment framework* and the definition of the specialty listed below, and
- in the context of how they are relevant to the particular specialty, this will mean that competencies generic to all specialties may be demonstrated differently in each specialty.

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<sup>16</sup> Published at <http://www.aqf.edu.au/>

<sup>17</sup> Published at <http://www.nzqa.govt.nz/studying-in-new-zealand/understand-nz-quals/nzqf/>

## Definition

### Australia

Dental Board of Australia *List of approved specialties*<sup>18</sup>. Endodontics is defined as:

*The branch of dentistry concerned with the morphology and pathology of the pulpo-dentine complex and periradicular tissues. Its study and practice encompasses the basic clinical sciences including the biology of the normal pulp, and the aetiology, diagnosis, prevention and treatment of diseases and injuries to the pulp and associated periradicular tissues.*

### New Zealand

The Health Practitioners Competence Assurance Act (the Act) describes a scope of practice as the health service that a practitioner registered in that scope of practice is permitted to perform, subject to any conditions for the time being imposed by the responsible authority.

The Council publishes a scope of practice as a Notice in the New Zealand Gazette under section 11 of the Act.

The scope of practice<sup>19</sup> for Endodontics is described as:

*Endodontic specialists practise in the branch of dentistry that is concerned with the morphology and pathology of the pulpo-dentine complex and periradicular tissues. Its study and practice encompasses the basic clinical sciences including the biology of the normal pulp, and the aetiology, diagnosis, prevention, and treatment of diseases and injuries to the pulp and associated periradicular tissues.*

*Specialist endodontics is undertaken by a dental practitioner who possesses additional postgraduate qualifications, training and experience recognised by the Council as appropriate for registration.*

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<sup>18</sup> Published at <http://www.dentalboard.gov.au/Registration-Standards.aspx>

<sup>19</sup> Published at <http://www.dcnz.org.nz/i-practise-in-new-zealand/dentists-and-dental-specialists/scopes-of-practice/>

Domain	Competencies
<p><b>1. Professionalism</b> On graduation a dental specialist will have the knowledge and skills to demonstrate autonomy, expert judgment, adaptability and responsibility as a practitioner and show leadership within the dental profession.</p>	<p><b>Generic</b> A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. recognising the personal limitations and scope of the specialty and knowing when to refer or seek advice appropriately</li> <li>b. practising with personal and professional integrity, honesty and trustworthiness</li> <li>c. providing patient-centred care, including selecting and prioritising treatment options that are compassionate and respectful of patients' best interests, dignity and choices</li> <li>d. understanding and applying the moral, cultural, ethical principles and legal responsibilities involved in the provision of specialist dental care to individual patients, to communities and populations</li> <li>e. displaying appropriate professional behaviour and communication towards all members of the dental team and referring health practitioner/s</li> <li>f. understanding and applying legislation</li> <li>g. demonstrating specialist professional growth and development through research and learning</li> <li>h. supporting the professional development and education for all members of the dental and / or health community, and</li> <li>i. demonstrating leadership within the profession.</li> </ul>
<p><b>2. Communication and Social Skills</b> On graduation a dental specialist will be able to interpret and transmit knowledge, skills and ideas to dental and non-dental audiences.</p>	<p><b>Generic</b> A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. identifying and understanding a patients expectations, desires and attitudes when planning and delivering specialist treatment</li> <li>b. communicating effectively, with patients, their families, relatives and carers in a manner that takes into account factors such as their age, intellectual development, social and cultural background</li> <li>c. communicating effectively in all forms of health and legal reporting, and</li> <li>d. interpreting and communicating knowledge, skills and ideas.</li> </ul>
<p><b>3. Critical Thinking</b> On graduation a dental specialist will have the expert, specialised cognitive and technical skills in a body of knowledge or practice to independently analyse critically, reflect on and synthesise complex information, problems, concepts and theories and research and apply established theories to a body of knowledge or practice.</p>	<p><b>Generic</b> A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. critically evaluating scientific research and literature, products and techniques to inform evidence-based specialist practice, and</li> <li>b. synthesising of complex information, problems, concepts and theories.</li> </ul>

Domain	Competencies
<p><b>4. Scientific and clinical knowledge</b> On graduation a dental specialist will have a body of knowledge that includes the extended understanding of recent developments in a discipline and its professional practice, as well as knowledge of research principles and methods applicable to the specialty and its professional practice.</p>	<p><b>Generic</b></p> <p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. historical and contemporary literature</li> <li>b. the scientific basis of dentistry including the relevant biological, medical and psychosocial sciences</li> <li>c. development, anatomy, physiology and pathology of hard and soft tissues of the head and neck</li> <li>d. the range of investigative, technical and clinical procedures, and</li> <li>e. management and treatment planning with multidisciplinary engagement, for complex cases, including compromised patients.</li> </ul>
	<p><b>Specific</b></p> <p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. the pathogenesis, diagnosis and management of pulp, root canal and periradicular conditions in the primary and permanent dentitions</li> <li>b. the basis and management of orofacial pain</li> <li>c. traumatic injuries and related complications to the primary and permanent dentitions and the surrounding structures</li> <li>d. restoration of endodontically treated teeth</li> <li>e. indications and methods for surgical endodontic procedures</li> <li>f. transplantation of teeth and their subsequent management, and</li> <li>g. principles and application of pharmacology.</li> </ul>
<p><b>5. Patient care</b> On graduation a dental specialist will, with a high level of personal autonomy and accountability, be able to apply highly specialised knowledge and skills within a discipline or professional practice. This includes clinical information gathering, diagnosis and management planning, clinical treatment and evaluation.</p>	<p><b>Generic</b></p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. applying decision-making, clinical reasoning and judgment to develop a comprehensive diagnosis and treatment plan by interpreting and correlating findings from the history, clinical examinations, imaging and other diagnostic tests</li> <li>b. managing complex cases, including compromised patients with multidisciplinary management, and</li> <li>c. managing complications.</li> </ul>
	<p><b>Specific</b></p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. diagnosing and managing orofacial pain</li> <li>b. diagnosing and managing pulp, root canal and periradicular conditions in the primary and permanent dentitions</li> <li>c. diagnosing and managing traumatic injuries and related complications to the primary and permanent dentitions and the associated structures, and</li> <li>d. undertaking surgical endodontic procedures.</li> </ul>

## Dental specialist competencies: Forensic Odontology (Australia only)



This document describes the *entry level competency standard* expected of applicants for registration with the Dental Board of Australia in the specialty of Forensic Odontology.

**This specialty is not recognised in New Zealand.**

### Assumptions

The following assumptions have been made when developing these competencies. The competencies:

- build on *The Australian Dental Council Professional attributes and competencies of the newly qualified dentist*
- are not intended to define the scope of the specialty but rather the knowledge and competence of the graduate specialist
- are not intended to define a national curriculum for the education and training in the specialty
- describe the broad areas of competence and assume that other documents such as program curricula will describe the detail under each broad area to accommodate innovation and change in practise over time
- use language and descriptors consistent with those of the Australian Qualifications Framework's<sup>20</sup> (AQF) Level 9 Masters Degree (Extended), and
- do not replace other descriptors of the specialty such as those published by specialist academies and colleges that may describe the standard expected of specialists post entry-level.

### How to read the competencies

The competencies should be read:

- with the *Dental specialist qualification assessment framework* and the definition of the specialty listed below, and
- in the context of how they are relevant to the particular specialty, this will mean that competencies generic to all specialties may be demonstrated differently in each specialty.

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<sup>20</sup> Published at <http://www.aqf.edu.au/>

## Definition

### Australia

Dental Board of Australia *List of approved specialties*<sup>21</sup>. Forensic Odontology is defined as: *The branch of dentistry that is involved with the examination and evaluation of dental evidence, which may then be presented in the interests of justice.*

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<sup>21</sup> Published at <http://www.dentalboard.gov.au/Registration-Standards.aspx>

Domain	Competencies
<p><b>1. Professionalism</b> On graduation a dental specialist will have the knowledge and skills to demonstrate autonomy, expert judgment, adaptability and responsibility as a practitioner and show leadership within the dental profession.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. recognising the personal limitations and scope of the specialty and knowing when to refer or seek advice appropriately</li> <li>b. practising with personal and professional integrity, honesty and trustworthiness</li> <li>c. providing patient-centred care, including selecting and prioritising treatment options that are compassionate and respectful of patients' best interests, dignity and choices</li> <li>d. understanding and applying the moral, cultural, ethical principles and legal responsibilities involved in the provision of specialist dental care to individual patients, to communities and populations</li> <li>e. displaying appropriate professional behaviour and communication towards all members of the dental team and referring health practitioner/s</li> <li>f. understanding and applying legislation</li> <li>g. demonstrating specialist professional growth and development through research and learning</li> <li>h. supporting the professional development and education for all members of the dental and/or health community, and</li> <li>i. demonstrating leadership within the profession.</li> </ul>
<p><b>2. Communication and Social Skills</b> On graduation a dental specialist will be able to interpret and transmit knowledge, skills and ideas to dental and non-dental audiences.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. identifying and understanding a patients expectations, desires and attitudes when planning and delivering specialist treatment</li> <li>b. communicating effectively, with patients, their families, relatives and carers in a manner that takes into account factors such as their age, intellectual development, social and cultural background</li> <li>c. communicating effectively in all forms of health and legal reporting, and</li> <li>d. interpreting and communicating knowledge, skills and ideas.</li> </ul>
<p><b>3. Critical Thinking</b> On graduation a dental specialist will have the expert, specialised cognitive and technical skills in a body of knowledge or practice to independently analyse critically, reflect on and synthesise complex information, problems, concepts and theories and research and apply established theories to a body of knowledge or practice.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. critically evaluating scientific research and literature, products and techniques to inform evidence-based specialist practice, and</li> <li>b. synthesising complex information, problems, concepts and theories.</li> </ul>

Domain	Competencies
<p><b>4. Scientific and clinical knowledge</b> On graduation a dental specialist will have a body of knowledge that includes the extended understanding of recent developments in a discipline and its professional practice, as well as knowledge of research principles and methods applicable to the specialty and its professional practice.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. historical and contemporary literature</li> <li>b. the scientific basis of dentistry including the relevant biological, medical and psychosocial sciences</li> <li>c. development, anatomy, physiology and pathology of hard and soft tissues of the head and neck</li> <li>d. the range of investigative, technical and clinical procedures, and</li> <li>e. management and treatment planning with multidisciplinary engagement, for complex cases, including compromised patients.</li> </ul>
	<p>Specific</p> <p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. legislation, legal procedures and ethics relating to gathering, interpretation and presentation of evidence</li> <li>b. the cranio- facial aspects of physical anthropology</li> <li>c. human identification, including radiological methods used in conjunction with dental autopsy</li> <li>d. age changes related to teeth, jaws and craniofacial complex and age assessment techniques</li> <li>e. injury analysis; facial trauma and bite mark analysis, and</li> <li>f. collection of evidence and identification techniques in a mass disaster situation.</li> </ul>
<p><b>5. Patient care</b><sup>22</sup> On graduation a dental specialist will, with a high level of personal autonomy and accountability, be able to apply highly specialised knowledge and skills within a discipline or professional practice. This includes clinical information gathering, diagnosis and management planning, clinical treatment and evaluation.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. applying decision-making, clinical reasoning and judgment to develop a comprehensive diagnosis and treatment plan by interpreting and correlating findings from the history, clinical examinations, imaging and other diagnostic tests</li> <li>b. managing complex cases, including compromised patients with multidisciplinary management, and</li> <li>c. managing complications</li> </ul>
	<p>Specific</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. identifying persons for forensic purposes</li> <li>b. performing age assessments</li> <li>c. assessing and reporting of injuries</li> <li>d. undertaking disaster victim identification (DVI) in both national and international settings, and</li> <li>e. undertaking a dental autopsy.</li> </ul>

<sup>22</sup> This may include interaction with the deceased's family.



