

**Joint Australian Dental Council and Dental Council  
New Zealand report of an evaluation of  
The Royal College of Pathologists of Australasia's  
Fellowship of the Faculty of Oral and Maxillofacial  
Pathology program**

April 2018

## Contents

1. Executive summary .....	5
Background.....	6
Overview of evaluation .....	7
Key findings .....	8
Accreditation decision .....	9
2. Summary of findings against each standard .....	10
Domain 1: Public safety .....	10
Domain 2: Academic governance and quality assurance .....	15
Domain 3: Program of study .....	18
Domain 4: The student experience.....	25
Domain 5: Assessment .....	29
3. Quality improvement .....	33
Recommendations .....	33
Commendations .....	33

## List of acronyms used in this report

Acronym	Description
ADC	Australian Dental Council
DBA	Dental Board of Australia
DC(NZ)	Dental Council – New Zealand
IANZ	International Accreditation New Zealand
ICPMR	Institute for Clinical Pathology and Medical Research
FFOMP	Fellowship of the Faculty of Oral and Maxillofacial Pathology
NATA	National Association of Testing Authorities
NZQA	New Zealand Qualifications Framework
RCPA	Royal College of Pathologists of Australasia
SET	Site Evaluation Team
TEQSA	Tertiary Education Quality and Standards Agency

## Site visit and evaluation by ADC and DC(NZ) site evaluation team

### Site visit conducted

17 April 2018

### Site evaluation team

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Dr Kullasit Chutipongpisit	Oral Pathologist , NZ
Ms Sue Ineson	Lay member , NZ

### Staff

Ms Suzanne Bornman	Standards & Accreditation Manager, Dental Council, NZ
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### Observer

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### Program provider

Royal College of Pathologists of Australasia	Durham Hall 207 Albion Street, Surry Hills NSW 2010
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## 1. Executive summary

<b>Program provider</b>	Royal College of Pathologists of Australasia
<b>Program/qualification name</b>	Fellowship of the Faculty of Oral and Maxillofacial Pathology
<b>Program/qualification abbreviation</b>	FFOMP
<b>Program/qualification code</b>	n/a
<b>Head office address, including State</b>	207 Albion Street, Surry Hills NSW 2010
<b>Campus</b>	<ol style="list-style-type: none"> <li>1. NSW Health Pathology, Westmead, Australia</li> <li>2. University