This document describes the *entry level competency standard* expected of applicants for registration with the Dental Board of Australia and the Dental Council (New Zealand) in the specialty of Oral and Maxillofacial Surgery.

### Assumptions

The following assumptions have been made when developing these competencies. The competencies:

- build on *The Australian Dental Council Professional attributes and competencies of the newly qualified dentist* (Australia only)
- are not intended to define the scope of the specialty but rather the knowledge and competence of the graduate specialist, and
- are not intended to define a national curriculum for the education and training in the specialty
- describe the broad areas of competence and assume that other documents such as program curricula will describe the detail under each broad area to accommodate innovation and change in practise over time
- use language and descriptors consistent with those of the Australian Qualifications Framework's<sup>23</sup> (AQF) Level 9 Masters Degree (Extended) or New Zealand Qualifications Framework<sup>24</sup> (NZQA) Level 9 Masters Degree to differentiate specialist practise from that of a general dentist , and
- do not replace other descriptors of the specialty such as those published by specialist academies and colleges that may describe the standard expected of specialists post entry-level.

### How to read the competencies

The competencies should be read:

- with the *Dental specialist qualification assessment framework* and the definition of the specialty listed below, and
- in the context of how they are relevant to the particular specialty, this will mean that competencies generic to all specialties may be demonstrated differently in each specialty.

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<sup>23</sup> Published at <http://www.aqf.edu.au/>

<sup>24</sup> Published at <http://www.nzqa.govt.nz/studying-in-new-zealand/understand-nz-quals/nzqi/>

## Definition

### Australia

Dental Board of Australia *List of approved specialties*<sup>25</sup>. Oral and Maxillofacial Surgery is defined as:

*The part of surgery that deals with the diagnosis and surgical and adjunctive treatment of diseases, injuries and defects of human jaws and associated structures.*

### New Zealand

The Health Practitioners Competence Assurance Act (the Act) describes a scope of practice as the health service that a practitioner registered in that scope of practice is permitted to perform, subject to any conditions for the time being imposed by the responsible authority.

The Council publishes a scope of practice as a Notice in the New Zealand Gazette under section 11 of the Act.

The scope of practice<sup>26</sup> for Oral and Maxillofacial Surgery is described as:

*Oral and Maxillofacial Surgery specialists practise in that part of surgery which deals with the diagnosis, surgical and adjunctive treatment of diseases, injuries and defects of the human jaws and associated structures.*

*Specialist Oral and Maxillofacial Surgery is undertaken by a dental practitioner who possesses additional postgraduate qualifications, training and experience recognised by the Council as appropriate for registration.*

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<sup>25</sup> Published at <http://www.dentalboard.gov.au/Registration-Standards.aspx>

<sup>26</sup> Published at <http://www.dcnz.org.nz/i-practise-in-new-zealand/dentists-and-dental-specialists/scopes-of-practice/>

Domain	Competencies
<p><b>1. Professionalism</b> On graduation a dental specialist will have the knowledge and skills to demonstrate autonomy, expert judgment, adaptability and responsibility as a practitioner and show leadership within the dental profession.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. recognising the personal limitations and scope of the specialty and knowing when to refer or seek advice appropriately</li> <li>b. practising with personal and professional integrity, honesty and trustworthiness</li> <li>c. providing patient-centred care, including selecting and prioritising treatment options that are compassionate and respectful of patients' best interests, dignity and choices</li> <li>d. understanding and applying the moral, cultural, ethical principles and legal responsibilities involved in the provision of specialist dental care to individual patients, to communities and populations</li> <li>e. displaying appropriate professional behaviour and communication towards all members of the dental team and referring health practitioner/s</li> <li>f. understanding and applying legislation</li> <li>g. demonstrating specialist professional growth and development through research and learning</li> <li>h. supporting the professional development and education for all members of the dental and / or health community, and</li> <li>i. demonstrating leadership within the profession.</li> </ul>
<p><b>2. Communication and Social Skills</b> On graduation a dental specialist will be able to interpret and transmit knowledge, skills and ideas to dental and non-dental audiences.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. identifying and understanding a patients expectations, desires and attitudes when planning and delivering specialist treatment</li> <li>b. communicating effectively, with patients, their families, relatives and carers in a manner that takes into account factors such as their age, intellectual development, social and cultural background</li> <li>c. communicating effectively in all forms of health and legal reporting, and</li> <li>d. interpreting and communicating knowledge, skills and ideas.</li> </ul>
<p><b>3. Critical Thinking</b> On graduation a dental specialist will have the expert, specialised cognitive and technical skills in a body of knowledge or practice to independently analyse critically, reflect on and synthesise complex information, problems, concepts and theories and research and apply established theories to a body of knowledge or practice.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. critically evaluating scientific research and literature, products and techniques to inform evidence-based specialist practice, and</li> <li>b. synthesising complex information, problems, concepts and theories.</li> </ul>

Domain	Competencies
<p><b>4. Scientific and clinical knowledge</b> On graduation a dental specialist will have a body of knowledge that includes the extended understanding of recent developments in a discipline and its professional practice, as well as knowledge of research principles and methods applicable to the specialty and its professional practice.</p>	<p>Generic</p>
	<p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. historical and contemporary literature</li> <li>b. the scientific basis of dentistry including the relevant biological, medical and psychosocial sciences</li> <li>c. development, anatomy, physiology and pathology of hard and soft tissues of the head and neck</li> <li>d. the range of investigative, technical and clinical procedures, and</li> <li>e. management and treatment planning with multidisciplinary engagement, for complex cases, including compromised patients.</li> </ul>
<p><b>5. Patient care</b> On graduation a dental specialist will, with a high level of personal autonomy and accountability, be able to apply highly specialised knowledge and skills within a discipline or professional practice. This includes clinical information gathering, diagnosis and management planning, clinical treatment and evaluation.</p>	<p>Specific</p>
	<p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. general medical assessment and peri-operative management of the surgical patient</li> <li>b. conditions, deformities and reconstructive procedures in the oral and maxillofacial region</li> <li>c. manifestations of systematic disease, infections and pathologies of the oral and maxillofacial region</li> <li>d. oral and maxillofacial oncology</li> <li>e. disorders of the temporomandibular joint, masticatory apparatus and orofacial pain</li> <li>f. recognition of disorders and differentiate those amenable to operative and non-operative treatment</li> <li>g. the principles and management of the trauma patient,</li> <li>h. the appropriate use of sedation and anaesthetic techniques, and</li> <li>i. the principles and application of pharmacology.</li> </ul>
<p><b>5. Patient care</b> On graduation a dental specialist will, with a high level of personal autonomy and accountability, be able to apply highly specialised knowledge and skills within a discipline or professional practice. This includes clinical information gathering, diagnosis and management planning, clinical treatment and evaluation.</p>	<p>Generic</p>
	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. applying decision-making, clinical reasoning and judgment to develop a comprehensive diagnosis and treatment plan by interpreting and correlating findings from the history, clinical examinations, imaging and other diagnostic tests</li> <li>b. managing complex cases, including compromised patients with multidisciplinary management, and</li> <li>c. managing complications.</li> </ul>
<p><b>5. Patient care</b> On graduation a dental specialist will, with a high level of personal autonomy and accountability, be able to apply highly specialised knowledge and skills within a discipline or professional practice. This includes clinical information gathering, diagnosis and management planning, clinical treatment and evaluation.</p>	<p>Specific</p>
	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. undertaking general medical assessment and peri-operative management of the surgical patient</li> <li>b. surgically managing conditions, deformities and reconstruction of the oral maxillofacial region</li> <li>c. managing infections and pathology of the oral and maxillofacial region</li> <li>d. managing oral and maxillofacial trauma</li> <li>e. diagnosing and managing disorders of the temporomandibular joint, and</li> <li>f. diagnosing and managing orofacial pain.</li> </ul>

This document describes the *entry level competency standard* expected of applicants for registration with the Dental Board of Australia and the Dental Council (New Zealand) in the specialty of Oral Medicine.

### Assumptions

The following assumptions have been made when developing these competencies. The competencies:

- build on *The Australian Dental Council Professional attributes and competencies of the newly qualified dentist* (Australia only)
- are not intended to define the scope of the specialty but rather the knowledge and competence of the graduate specialist
- are not intended to define a national curriculum for the education and training in the specialty
- describe the broad areas of competence and assume that other documents such as program curricula will describe the detail under each broad area to accommodate innovation and change in practise over time
- use language and descriptors consistent with those of the Australian Qualifications Framework's<sup>27</sup> (AQF) Level 9 Masters Degree (Extended) or New Zealand Qualifications Framework<sup>28</sup> (NZQA) Level 9 Masters Degree to differentiate specialist practise from that of a general dentist, and
- do not replace other descriptors of the specialty such as those published by specialist academies and colleges that may describe the standard expected of specialists post entry-level.

### How to read the competencies

The competencies should be read:

- with the *Dental specialist qualification assessment framework* and the definition of the specialty listed below, and
- in the context of how they are relevant to the particular specialty, this will mean that competencies generic to all specialties may be demonstrated differently in each specialty.

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<sup>27</sup> Published at <http://www.aqf.edu.au/>

<sup>28</sup> Published at <http://www.nzqa.govt.nz/studying-in-new-zealand/understand-nz-quals/nzqf/>

## Definition

### Australia

Dental Board of Australia *List of approved specialties*<sup>29</sup>. Oral Medicine is defined as:

*The branch of dentistry concerned with the oral health care of patients with chronic and medically related disorders of the oral and maxillofacial region and with their diagnosis and nonsurgical management.*

### New Zealand

The Health Practitioners Competence Assurance Act (the Act) describes a scope of practice as the health service that a practitioner registered in that scope of practice is permitted to perform, subject to any conditions for the time being imposed by the responsible authority.

The Council publishes a scope of practice as a Notice in the New Zealand Gazette under section 11 of the Act.

The scope of practice<sup>30</sup> for Oral Medicine is described as:

*Oral Medicine specialists practise in the branch of dentistry that is concerned with the oral health care of patients with chronic and medically related disorders of the oral and maxillofacial region, and with their diagnosis and non-surgical management.*

*Specialist Oral Medicine is undertaken by a dental practitioner who possesses additional postgraduate qualifications, training and experience recognised by the Council as appropriate for registration.*

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<sup>29</sup> Published at <http://www.dentalboard.gov.au/Registration-Standards.aspx>

<sup>30</sup> Published at <http://www.dcnz.org.nz/i-practise-in-new-zealand/dentists-and-dental-specialists/scopes-of-practice/>

Domain	Competencies
<p><b>1. Professionalism</b> On graduation a dental specialist will have the knowledge and skills to demonstrate autonomy, expert judgment, adaptability and responsibility as a practitioner and show leadership within the dental profession.</p>	<p><b>Generic</b></p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. recognising the personal limitations and scope of the specialty and knowing when to refer or seek advice appropriately</li> <li>b. practising with personal and professional integrity, honesty and trustworthiness</li> <li>c. providing patient-centred care, including selecting and prioritising treatment options that are compassionate and respectful of patients' best interests, dignity and choices</li> <li>d. understanding and applying the moral, cultural, ethical principles and legal responsibilities involved in the provision of specialist dental care to individual patients, to communities and populations</li> <li>e. displaying appropriate professional behaviour and communication towards all members of the dental team and referring health practitioner/s</li> <li>f. understanding and applying legislation</li> <li>g. demonstrating specialist professional growth and development through research and learning</li> <li>h. supporting the professional development and education for all members of the dental and / or health community, and</li> <li>i. demonstrating leadership within the profession.</li> </ul>
<p><b>2. Communication and Social Skills</b> On graduation a dental specialist will be able to interpret and transmit knowledge, skills and ideas to dental and non-dental audiences.</p>	<p><b>Generic</b></p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. identifying and understanding a patients expectations, desires and attitudes when planning and delivering specialist treatment</li> <li>b. communicating effectively, with patients, their families, relatives and carers in a manner that takes into account factors such as their age, intellectual development, social and cultural background</li> <li>c. communicating effectively in all forms of health and legal reporting, and</li> <li>d. interpreting and communicating knowledge, skills and ideas.</li> </ul>
<p><b>3. Critical Thinking</b> On graduation a dental specialist will have the expert, specialised cognitive and technical skills in a body of knowledge or practice to independently analyse critically, reflect on and synthesise complex information, problems, concepts and theories and research and apply established theories to a body of knowledge or practice.</p>	<p><b>Generic</b></p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. critically evaluating scientific research and literature, products and techniques to inform evidence-based specialist practice, and</li> <li>b. synthesising of complex information, problems, concepts and theories.</li> </ul>

Domain	Competencies
<p><b>4. Scientific and clinical knowledge</b> On graduation a dental specialist will have a body of knowledge that includes the extended understanding of recent developments in a discipline and its professional practice, as well as knowledge of research principles and methods applicable to the specialty and its professional practice.</p>	<p>Generic</p>
	<p>A graduate specialist is expected to be competent in the following knowledge areas, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. historical and contemporary literature</li> <li>b. the scientific basis of dentistry including the relevant biological, medical and psychosocial sciences</li> <li>c. development, anatomy, physiology and pathology of hard and soft tissues of the head and neck</li> <li>d. the range of investigative, technical and clinical procedures, and</li> <li>e. management and treatment planning with multidisciplinary engagement, for complex cases, including compromised patients</li> </ul>
	<p>Specific</p>
	<p>A graduate specialist is expected to be competent in the following knowledge areas, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. the basis and management of orofacial pain</li> <li>b. oral and maxillofacial oncology</li> <li>c. oral and maxillofacial manifestations of systemic disease</li> <li>d. the principles and application of general medicine, and</li> <li>e. the principles and application of pharmacology.</li> </ul>
<p><b>5. Patient care</b> On graduation a dental specialist will, with a high level of personal autonomy and accountability, be able to apply highly specialised knowledge and skills within a discipline or professional practice. This includes clinical information gathering, diagnosis and management planning, clinical treatment and evaluation.</p>	<p>Generic</p>
	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. applying decision-making, clinical reasoning and judgment to develop a comprehensive diagnosis and treatment plan by interpreting and correlating findings from the history, clinical examinations, imaging and other diagnostic tests</li> <li>b. managing complex cases, including compromised patients with multidisciplinary management, and</li> <li>c. managing complications.</li> </ul>
	<p>Specific</p>
	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. diagnosing and managing oral mucosal and soft tissue conditions, including the oral manifestations of systemic diseases</li> <li>b. diagnosing and managing disorders of major and minor salivary glands</li> <li>c. diagnosing and managing disorders of the temporomandibular joint and masticatory apparatus, and</li> <li>d. diagnosing and managing orofacial pain.</li> </ul>

This document describes the *entry level competency standard* expected of applicants for registration with the Dental Board of Australia and the Dental Council (New Zealand) in the specialty of Oral Pathology.

### Assumptions

The following assumptions have been made when developing these competencies. The competencies:

- build on *The Australian Dental Council Professional attributes and competencies of the newly qualified dentist* (Australia only)
- are not intended to define the scope of the specialty but rather the knowledge and competence of the graduate specialist
- are not intended to define a national curriculum for the education and training in the specialty
- describe the broad areas of competence and assume that other documents such as program curricula will describe the detail under each broad area to accommodate innovation and change in practise over time
- use language and descriptors consistent with those of the Australian Qualifications Framework's<sup>31</sup> (AQF) Level 9 Masters Degree (Extended) or New Zealand Qualifications Framework<sup>32</sup> (NZQA) Level 9 Masters Degree to differentiate specialist practise from that of a general dentist, and
- do not replace other descriptors of the specialty such as those published by specialist academies and colleges that may describe the standard expected of specialists post entry-level.

### How to read the competencies

The competencies should be read:

- with the *Dental specialist qualification assessment framework* and the definition of the specialty listed below, and
- in the context of how they are relevant to the particular specialty, this will mean that competencies generic to all specialties may be demonstrated differently in each specialty.

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<sup>31</sup> Published at <http://www.aqf.edu.au/>

<sup>32</sup> Published at <http://www.nzqa.govt.nz/studying-in-new-zealand/understand-nz-quals/nzqf/>

## Definition

### Australia

Dental Board of Australia *List of approved specialties*<sup>33</sup>. Oral Pathology is defined as:

*The branch of pathology that deals with the nature of diseases affecting the oral, maxillofacial and adjacent regions.*

### New Zealand

The Health Practitioners Competence Assurance Act (the Act) describes a scope of practice as the health service that a practitioner registered in that scope of practice is permitted to perform, subject to any conditions for the time being imposed by the responsible authority.

The Council publishes a scope of practice as a Notice in the New Zealand Gazette under section 11 of the Act.

The scope of practice<sup>34</sup> for Oral Pathology is described as:

*Oral Pathology specialists practise in the branch of pathology which deals with that nature of diseases affecting the oral, maxillofacial and adjacent regions.*

*Specialist Oral Pathology is undertaken by a dental practitioner who possesses additional postgraduate, qualifications, training and experience recognised by the Council as appropriate for registration.*

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<sup>33</sup> Published at <http://www.dentalboard.gov.au/Registration-Standards.aspx>

<sup>34</sup> Published at <http://www.dcnz.org.nz/i-practise-in-new-zealand/dentists-and-dental-specialists/scopes-of-practice/>

Domain	Competencies
<p><b>1. Professionalism</b> On graduation a dental specialist will have the knowledge and skills to demonstrate autonomy, expert judgment, adaptability and responsibility as a practitioner and show leadership within the dental profession.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. recognising the personal limitations and scope of the specialty and knowing when to refer or seek advice appropriately</li> <li>b. practising with personal and professional integrity, honesty and trustworthiness</li> <li>c. providing patient-centred care, including selecting and prioritising treatment options that are compassionate and respectful of patients' best interests, dignity and choices</li> <li>d. understanding and applying the moral, cultural, ethical principles and legal responsibilities involved in the provision of specialist dental care to individual patients, to communities and population</li> <li>e. displaying appropriate professional behaviour and communication towards all members of the dental team and referring health practitioner/s</li> <li>f. understanding and applying legislation</li> <li>g. demonstrating specialist professional growth and development through research and learning</li> <li>h. supporting the professional development and education for all members of the dental and / or health community, and</li> <li>i. demonstrating leadership within the profession.</li> </ul>
<p><b>2. Communication and Social Skills</b> On graduation a dental specialist will be able to interpret and transmit knowledge, skills and ideas to dental and non-dental audiences.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. identifying and understanding a patients expectations, desires and attitudes when planning and delivering specialist treatment</li> <li>b. communicating effectively, with patients, their families, relatives and carers in a manner that takes into account factors such as their age, intellectual development, social and cultural background</li> <li>c. communicating effectively in all forms of health and legal reporting, and</li> <li>d. interpreting and communicating knowledge, skills and ideas.</li> </ul>
<p><b>3. Critical Thinking</b> On graduation a dental specialist will have the expert, specialised cognitive and technical skills in a body of knowledge or practice to independently analyse critically, reflect on and synthesise complex information, problems, concepts and theories and research and apply established theories to a body of knowledge or practice.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. critically evaluating scientific research and literature, products and techniques to inform evidence-based specialist practice, and</li> <li>b. synthesising complex information, problems, concepts and theories.</li> </ul>

Domain	Competencies
<p><b>4. Scientific and clinical knowledge</b> On graduation a dental specialist will have a body of knowledge that includes the extended understanding of recent developments in a discipline and its professional practice, as well as knowledge of research principles and methods applicable to the specialty and its professional practice.</p>	<p>Generic</p>
	<p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. historical and contemporary literature</li> <li>b. the scientific basis of dentistry including the relevant biological, medical and psychosocial sciences</li> <li>c. development, anatomy, physiology and pathology of hard and soft tissues of the head and neck</li> <li>d. the range of investigative, technical and clinical procedures, and</li> <li>e. management and treatment planning with multidisciplinary engagement, for complex cases, including compromised patients.</li> </ul>
	<p>Specific</p>
	<p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. general pathology and basic pathological sciences</li> <li>b. embryology and genetic factors affecting the oral and maxillofacial region (and adjacent structures)</li> <li>c. macroscopic and histological features of the oral and maxillofacial region (and adjacent structures) in normal tissues and in pathology</li> <li>d. the relationship of pathology in the oral and maxillofacial region (and adjacent structures) to the general health of the patient</li> <li>e. oral and maxillofacial manifestations of systemic disease</li> <li>f. oral and maxillofacial oncology, and</li> <li>g. understanding the functions of a pathologist in the laboratory including specimen accession, management and processing as well as quality assurance and occupational health and safety processes.</li> </ul>
<p><b>5. Patient care</b> On graduation a dental specialist will, with a high level of personal autonomy and accountability, be able to apply highly specialised knowledge and skills within a discipline or professional practice. This includes clinical information gathering, diagnosis and management planning, clinical treatment and evaluation.</p>	<p>Generic</p>
	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. applying decision-making, clinical reasoning and judgment to develop a comprehensive diagnosis and treatment plan by interpreting and correlating findings from the history, clinical examinations, imaging and other diagnostic tests</li> <li>b. managing complex cases, including compromised patients with multidisciplinary management, and</li> <li>c. managing complications.</li> </ul>
	<p>Specific</p>
	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. handling specimens appropriately</li> <li>b. correlating the findings of diagnostic oral and maxillofacial histological examination of tissue with clinical and radiological features</li> <li>c. undertaking and interpreting appropriate ancillary tests</li> <li>d. providing clinical and histopathological diagnosis of oral and maxillofacial pathology (and adjacent structures), and</li> <li>e. writing reports.</li> </ul>

This document describes the *entry level competency standard* expected of applicants for registration with the Dental Board of Australia and the Dental Council (New Zealand) in the specialty of Oral Surgery.

### Assumptions

The following assumptions have been made when developing these competencies. The competencies:

- build on the *The Australian Dental Council Professional attributes and competencies of the newly qualified dentist* (Australia only)
- are not intended to define the scope of the specialty but rather the knowledge and competence of the graduate specialist
- are not intended to define a national curriculum for the education and training in the specialty
- describe the broad areas of competence and assume that other documents such as program curricula will describe the detail under each broad area to accommodate innovation and change in practise over time
- use language and descriptors consistent with those of the Australian Qualifications Framework's<sup>35</sup> (AQF) Level 9 Masters Degree (Extended) or New Zealand Qualifications Framework<sup>36</sup> (NZQA) Level 9 Masters Degree to differentiate specialist practise from that of a general dentist , and
- do not replace other descriptors of the specialty such as those published by specialist academies and colleges that may describe the standard expected of specialists post entry-level.

### How to read the competencies

The competencies should be read:

- with the *Dental specialist qualification assessment framework* and the definition of the specialty listed below, and
- in the context of how they are relevant to the particular specialty, this will mean that competencies generic to all specialties may be demonstrated differently in each specialty.

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<sup>35</sup> Published at <http://www.aqf.edu.au/>

<sup>36</sup> Published at <http://www.nzqa.govt.nz/studying-in-new-zealand/understand-nz-quals/nzqf/>

## Definition

### Australia

Dental Board of Australia *List of approved specialties*<sup>37</sup>. Oral Surgery is defined as:

*The branch of dentistry concerned with the diagnosis and surgical management of conditions affecting the oral and dentoalveolar tissues.*

### New Zealand

The Health Practitioners Competence Assurance Act (the Act) describes a scope of practice as the health service that a practitioner registered in that scope of practice is permitted to perform, subject to any conditions for the time being imposed by the responsible authority.

The Council publishes a scope of practice as a Notice in the New Zealand Gazette under section 11 of the Act.

The scope of practice<sup>38</sup> for Oral Surgery is described as:

*Oral Surgery specialists practise in the branch of dentistry concerned with the diagnosis and surgical management of conditions affecting the oral and dentoalveolar tissues.*

*Specialist Oral Surgery is undertaken by a dental practitioner who possesses [additional postgraduate qualifications and experience](#) recognised by the Council as appropriate for registration.*

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<sup>37</sup> Published at <http://www.dentalboard.gov.au/Registration-Standards.aspx>

<sup>38</sup> Published at <http://www.dcnz.org.nz/i-practise-in-new-zealand/dentists-and-dental-specialists/scopes-of-practice/>

Domain	Competencies
<p><b>1. Professionalism</b> On graduation a dental specialist will have the knowledge and skills to demonstrate autonomy, expert judgment, adaptability and responsibility as a practitioner and show leadership within the dental profession</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. recognising the personal limitations and scope of the specialty and knowing when to refer or seek advice appropriately</li> <li>b. practising with personal and professional integrity, honesty and trustworthiness</li> <li>c. providing patient-centred care, including selecting and prioritising treatment options that are compassionate and respectful of patients' best interests, dignity and choices</li> <li>d. understanding and applying the moral, cultural, ethical principles and legal responsibilities involved in the provision of specialist dental care to individual patients, to communities and populations</li> <li>e. displaying appropriate professional behaviour and communication towards all members of the dental team and referring health practitioner/s</li> <li>f. understanding and applying legislation</li> <li>g. demonstrating specialist professional growth and development through research and learning</li> <li>h. supporting the professional development and education for all members of the dental and / or health community, and</li> <li>i. demonstrating leadership within the profession.</li> </ul>
<p><b>2. Communication and Social Skills</b> On graduation a dental specialist will be able to interpret and transmit knowledge, skills and ideas to dental and non-dental audiences.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. identifying and understanding a patients expectations, desires and attitudes when planning and delivering specialist treatment</li> <li>b. communicating effectively, with patients, their families, relatives and carers in a manner that takes into account factors such as their age, intellectual development, social and cultural background</li> <li>c. communicating effectively in all forms of health and legal reporting, and</li> <li>d. interpreting and communicating knowledge, skills and ideas.</li> </ul>
<p><b>3. Critical Thinking</b> On graduation a dental specialist will have the expert, specialised cognitive and technical skills in a body of knowledge or practice to independently analyse critically, reflect on and synthesise complex information, problems, concepts and theories and research and apply established theories to a body of knowledge or practice.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. critically evaluating scientific research and literature, products and techniques to inform evidence-based specialist practice, and</li> <li>b. synthesising complex information, problems, concepts and theories.</li> </ul>

Domain	Competencies
<p><b>4. Scientific and clinical knowledge</b> On graduation a dental specialist will have a body of knowledge that includes the extended understanding of recent developments in a discipline and its professional practice, as well as knowledge of research principles and methods applicable to the specialty and its professional practice.</p>	<p>Generic</p>
	<p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. historical and contemporary literature</li> <li>b. the scientific basis of dentistry including the relevant biological, medical and psychosocial sciences</li> <li>c. development, anatomy, physiology and pathology of hard and soft tissues of the head and neck</li> <li>d. the range of investigative, technical and clinical procedures, and</li> <li>e. management and treatment planning with multidisciplinary engagement, for complex cases, including compromised patients.</li> </ul>
	<p>Specific</p>
	<p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. the recognition of disorders affecting the oral and dentoalveolar tissues and differentiate those amenable to operative and non-operative treatment</li> <li>b. the basis and management of orofacial pain</li> <li>c. the basis and management of dentoalveolar trauma</li> <li>d. the appropriate use of sedation and anaesthetic techniques, and</li> <li>e. the principles and application of pharmacology.</li> </ul>
<p><b>5. Patient care</b> On graduation a dental specialist will, with a high level of personal autonomy and accountability, be able to apply highly specialised knowledge and skills within a discipline or professional practice. This includes clinical information gathering, diagnosis and management planning, clinical treatment and evaluation.</p>	<p>Generic</p>
	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. applying decision-making, clinical reasoning and judgment to develop a comprehensive diagnosis and treatment plan by interpreting and correlating findings from the history, clinical examinations, imaging and other diagnostic tests</li> <li>b. managing complex cases, including compromised patients with multidisciplinary management, and</li> <li>c. managing complications.</li> </ul>
	<p>Specific</p>
	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. diagnosing and managing orofacial pain</li> <li>b. managing odontogenic and other oral infections</li> <li>c. managing pathology of the oral and dentoalveolar tissues</li> <li>d. undertaking surgical procedures to the oral and dentoalveolar tissues, and</li> <li>e. managing oral and dentoalveolar trauma, including associated soft tissue injury</li> </ul>

This document describes the *entry level competency standard* expected of applicants for registration with the Dental Board of Australia and the Dental Council (New Zealand) in the specialty of Orthodontics.

### Assumptions

The following assumptions have been made when developing these competencies. The competencies:

- build on the *The Australian Dental Council Professional attributes and competencies of the newly qualified dentist* (Australia only)
- are not intended to define the scope of the specialty but rather the knowledge and competence of the graduate specialist
- are not intended to define a national curriculum for the education and training in the specialty
- describe the broad areas of competence and assume that other documents such as program curricula will describe the detail under each broad area to accommodate innovation and change in practise over time
- use language and descriptors consistent with those of the Australian Qualifications Framework's<sup>39</sup> (AQF) Level 9 Masters Degree (Extended) or New Zealand Qualifications Framework<sup>40</sup> (NZQA) Level 9 Masters Degree to differentiate specialist practise from that of a general dentist, and
- do not replace other descriptors of the specialty such as those published by specialist academies and colleges that may describe the standard expected of specialists post entry-level.

### How to read the competencies

The competencies should be read:

- with the *Dental specialist qualification assessment framework* and the definition of the specialty listed below, and in the context of how they are relevant to the particular specialty, this will mean that competencies generic to all specialties may be demonstrated differently in each specialty.

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<sup>39</sup> Published at <http://www.aqf.edu.au/>

<sup>40</sup> Published at <http://www.nzqa.govt.nz/studying-in-new-zealand/understand-nz-quals/nzqf/>

## Definition

### Australia

Dental Board of Australia *List of approved specialties*<sup>41</sup>. Orthodontics is defined as:

*The branch of dentistry that is concerned with the supervision, guidance and correction of the growing and mature dentofacial structures; it includes the diagnosis, prevention, interception and treatment of all forms of malocclusion of the teeth and associated alterations in their surrounding structures.*

### New Zealand

The Health Practitioners Competence Assurance Act (the Act) describes a scope of practice as the health service that a practitioner registered in that scope of practice is permitted to perform, subject to any conditions for the time being imposed by the responsible authority.

The Council publishes a scope of practice as a Notice in the New Zealand Gazette under section 11 of the Act.

The scope of practice<sup>42</sup> for Orthodontics is described as:

*Orthodontic specialists practise in the branch of dentistry that is concerned with the supervision, guidance and correction of the growing and mature dentofacial structures and includes the diagnoses, prevention, interception and treatment of all forms of malocclusion of the teeth and associated alterations in their surrounding structures.*

*Specialist orthodontics is undertaken by a dental practitioner who possesses additional postgraduate qualifications, training, and experience recognised by the Council as appropriate for registration.*

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<sup>41</sup> Published at <http://www.dentalboard.gov.au/Registration-Standards.aspx>

<sup>42</sup> Published at <http://www.dcnz.org.nz/i-practise-in-new-zealand/dentists-and-dental-specialists/scopes-of-practice/>

Domain	Competencies
<p><b>1. Professionalism</b> On graduation a dental specialist will have the knowledge and skills to demonstrate autonomy, expert judgment, adaptability and responsibility as a practitioner and show leadership within the dental profession.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. recognising the personal limitations and scope of the specialty and knowing when to refer or seek advice appropriately</li> <li>b. practising with personal and professional integrity, honesty and trustworthiness</li> <li>c. providing patient-centred care, including selecting and prioritising treatment options that are compassionate and respectful of patients' best interests, dignity and choices</li> <li>d. understanding and applying the moral, cultural, ethical principles and legal responsibilities involved in the provision of specialist dental care to individual patients, to communities and populations</li> <li>e. displaying appropriate professional behaviour and communication towards all members of the dental team and referring health practitioner/s</li> <li>f. understanding and applying legislation</li> <li>g. demonstrating specialist professional growth and development through research and learning</li> <li>h. supporting the professional development and education for all members of the dental and / or health community, and</li> <li>i. demonstrating leadership within the profession.</li> </ul>
<p><b>2. Communication and Social Skills</b> On graduation a dental specialist will be able to interpret and transmit knowledge, skills and ideas to dental and non-dental audiences.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. identifying and understanding a patients expectations, desires and attitudes when planning and delivering specialist treatment</li> <li>b. communicating effectively, with patients, their families, relatives and carers in a manner that takes into account factors such as their age, intellectual development, social and cultural background</li> <li>c. communicating effectively in all forms of health and legal reporting, and</li> <li>d. interpreting and communicating knowledge, skills and ideas.</li> </ul>
<p><b>3. Critical Thinking</b> On graduation a dental specialist will have the expert, specialised cognitive and technical skills in a body of knowledge or practice to independently analyse critically, reflect on and synthesise complex information, problems, concepts and theories and research and apply established theories to a body of knowledge or practice.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. critically evaluating scientific research and literature, products and techniques to inform evidence-based specialist practice, and</li> <li>b. synthesising complex information, problems, concepts and theories.</li> </ul>

Domain	Competencies
<p><b>4. Scientific and clinical knowledge</b> On graduation a dental specialist will have a body of knowledge that includes the extended understanding of recent developments in a discipline and its professional practice, as well as knowledge of research principles and methods applicable to the specialty and its professional practice.</p>	<p><b>Generic</b></p> <p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. historical and contemporary literature</li> <li>b. the scientific basis of dentistry including the relevant biological, medical and psychosocial sciences</li> <li>c. development, anatomy, physiology and pathology of hard and soft tissues of the head and neck</li> <li>d. the range of investigative, technical and clinical procedures, and</li> <li>e. management and treatment planning with multidisciplinary engagement, for complex cases, including compromised patients.</li> </ul>
	<p><b>Specific</b></p> <p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. the principles of biomechanics and materials science</li> <li>b. the principles of speech pathology</li> <li>c. growth and development and the effects on orthodontic treatment</li> <li>d. application of clinical and radiographical techniques to assess growth and the effects of orthodontic treatment</li> <li>e. management of dentofacial disorders, including orthognathic surgical procedures</li> <li>f. biomechanical and physiological principles in the fabrication and placement of fixed and removable appliances, and</li> <li>g. the principles and application of pharmacology.</li> </ul>
<p><b>5. Patient care</b> On graduation a dental specialist will, with a high level of personal autonomy and accountability, be able to apply highly specialised knowledge and skills within a discipline or professional practice. This includes clinical information gathering, diagnosis and management planning, clinical treatment and evaluation.</p>	<p><b>Generic</b></p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. applying decision-making, clinical reasoning and judgment to develop a comprehensive diagnosis and treatment plan by interpreting and correlating findings from the history, clinical examinations, imaging and other diagnostic tests</li> <li>b. managing complex cases, including compromised patients, with multidisciplinary management, and</li> <li>c. managing complications.</li> </ul>
	<p><b>Specific</b></p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. managing developmental and dentofacial anomalies including skeletal and/or dental discrepancies</li> <li>b. managing functional occlusal and temporomandibular disorders, and</li> <li>c. evaluating and recognising the dental and skeletal effects of orthodontic treatment in the individual patient and modification to treatment strategies when appropriate. This should include the retention period of treatment.</li> </ul>

This document describes the *entry level competency standard* expected of applicants for registration with the Dental Board of Australia and the Dental Council (New Zealand) in the specialty of Paediatric Dentistry.

### Assumptions

The following assumptions have been made when developing these competencies. The competencies:

- build on the *The Australian Dental Council Professional attributes and competencies of the newly qualified dentist* (Australia only)
- are not intended to define the scope of the specialty but rather the knowledge and competence of the graduate specialist
- are not intended to define a national curriculum for the education and training in the specialty
- describe the broad areas of competence and assume that other documents such as program curricula will describe the detail under each broad area to accommodate innovation and change in practise over time
- use language and descriptors consistent with those of the Australian Qualifications Framework's<sup>43</sup> (AQF) Level 9 Masters Degree (Extended) or New Zealand Qualifications Framework<sup>44</sup> (NZQA) Level 9 Masters Degree to differentiate specialist practise from that of a general dentist , and
- do not replace other descriptors of the specialty such as those published by specialist academies and colleges that may describe the standard expected of specialists post entry-level.

### How to read the competencies

The competencies should be read:

- with the *Dental specialist qualification assessment framework* and the definition of the specialty listed below, and
- in the context of how they are relevant to the particular specialty, this will mean that competencies generic to all specialties may be demonstrated differently in each specialty.

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<sup>43</sup> Published at <http://www.aqf.edu.au/>

<sup>44</sup> Published at <http://www.nzqa.govt.nz/studying-in-new-zealand/understand-nz-quals/nzqi/>

## Definition

### Australia

Dental Board of Australia *List of approved specialties*<sup>45</sup>. Paediatric Dentistry is defined as:

*The branch of dentistry that is concerned with preventive and therapeutic oral health care for children from birth through to adolescence and those with special needs.*

### New Zealand

The Health Practitioners Competence Assurance Act (the Act) describes a scope of practice as the health service that a practitioner registered in that scope of practice is permitted to perform, subject to any conditions for the time being imposed by the responsible authority.

The Council publishes a scope of practice as a Notice in the New Zealand Gazette under section 11 of the Act.

The scope of practice<sup>46</sup> for Paediatric Dentistry is described as:

*Paediatric Dentistry specialists practise in the branch of dentistry that is concerned with oral health care for children from birth through to adolescence. It includes management of orofacial problems related to medical, behavioural, physical or developmental disabilities. It may include management of adults with special needs.*

*Specialist Paediatric Dentistry is undertaken by a dental practitioner who possesses additional postgraduate qualifications, training and experience recognised by the Council as appropriate for registration.*

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<sup>45</sup> Published at <http://www.dentalboard.gov.au/Registration-Standards.aspx>

<sup>46</sup> Published at <http://www.dcnz.org.nz/i-practise-in-new-zealand/dentists-and-dental-specialists/scopes-of-practice/>

Domain	Competencies
<p><b>1. Professionalism</b> On graduation a dental specialist will have the knowledge and skills to demonstrate autonomy, expert judgment, adaptability and responsibility as a practitioner and show leadership within the dental profession.</p>	<p><b>Generic</b></p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. recognising the personal limitations and scope of the specialty and knowing when to refer or seek advice appropriately</li> <li>b. practising with personal and professional integrity, honesty and trustworthiness</li> <li>c. providing patient-centred care, including selecting and prioritising treatment options that are compassionate and respectful of patients' best interests, dignity and choices</li> <li>d. understanding and applying the moral, cultural, ethical principles and legal responsibilities involved in the provision of specialist dental care to individual patients, to communities and populations</li> <li>e. displaying appropriate professional behaviour and communication towards all members of the dental team and referring health practitioner/s</li> <li>f. understanding and applying legislation</li> <li>g. demonstrating specialist professional growth and development through research and learning</li> <li>h. supporting the professional development and education for all members of the dental and / or health community, and</li> <li>i. demonstrating leadership within the profession.</li> </ul>
<p><b>2. Communication and Social Skills</b> On graduation a dental specialist will be able to interpret and transmit knowledge, skills and ideas to dental and non-dental audiences.</p>	<p><b>Generic</b></p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. identifying and understanding a patients expectations, desires and attitudes when planning and delivering specialist treatment</li> <li>b. communicating effectively, with patients, their families, relatives and carers in a manner that takes into account factors such as their age, intellectual development, social and cultural background</li> <li>c. communicating effectively in all forms of health and legal reporting, and</li> <li>d. interpreting and communicating knowledge, skills and ideas.</li> </ul>
<p><b>3. Critical Thinking</b> On graduation a dental specialist will have the expert, specialised cognitive and technical skills in a body of knowledge or practice to independently analyse critically, reflect on and synthesise complex information, problems, concepts and theories and research and apply established theories to a body of knowledge or practice.</p>	<p><b>Generic</b></p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. critically evaluating scientific research and literature, products and techniques to inform evidence-based specialist practice, and</li> <li>b. synthesising complex information, problems, concepts and theories.</li> </ul>

Domain	Competencies
<p><b>4. Scientific and clinical knowledge</b> On graduation a dental specialist will have a body of knowledge that includes the extended understanding of recent developments in a discipline and its professional practice, as well as knowledge of research principles and methods applicable to the specialty and its professional practice.</p>	<p><b>Generic</b></p>
	<p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. historical and contemporary literature</li> <li>b. the scientific basis of dentistry including the relevant biological, medical and psychosocial sciences</li> <li>c. development, anatomy, physiology and pathology of hard and soft tissues of the head and neck</li> <li>d. the range of investigative, technical and clinical procedures, and</li> <li>e. management and treatment planning with multidisciplinary engagement, for complex cases, including compromised patients.</li> </ul>
<p><b>5. Patient care</b> On graduation a dental specialist will, with a high level of personal autonomy and accountability, be able to apply highly specialised knowledge and skills within a discipline or professional practice. This includes clinical information gathering, diagnosis and management planning, clinical treatment and evaluation.</p>	<p><b>Specific</b></p>
	<p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. guardianship, fostering and medical power of attorney</li> <li>b. aetiology and management of oral diseases and conditions both inherited and acquired</li> <li>c. assessment and management of orofacial pain</li> <li>d. application of psychological development and behavioural management techniques</li> <li>e. the principles and application of pharmacology, and</li> <li>f. the appropriate use of sedation and anaesthetic techniques.</li> </ul>
<p><b>5. Patient care</b> On graduation a dental specialist will, with a high level of personal autonomy and accountability, be able to apply highly specialised knowledge and skills within a discipline or professional practice. This includes clinical information gathering, diagnosis and management planning, clinical treatment and evaluation.</p>	<p><b>Generic</b></p>
	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. applying decision-making, clinical reasoning and judgment to develop a comprehensive diagnosis and treatment plan by interpreting and correlating findings from the history, clinical examinations, imaging and other diagnostic tests</li> <li>b. managing complex cases, including compromised patients with multidisciplinary management, and</li> <li>c. managing complications.</li> </ul>
<p><b>5. Patient care</b> On graduation a dental specialist will, with a high level of personal autonomy and accountability, be able to apply highly specialised knowledge and skills within a discipline or professional practice. This includes clinical information gathering, diagnosis and management planning, clinical treatment and evaluation.</p>	<p><b>Specific</b></p>
	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. providing oral health care to paediatric patients</li> <li>b. applying psychological and behaviour modification techniques</li> <li>a. identifying the need for sedation and/or general anaesthesia</li> <li>c. assessing and managing orofacial pain</li> <li>d. advising other practitioners who are providing oral health care to the paediatric patients, and</li> <li>e. advocating for provision of oral health services for paediatric patients.</li> </ul>



This document describes the *entry level competency standard* expected of applicants for registration with the Dental Board of Australia and the Dental Council (New Zealand) in the specialty of Periodontics.

### Assumptions

The following assumptions have been made when developing these competencies. The competencies:

- build on the *Australian Dental Council Professional attributes and competencies of the newly qualified dentist* (Australia only)
- are not intended to define the scope of the specialty but rather the knowledge and competence of the graduate specialist
- are not intended to define a national curriculum for the education and training in the specialty
- describe the broad areas of competence and assume that other documents such as program curricula will describe the detail under each broad area to accommodate innovation and change in practise over time
- use language and descriptors consistent with those of the Australian Qualifications Framework's<sup>47</sup> (AQF) Level 9 Masters Degree (Extended) or New Zealand Qualifications Framework<sup>48</sup> (NZQA) Level 9 Masters Degree to differentiate specialist practise from that of a general dentist, and
- do not replace other descriptors of the specialty such as those published by specialist academies and colleges that may describe the standard expected of specialists post entry-level.

### How to read the competencies

The competencies should be read:

- with the *Dental specialist qualification assessment framework* and the definition of the specialty listed below, and
- in the context of how they are relevant to the particular specialty, this will mean that competencies generic to all specialties may be demonstrated differently in each specialty.

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<sup>47</sup> Published at <http://www.aqf.edu.au/>

<sup>48</sup> Published at <http://www.nzqa.govt.nz/studying-in-new-zealand/understand-nz-quals/nzqf/>

## Definition

### Australia

Dental Board of Australia *List of approved specialties*<sup>49</sup>. Periodontics is defined as:

*The branch of dentistry that is concerned with the prevention, diagnosis and treatment of diseases or abnormalities of the supporting tissues of the teeth and their substitutes.*

### New Zealand

The Health Practitioners Competence Assurance Act (the Act) describes a scope of practice as the health service that a practitioner registered in that scope of practice is permitted to perform, subject to any conditions for the time being imposed by the responsible authority.

The Council publishes a scope of practice as a Notice in the New Zealand Gazette under section 11 of the Act.

The scope of practice<sup>50</sup> for Periodontics is described as:

*Periodontic specialists practise in the branch of dentistry that is concerned with the prevention, diagnosis and treatment of diseases or abnormalities of the supporting tissues of the teeth or their substitutes.*

*Specialist Periodontics is undertaken by a dental practitioner who possesses additional postgraduate qualifications, training and experience recognised by the Council as appropriate for registration.*

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<sup>49</sup> Published at <http://www.dentalboard.gov.au/Registration-Standards.aspx>

<sup>50</sup> Published at <http://www.dcnz.org.nz/i-practise-in-new-zealand/dentists-and-dental-specialists/scopes-of-practice/>

Domain	Competencies
<p><b>1. Professionalism</b> On graduation a dental specialist will have the knowledge and skills to demonstrate autonomy, expert judgment, adaptability and responsibility as a practitioner and show leadership within the dental profession</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ol style="list-style-type: none"> <li>a. recognising the personal limitations and scope of the specialty and knowing when to refer or seek advice appropriately</li> <li>b. practising with personal and professional integrity, honesty and trustworthiness</li> <li>c. providing patient-centred care, including selecting and prioritising treatment options that are compassionate and respectful of patients' best interests, dignity and choices</li> <li>d. understanding and applying the moral, cultural, ethical principles and legal responsibilities involved in the provision of specialist dental care to individual patients, to communities and populations</li> <li>e. displaying appropriate professional behaviour and communication towards all members of the dental team and referring health practitioner/s</li> <li>f. understanding and applying legislation</li> <li>g. demonstrating specialist professional growth and development through research and learning</li> <li>h. supporting the professional development and education for all members of the dental and / or health community, and</li> <li>i. demonstrating leadership within the profession.</li> </ol>
<p><b>2. Communication and Social Skills</b> On graduation a dental specialist will be able to interpret and transmit knowledge, skills and ideas to dental and non-dental audiences.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ol style="list-style-type: none"> <li>a. identifying and understanding a patients expectations, desires and attitudes when planning and delivering specialist treatment</li> <li>b. communicating effectively, with patients, their families, relatives and carers in a manner that takes into account factors such as their age, intellectual development, social and cultural background</li> <li>c. communicating effectively in all forms of health and legal reporting, and</li> <li>d. interpreting and communicating knowledge, skills and ideas.</li> </ol>
<p><b>3. Critical Thinking</b> On graduation a dental specialist will have the expert, specialised cognitive and technical skills in a body of knowledge or practice to independently analyse critically, reflect on and synthesise complex information, problems, concepts and theories and research and apply established theories to a body of knowledge or practice.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ol style="list-style-type: none"> <li>a. critically evaluating scientific research and literature, products and techniques to inform evidence-based specialist practice, and</li> <li>b. synthesising complex information, problems, concepts and theories.</li> </ol>

Domain	Competencies
<p><b>4. Scientific and clinical knowledge</b> On graduation a dental specialist will have a body of knowledge that includes the extended understanding of recent developments in a discipline and its professional practice, as well as knowledge of research principles and methods applicable to the specialty and its professional practice.</p>	<p>Generic</p>
	<p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. historical and contemporary literature</li> <li>b. the scientific basis of dentistry including the relevant biological, medical and psychosocial sciences</li> <li>c. development, anatomy, physiology and pathology of hard and soft tissues of the head and neck</li> <li>d. the range of investigative, technical and clinical procedures, and</li> <li>e. management and treatment planning with multidisciplinary engagement, for complex cases, including compromised patients.</li> </ul>
	<p>Specific</p>
	<p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. biology of wound healing in relation to periodontal and bone defect repair and regeneration</li> <li>b. pathogenesis, diagnosis and management of periodontal diseases and conditions</li> <li>c. management of periodontal, mucogingival and implant surgery, and</li> <li>d. the principles and application of pharmacology.</li> </ul>
<p><b>5. Patient care</b> On graduation a dental specialist will, with a high level of personal autonomy and accountability, be able to apply highly specialised knowledge and skills within a discipline or professional practice. This includes clinical information gathering, diagnosis and management planning, clinical treatment and evaluation.</p>	<p>Generic</p>
	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. applying decision-making, clinical reasoning and judgment to develop a comprehensive diagnosis and treatment plan by interpreting and correlating findings from the history, clinical examinations, imaging and other diagnostic tests</li> <li>b. managing complex cases, including compromised patients, including multidisciplinary management, and</li> <li>c. managing complications.</li> </ul>
	<p>Specific</p>
	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. diagnosing periodontal disease and conditions, including peri-implant disease, and</li> <li>b. managing soft and hard tissues including implant placement.</li> </ul>

This document describes the *entry level competency standard* expected of applicants for registration with the Dental Board of Australia and the Dental Council (New Zealand) in the specialty of Prosthodontics.

### Assumptions

The following assumptions have been made when developing these competencies. The competencies:

- build on *The Australian Dental Council Professional attributes and competencies of the newly qualified dentist* (Australia only)
- are not intended to define the scope of the specialty but rather the knowledge and competence of the graduate specialist
- are not intended to define a national curriculum for the education and training in the specialty
- describe the broad areas of competence and assume that other documents such as program curricula will describe the detail under each broad area to accommodate innovation and change in practise over time
- use language and descriptors consistent with those of the Australian Qualifications Framework's<sup>51</sup> (AQF) Level 9 Masters Degree (Extended) or New Zealand Qualifications Framework<sup>52</sup> (NZQA) Level 9 Masters Degree to differentiate specialist practise from that of a general dentist, and
- do not replace other descriptors of the specialty such as those published by specialist academies and colleges that may describe the standard expected of specialists post entry-level.

### How to read the competencies

The competencies should be read:

- with the *Dental specialist qualification assessment framework* and the definition of the specialty listed below, and
- in the context of how they are relevant to the particular specialty, this will mean that competencies generic to all specialties may be demonstrated differently in each specialty.

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<sup>51</sup> Published at <http://www.aqf.edu.au/>

<sup>52</sup> Published at <http://www.nzqa.govt.nz/studying-in-new-zealand/understand-nz-quals/nzqf/>

## Definition

### Australia

Dental Board of Australia *List of approved specialties*<sup>53</sup>. Prosthodontics is defined as:

*The branch of dentistry that deals with the restoration and maintenance of oral health, function and appearance by coronal alteration or reconstruction of the natural teeth, or the replacement of missing teeth and contiguous oral and maxillofacial tissues with substitutes.*

### New Zealand

The Health Practitioners Competence Assurance Act (the Act) describes a scope of practice as the health service that a practitioner registered in that scope of practice is permitted to perform, subject to any conditions for the time being imposed by the responsible authority.

The Council publishes a scope of practice as a Notice in the New Zealand Gazette under section 11 of the Act.

The scope of practice<sup>54</sup> for Prosthodontics is described as:

*Prosthodontic specialists practise in the branch of dentistry that is concerned with diagnosis, treatment planning, rehabilitation and maintenance of patients with a range of clinical conditions involving missing or deficient teeth and/or craniofacial tissues, using biocompatible substitutes.*

*Specialist Prosthodontics is undertaken by a dental practitioner who possesses [additional postgraduate qualifications, training and experience](#) recognised by the Council as appropriate for registration.*

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<sup>53</sup> Published at <http://www.dentalboard.gov.au/Registration-Standards.aspx>

<sup>54</sup> Published at <http://www.dcnz.org.nz/i-practise-in-new-zealand/dentists-and-dental-specialists/scopes-of-practice/>

Domain	Competencies
<p><b>1. Professionalism</b> On graduation a dental specialist will have the knowledge and skills to demonstrate autonomy, expert judgment, adaptability and responsibility as a practitioner and show leadership within the dental profession.</p>	<p><b>Generic</b></p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. recognising the personal limitations and scope of the specialty and knowing when to refer or seek advice appropriately</li> <li>b. practising with personal and professional integrity, honesty and trustworthiness</li> <li>c. providing patient-centred care, including selecting and prioritising treatment options that are compassionate and respectful of patients' best interests, dignity and choices</li> <li>d. understanding and applying the moral, cultural, ethical principles and legal responsibilities involved in the provision of specialist dental care to individual patients, to communities and populations</li> <li>e. displaying appropriate professional behaviour and communication towards all members of the dental team and referring health practitioner/s</li> <li>f. understanding and applying legislation</li> <li>g. demonstrating specialist professional growth and development through research and learning</li> <li>h. supporting the professional development and education for all members of the dental and / or health community, and</li> <li>i. demonstrating leadership within the profession.</li> </ul>
<p><b>2. Communication and Social Skills</b> On graduation a dental specialist will be able to interpret and transmit knowledge, skills and ideas to dental and non-dental audiences.</p>	<p><b>Generic</b></p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. identifying and understanding a patients expectations, desires and attitudes when planning and delivering specialist treatment</li> <li>b. communicating effectively, with patients, their families, relatives and carers in a manner that takes into account factors such as their age, intellectual development, social and cultural background</li> <li>c. communicating effectively in all forms of health and legal reporting, and</li> <li>d. interpreting and communicating knowledge, skills and ideas.</li> </ul>
<p><b>3. Critical Thinking</b> On graduation a dental specialist will have the expert, specialised cognitive and technical skills in a body of knowledge or practice to independently analyse critically, reflect on and synthesise complex information, problems, concepts and theories and research and apply established theories to a body of knowledge or practice.</p>	<p><b>Generic</b></p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. critically evaluating scientific research and literature, products and techniques to inform evidence-based specialist practice, and</li> <li>b. synthesising complex information, problems, concepts and theories.</li> </ul>

Domain	Competencies
<p><b>4. Scientific and clinical knowledge</b> On graduation a dental specialist will have a body of knowledge that includes the extended understanding of recent developments in a discipline and its professional practice, as well as knowledge of research principles and methods applicable to the specialty and its professional practice.</p>	<p><b>Generic</b></p>
	<p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. historical and contemporary literature</li> <li>b. the scientific basis of dentistry including the relevant biological, medical and psychosocial sciences</li> <li>c. development, physiology and pathology of hard and soft tissues of the head and neck</li> <li>d. the range of investigative, technical and clinical procedures, and</li> <li>e. management and treatment planning with multidisciplinary engagement, for complex cases, including compromised patients.</li> </ul>
	<p><b>Specific</b></p>
	<p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. the principles of speech pathology</li> <li>b. the basis and management of orofacial pain the principles involved in design of prostheses for the replacement of oral and maxillofacial structures</li> <li>c. removable and fixed oral and maxillofacial prosthodontics</li> <li>d. sleep disorders</li> <li>e. dental materials, and</li> <li>f. the principles and application of pharmacology.</li> </ul>
<p><b>5. Patient care</b> On graduation a dental specialist will, with a high level of personal autonomy and accountability, be able to apply highly specialised knowledge and skills within a discipline or professional practice. This includes clinical information gathering, diagnosis and management planning, clinical treatment and evaluation.</p>	<p><b>Generic</b></p>
	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. applying decision-making, clinical reasoning and judgment to develop a comprehensive diagnosis and treatment plan by interpreting and correlating findings from the history, clinical examinations, imaging and other diagnostic tests</li> <li>b. managing complex cases, including compromised patients with multidisciplinary management, and</li> <li>c. managing complications.</li> </ul>
	<p><b>Specific</b></p>
	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. undertaking dental and maxillo-facial treatment and rehabilitation with removable, fixed and implant prosthodontics</li> <li>b. diagnosing and managing disorders of the temporomandibular joint</li> <li>c. diagnosing and managing orofacial pain, and</li> <li>d. evaluating, diagnosing and managing occlusions and occlusal dysfunction.</li> </ul>



This document describes the *entry level competency standard* expected of applicants for registration with the Dental Council (New Zealand) in the specialty of Restorative Dentistry.

**The speciality is not recognised by the Dental Board of Australia.**

### Assumptions

The following assumptions have been made when developing these competencies. The competencies:

- are not intended to define the scope of the specialty but rather the knowledge and competence of the graduate specialist
- are not intended to define a national curriculum for the education and training in the specialty
- describe the broad areas of competence and assume that other documents such as program curricula will describe the detail under each broad area to accommodate innovation and change in practise over time
- use language and descriptors consistent with those of the New Zealand Qualifications Framework<sup>55</sup> (NZQA) Level 9 Masters Degree to differentiate specialist practise from that of a general dentist , and
- do not replace other descriptors of the specialty such as those published by specialist academies and colleges that may describe the standard expected of specialists post entry-level.

### How to read the competencies

The competencies should be read:

- with the *Dental specialist qualification assessment framework* and the definition of the specialty listed below, and
- in the context of how they are relevant to the particular specialty, this will mean that competencies generic to all specialties may be demonstrated differently in each specialty.

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<sup>55</sup> Published at <http://www.nzqa.govt.nz/studying-in-new-zealand/understand-nz-quals/nzqf/>

## Dental specialist competencies: Restorative Dentistry (New Zealand only)

### Definition

#### New Zealand

The Health Practitioners Competence Assurance Act (the Act) describes a scope of practice as the health service that a practitioner registered in that scope of practice is permitted to perform, subject to any conditions for the time being imposed by the responsible authority.

The Council publishes a scope of practice as a Notice in the New Zealand Gazette under section 11 of the Act.

The scope of practice<sup>56</sup> for Restorative Dentistry is described as:

*Restorative Dentistry specialists practise in the branch of dentistry that is concerned with dental procedures in the dentulous or partially edentulous mouth. This may include operative, endodontic, periodontic, orthodontic and prosthetic procedures.*

*Specialist Restorative Dentistry is undertaken by a dental practitioner who possesses additional postgraduate qualifications, training and experience recognised by the Council as appropriate for registration.*

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<sup>56</sup> Published at <http://www.dcnz.org.nz/i-practise-in-new-zealand/dentists-and-dental-specialists/scopes-of-practice/>

## Dental specialist competencies: Restorative Dentistry (New Zealand only)

Domain	Competencies
<p><b>1. Professionalism</b> On graduation a dental specialist will have the knowledge and skills to demonstrate autonomy, expert judgment, adaptability and responsibility as a practitioner and show leadership within the dental profession.</p>	<p><b>Generic</b></p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ol style="list-style-type: none"> <li>a. recognising the personal limitations and scope of the specialty and knowing when to refer or seek advice appropriately</li> <li>b. practising with personal and professional integrity, honesty and trustworthiness</li> <li>c. providing patient-centred care, including selecting and prioritising treatment options that are compassionate and respectful of patients' best interests, dignity and choices</li> <li>d. understanding and applying the moral, cultural, ethical principles and legal responsibilities involved in the provision of specialist dental care to individual patients, to communities and populations</li> <li>e. displaying appropriate professional behaviour and communication towards all members of the dental team and referring health practitioner/s</li> <li>f. understanding and applying legislation</li> <li>g. demonstrating specialist professional growth and development through research and learning</li> <li>h. supporting the professional development and education for all members of the dental and / or health community, and</li> <li>i. demonstrating leadership within the profession.</li> </ol>
<p><b>2. Communication and Social Skills</b> On graduation a dental specialist will be able to interpret and transmit knowledge, skills and ideas to dental and non-dental audiences.</p>	<p><b>Generic</b></p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ol style="list-style-type: none"> <li>a. identifying and understanding a patients expectations, desires and attitudes when planning and delivering specialist treatment</li> <li>b. communicating effectively, with patients, their families, relatives and carers in a manner that takes into account factors such as their age, intellectual development, social and cultural background</li> <li>c. communicating effectively in all forms of health and legal reporting, and</li> <li>d. interpreting and communicating knowledge, skills and ideas.</li> </ol>
<p><b>3. Critical Thinking</b> On graduation a dental specialist will have the expert, specialised cognitive and technical skills in a body of knowledge or practice to independently analyse critically, reflect on and synthesise complex information, problems, concepts and theories and research and apply established theories to a body of knowledge or practice.</p>	<p><b>Generic</b></p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ol style="list-style-type: none"> <li>a. critically evaluating scientific research and literature, products and techniques to inform evidence-based specialist practice, and</li> <li>b. synthesising complex information, problems, concepts and theories.</li> </ol>

## Dental specialist competencies: Restorative Dentistry (New Zealand only)

Domain	Competencies
<p><b>4. Scientific and clinical knowledge</b> On graduation a dental specialist will have a body of knowledge that includes the extended understanding of recent developments in a discipline and its professional practice, as well as knowledge of research principles and methods applicable to the specialty and its professional practice.</p>	<p>Generic</p>
	<p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. historical and contemporary literature</li> <li>b. the scientific basis of dentistry including the relevant biological, medical and psychosocial sciences</li> <li>c. development, physiology and pathology of hard and soft tissues of the head and neck</li> <li>d. the range of investigative, technical and clinical procedures, and</li> <li>e. management and treatment planning with multidisciplinary engagement, for complex cases, including compromised patients.</li> </ul>
<p><b>5. Patient care</b> On graduation a dental specialist will, with a high level of personal autonomy and accountability, be able to apply highly specialised knowledge and skills within a discipline or professional practice. This includes clinical information gathering, diagnosis and management planning, clinical treatment and evaluation.</p>	<p>Specific</p>
	<p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. the principles of speech pathology</li> <li>b. the basis and management of orofacial pain the principles involved in design of prostheses for the replacement of oral and maxillofacial structures</li> <li>c. removable and fixed oral prosthodontics</li> <li>d. sleep disorders</li> <li>e. dental materials, and</li> <li>f. the principles and application of pharmacology.</li> </ul>
<p><b>5. Patient care</b> On graduation a dental specialist will, with a high level of personal autonomy and accountability, be able to apply highly specialised knowledge and skills within a discipline or professional practice. This includes clinical information gathering, diagnosis and management planning, clinical treatment and evaluation.</p>	<p>Generic</p>
	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. applying decision-making, clinical reasoning and judgment to develop a comprehensive diagnosis and treatment plan by interpreting and correlating findings from the history, clinical examinations, imaging and other diagnostic tests</li> <li>b. managing complex cases, including compromised patients with multidisciplinary management, and</li> <li>c. managing complications.</li> </ul>
<p><b>5. Patient care</b> On graduation a dental specialist will, with a high level of personal autonomy and accountability, be able to apply highly specialised knowledge and skills within a discipline or professional practice. This includes clinical information gathering, diagnosis and management planning, clinical treatment and evaluation.</p>	<p>Specific</p>
	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. undertaking dental treatment and rehabilitation with removable, fixed and implant prosthodontics</li> <li>b. diagnosing and managing disorders of the temporomandibular joint</li> <li>c. diagnosing and managing orofacial pain, and</li> <li>d. evaluating, diagnosing and managing occlusions and occlusal dysfunction.</li> </ul>

This document describes the *entry level competency standard* expected of applicants for registration with the Dental Board of Australia and the Dental Council (New Zealand) in the specialty of Special Needs Dentistry.

### Assumptions

The following assumptions have been made when developing these competencies. The competencies:

- build on *The Australian Dental Council Professional attributes and competencies of the newly qualified dentist* (Australia only)
- are not intended to define the scope of the specialty but rather the knowledge and competence of the graduate specialist
- are not intended to define a national curriculum for the education and training in the specialty
- describe the broad areas of competence and assume that other documents such as program curricula will describe the detail under each broad area to accommodate innovation and change in practise over time
- use language and descriptors consistent with those of the Australian Qualifications Framework's<sup>57</sup> (AQF) Level 9 Masters Degree (Extended) or New Zealand Qualifications Framework<sup>58</sup> (NZQA) Level 9 Masters Degree to differentiate specialist practise from that of a general dentist , and
- do not replace other descriptors of the specialty such as those published by specialist academies and colleges that may describe the standard expected of specialists post entry-level.

### How to read the competencies

The competencies should be read:

- with the *Dental specialist qualification assessment framework* and the definition of the specialty listed below, and
- in the context of how they are relevant to the particular specialty, this will mean that competencies generic to all specialties may be demonstrated differently in each specialty.

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<sup>57</sup> Published at <http://www.aqf.edu.au/>

<sup>58</sup> Published at <http://www.nzqa.govt.nz/studying-in-new-zealand/understand-nz-quals/nzqf/>

## Definition

### Australia

Dental Board of Australia *List of approved specialties*<sup>59</sup>. Special Needs Dentistry is defined as:

*The branch of dentistry that is concerned with the oral health care of people with an intellectual disability, medical, physical or psychiatric conditions that require special methods or techniques to prevent or treat oral health problems or where such conditions necessitate special dental treatment plans.*

### New Zealand

The Health Practitioners Competence Assurance Act (the Act) describes a scope of practice as the health service that a practitioner registered in that scope of practice is permitted to perform, subject to any conditions for the time being imposed by the responsible authority.

The Council publishes a scope of practice as a Notice in the New Zealand Gazette under section 11 of the Act.

The scope of practice<sup>60</sup> for Special Needs Dentistry is described as:

*Special Needs Dentistry specialists practise in the branch of dentistry that is concerned with the oral health care of people adversely affected by intellectual disability, medical, physical or psychiatric issues. (NB Special Needs specialists who wish to identify their particular expertise in hospital dentistry can apply to Dental Council to use the specialist title “Special Needs Dentistry (hospital)”.)*

*Specialist Special Needs Dentistry is undertaken by a dental practitioner who possesses [additional postgraduate qualifications, training and experience](#) recognised by the Council as appropriate for registration.*

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<sup>59</sup> Published at <http://www.dentalboard.gov.au/Registration-Standards.aspx>

<sup>60</sup> Published at <http://www.dcnz.org.nz/i-practise-in-new-zealand/dentists-and-dental-specialists/scopes-of-practice/>

Domain	Competencies
<p><b>1. Professionalism</b> On graduation a dental specialist will have the knowledge and skills to demonstrate autonomy, expert judgment, adaptability and responsibility as a practitioner and show leadership within the dental profession</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ol style="list-style-type: none"> <li>recognising the personal limitations and scope of the specialty and knowing when to refer or seek advice appropriately</li> <li>practising with personal and professional integrity, honesty and trustworthiness</li> <li>providing patient-centred care, including selecting and prioritising treatment options that are compassionate and respectful of patients' best interests, dignity and choices</li> <li>understanding and applying the moral, cultural, ethical principles and legal responsibilities involved in the provision of specialist dental care to individual patients, to communities and populations</li> <li>displaying appropriate professional behaviour and communication towards all members of the dental team and referring health practitioner/s</li> <li>understanding and applying legislation</li> <li>demonstrating specialist professional growth and development through research and learning</li> <li>supporting the professional development and education for all members of the dental and / or health community, and</li> <li>demonstrating leadership within the profession.</li> </ol>
<p><b>2. Communication and Social Skills</b> On graduation a dental specialist will be able to interpret and transmit knowledge, skills and ideas to dental and non-dental audiences.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ol style="list-style-type: none"> <li>identifying and understanding a patients expectations, desires and attitudes when planning and delivering specialist treatment</li> <li>communicating effectively, with patients, their families, relatives and carers in a manner that takes into account factors such as their age, intellectual development, social and cultural background</li> <li>communicating effectively in all forms of health and legal reporting, and</li> <li>interpreting and communicating knowledge, skills and ideas.</li> </ol>
<p><b>3. Critical Thinking</b> On graduation a dental specialist will have the expert, specialised cognitive and technical skills in a body of knowledge or practice to independently analyse critically, reflect on and synthesise complex information, problems, concepts and theories and research and apply established theories to a body of knowledge or practice.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ol style="list-style-type: none"> <li>critically evaluating scientific research and literature, products and techniques to inform evidence-based specialist practice, and</li> <li>synthesising complex information, problems, concepts and theories.</li> </ol>

Domain	Competencies
<p><b>4. Scientific and clinical knowledge</b> On graduation a dental specialist will have a body of knowledge that includes the extended understanding of recent developments in a discipline and its professional practice, as well as knowledge of research principles and methods applicable to the specialty and its professional practice.</p>	<p>Generic</p>
	<p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. historical and contemporary literature</li> <li>b. the scientific basis of dentistry including the relevant biological, medical and psychosocial sciences</li> <li>c. development, anatomy, physiology and pathology of hard and soft tissues of the head and neck</li> <li>d. the range of investigative, technical and clinical procedures, and</li> <li>e. management and treatment planning with multidisciplinary engagement, for complex cases, including compromised patients.</li> </ul>
	<p>Specific</p>
	<p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. guardianship, fostering and medical power of attorney</li> <li>b. complex medical, psychological and physical conditions</li> <li>c. assessment and management of orofacial pain</li> <li>d. the application of psychological development and behavioural management techniques</li> <li>e. the principles and application of pharmacology, and</li> <li>f. the appropriate use of sedation and anaesthetic techniques.</li> </ul>
<p><b>5. Patient care</b> On graduation a dental specialist will, with a high level of personal autonomy and accountability, be able to apply highly specialised knowledge and skills within a discipline or professional practice. This includes clinical information gathering, diagnosis and management planning, clinical treatment and evaluation.</p>	<p>Generic</p>
	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. applying decision-making, clinical reasoning and judgment to develop a comprehensive diagnosis and treatment plan by interpreting and correlating findings from the history, clinical examinations, imaging and other diagnostic tests</li> <li>b. managing complex cases, including compromised patients with multidisciplinary management, and</li> <li>c. managing complications.</li> </ul>
	<p>Specific</p>
	<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. providing oral health care to patients with special needs</li> <li>b. applying psychological and behaviour modification techniques</li> <li>c. identifying the need for sedation and/or general anaesthesia</li> <li>d. assessing and managing orofacial pain</li> <li>e. advising other practitioners who are providing oral health care to patients with special needs, and</li> <li>f. advocating for provisions of oral health services for patients with special needs.</li> </ul>

This document describes the *entry level competency standard* expected of applicants for registration with the Dental Board of Australia and the Dental Council (New Zealand) in the specialty of Public Health Dentistry (Community Dentistry).

### Assumptions

The following assumptions have been made when developing these competencies. The competencies:

- build on *The Australian Dental Council Professional attributes and competencies of the newly qualified dentist* (Australia only)
- are not intended to define the scope of the specialty but rather the knowledge and competence of the graduate specialist
- are not intended to define a national curriculum for the education and training in the specialty
- describe the broad areas of competence and assume that other documents such as program curricula will describe the detail under each broad area to accommodate innovation and change in practise over time
- use language and descriptors consistent with those of the Australian Qualifications Framework's<sup>61</sup> (AQF) Level 9 Masters Degree (Extended) or New Zealand Qualifications Framework<sup>62</sup> (NZQA) Level 9 Masters Degree to differentiate specialist practise from that of a general dentist , and
- do not replace other descriptors of the specialty such as those published by specialist academies and colleges that may describe the standard expected of specialists post entry-level.

### How to read the competencies

The competencies should be read:

- with the *Dental specialist qualification assessment framework* and the definition of the specialty listed below, and
- in the context of how they are relevant to the particular specialty, this will mean that competencies generic to all specialties may be demonstrated differently in each specialty.

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<sup>61</sup> Published at <http://www.aqf.edu.au/>

<sup>62</sup> Published at <http://www.nzqa.govt.nz/studying-in-new-zealand/understand-nz-quals/nzqf/>

## Definition

### Australia

Dental Board of Australia *List of approved specialties*<sup>63</sup>. Public Health Dentistry is defined as:

*The branch of dentistry that is concerned with oral health education of the public, applied dental research and administration of dental care programs including prevention and control of oral diseases on a community basis.*

### New Zealand

The Health Practitioners Competence Assurance Act (the Act) describes a scope of practice as the health service that a practitioner registered in that scope of practice is permitted to perform, subject to any conditions for the time being imposed by the responsible authority.

The Council publishes a scope of practice as a Notice in the New Zealand Gazette under section 11 of the Act.

The scope of practice<sup>64</sup> for Public Health Dentistry (or Community Dentistry) is described as:

*Dental Public Health (Community) specialists practise in the branch of dentistry that is concerned with the science and art of preventing oral disease, promoting oral health and improving the quality of life through the organised efforts of society.*

*(NB Existing specialists may apply to the Council to retain the previous title if they wish.)*

*Specialist Public Health (Community) Dentistry is undertaken by a dental practitioner who possesses additional postgraduate qualifications, training and experience recognised by the Council as appropriate for registration.*

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<sup>63</sup> Published at <http://www.dentalboard.gov.au/Registration-Standards.aspx>

<sup>64</sup> Published at <http://www.dcnz.org.nz/i-practise-in-new-zealand/dentists-and-dental-specialists/scopes-of-practice/>

Domain	Competencies
<p><b>1. Professionalism</b> On graduation a dental specialist will have the knowledge and skills to demonstrate autonomy, expert judgment, adaptability and responsibility as a practitioner and show leadership within the dental profession.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. recognising the personal limitations and scope of the specialty and knowing when to refer or seek advice appropriately</li> <li>b. practising with personal and professional integrity, honesty and trustworthiness</li> <li>c. providing patient-centred care, including selecting and prioritising treatment options that are compassionate and respectful of patients' best interests, dignity and choices</li> <li>d. understanding and applying the moral, cultural, ethical principles and legal responsibilities involved in the provision of specialist dental care to individual patients, to communities and populations</li> <li>e. displaying appropriate professional behaviour and communication towards all members of the dental team and referring health practitioner/s</li> <li>f. understanding and application of legislation</li> <li>g. demonstrating specialist professional growth and development through research and learning</li> <li>h. supporting the professional development and education for all members of the dental and / or health community, and</li> <li>i. demonstrating leadership within the profession.</li> </ul>
<p><b>2. Communication and Social Skills</b> On graduation a dental specialist will be able to interpret and transmit knowledge, skills and ideas to dental and non-dental audiences.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. identifying and understanding a patients expectations, desires and attitudes when planning and delivering specialist treatment</li> <li>b. communicating effectively, with patients, their families, relatives and carers in a manner that takes into account factors such as their age, intellectual development, social and cultural background</li> <li>c. communicating effectively in all forms of health and legal reporting, and</li> <li>d. interpreting and communicating knowledge, skills and ideas.</li> </ul>
<p><b>3. Critical Thinking</b> On graduation a dental specialist will have the expert, specialised cognitive and technical skills in a body of knowledge or practice to independently analyse critically, reflect on and synthesise complex information, problems, concepts and theories and research and apply established theories to a body of knowledge or practice.</p>	<p>Generic</p> <p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. critically evaluating scientific research and literature, products and techniques to inform evidence-based specialist practice, and</li> <li>b. synthesising complex information, problems, concepts and theories.</li> </ul>

Domain	Competencies
<p><b>4. Scientific and clinical knowledge</b> On graduation a dental specialist will have a body of knowledge that includes the extended understanding of recent developments in a discipline and its professional practice, as well as knowledge of research principles and methods applicable to the specialty and its professional practice.</p>	Generic
	<p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. historical and contemporary literature</li> <li>b. the scientific basis of dentistry including the relevant biological, medical and psychosocial sciences, and</li> <li>c. the range of investigative, technical and clinical procedures.</li> </ul>
	Specific
	<p>A graduate specialist is expected to be competent in the following areas of knowledge, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. the epidemiology of oral health and disease</li> <li>b. the principles of oral health service delivery</li> <li>c. the principles of public health research oral disease prevention at a population level, and</li> <li>d. the analysis of oral health needs and services in community and public health settings.</li> </ul>
<p><b>5. Patient care</b> On graduation a dental specialist will, with a high level of personal autonomy and accountability, be able to apply highly specialised knowledge and skills within a discipline or professional practice. This includes clinical information gathering, diagnosis and management planning, clinical treatment and evaluation.</p>	Generic
	<ul style="list-style-type: none"> <li>a. Nil relevant</li> </ul>
	Specific
<p>A graduate specialist is expected to be competent in the following, as relevant to the specialty:</p> <ul style="list-style-type: none"> <li>a. designing, implementing, monitoring and evaluating population oral health programs, and</li> <li>b. writing reports.</li> </ul>	



# Statement of assessment against the COAG principles for best practice regulation

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## Consultation on proposed entry level competencies for dental specialties

The Dental Board of Australia (the Board) is doing this work together with the Dental Council (New Zealand) (the Council) as the Trans-Tasman mutual recognition arrangements entitle dental practitioners registered in Australia to be registered for the “equivalent occupation” in New Zealand and vice versa. It is important that where possible standards and requirements for registration are consistent.

The Australian Health Practitioner Regulation Agency (AHPRA) has *Procedures for the development of registration standards, codes and guidelines* which are available at: [www.ahpra.gov.au](http://www.ahpra.gov.au)

These procedures have been developed by AHPRA in accordance with section 25 of the *Health Practitioner Regulation National Law* as in force in each state and territory (the National Law) which requires AHPRA to establish procedures for the purpose of ensuring that the National Registration and Accreditation Scheme (the National Scheme) operates in accordance with good regulatory practice.

Below is the Board assessment of its proposed entry-level competencies for specialist registration (the proposed competencies) against the Council of Australian Governments (COAG) *Principles for Best Practice Regulation*.

The proposed competencies are part of the *Dental specialist registration qualification assessment framework* (the assessment framework) and should be read in conjunction with the assessment framework and in the context of how they are relevant to the particular specialty. This will mean that proposed competencies generic to all specialties may be demonstrated differently in each specialty.

It should be noted that the proposed competencies are not a new registration standard but an integral part of an assessment framework for use by AHPRA and the Board primarily when considering applications for specialist registration in Australia.

The proposed competencies describe the entry-level standard expected of applicants for specialist registration with the Board in all thirteen recognised specialties.

The proposed competencies draw on the descriptors of the Australian Qualifications Framework’s<sup>65</sup> (AQF) Level 9 Masters Degree (Extended) and/or New Zealand Qualifications Framework<sup>66</sup> (NZQA) Level 9 Masters Degree.

**The proposal takes into account the COAG Principles for Best Practice Regulation**

### The Board assessment

In developing the proposed competencies for consultation, the Board has taken into account the COAG *Principles for Best Practice Regulation*.

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<sup>65</sup> Published at <http://www.aqf.edu.au/>

<sup>66</sup> Published at <http://www.nzqa.govt.nz/studying-in-new-zealand/understand-nz-quals/nzqf/>

The Board makes the following assessment specific to each of the COAG Principles expressed in the AHPRA procedures.

## **COAG Principles**

### **A. Whether the proposal is the best option for achieving the proposal's stated purpose and protection of the public**

#### **The Board assessment**

As an overall statement, the Board has taken care not to propose unnecessary regulatory burdens that would create unjustified costs for the profession or the community.

The assessment framework, that includes the proposed competencies, addresses issues that have been raised about the current assessment of dental specialist applications. The assessment framework with the proposed competencies at its core will increase transparency for applicants and lead to greater efficiency in the assessment of specialist registration applications.

The Board considers that the framework meets its mandate of protecting the public by describing the expected threshold level of competence for safe practice and transparent, consistent and rigorous assessment of dental specialists.

### **B. Whether the proposal results in an unnecessary restriction of competition among health practitioners**

#### **The Board assessment**

The proposed competencies are not expected to impact on the current levels of competition among practitioners. Rather, improved efficiency and transparency in the assessment of overseas trained dental specialists may contribute to the dental specialist workforce. The proposed competencies will open up all possible registration pathways available under the National Law to create more options for applicants.

It should be noted that the Board has engaged with specialist academies, colleges and education providers throughout the development of the proposed competencies expected of a graduate dental specialist. This engagement, has assured the Board that the current programs are teaching to or above the threshold competence level. The proposed competencies will not increase the level or duration of existing specialist dental training.

This engagement continued in the preliminary consultation stage with further meetings undertaken with these groups. The feedback from the preliminary consultation has been incorporated into the current version of the documents and/or will inform the communication material used to support the development and implementation of the specialist assessment pathways

This engagement will continue during the wide-ranging public consultation.

### **C. Whether the proposal results in an unnecessary restriction of consumer choice**

#### **The Board assessment**

The proposed competencies support consumer choice by underpinning a transparent assessment framework for specialist registration and assisting planners of oral health services in understanding the contribution of each dental specialty to the dental health workforce.

Consumer choice is further supported as dental practitioners with additional specialist training can be easily identified on the public register. The public can be reassured that the education, training and competence of those registered as dental specialists are of a level to promote the delivery of safe, high quality care.

### **D. Whether the overall costs of the proposal to members of the public and/or registrants and/or governments are reasonable in relation to the benefits to be achieved**

#### **The Board assessment**

The Board does not anticipate that the proposed competencies will change the overall costs to the public, registrants or governments.

The increased transparency and anticipated efficiency gains on the assessment of applications for specialist registration has the potential, overtime, to reduce the financial cost and time taken to decide specialist applications.

This is of particular value to practitioners trained overseas and will potentially allow them to contribute to the dental health workforce sooner.

- E. Whether the requirements are clearly stated using ‘plain language’ to reduce uncertainty, enable the public to understand the requirements, and enable understanding and compliance by registrants**

**The Board assessment**

The Board considers the proposed competencies have been written in plain English and when read in conjunction with the assessment framework will help practitioners to understand the requirements when applying for specialist registration. This will provide clarity and support a more transparent, rigorous and consistent approach to specialist registration in Australia and in turn support the assessment of applications using existing and potential new pathways available under the National Law. As a result, the Board expects that the requirements will be easier to understand and comply with.

- F. Whether the Board has procedures in place to ensure that the proposed registration standard, code or guideline remains relevant and effective over time**

**The Board assessment**

The Board will continue to monitor the environment and respond to any issues which arise in relation to specialist dental registration more broadly. If any new evidence emerges the Board will work to ensure the proposed competencies continue to be relevant and workable.

The Board is committed to closely monitoring the implementation of the assessment framework and proposed competencies to ensure the anticipated transparency and efficiencies are realised.

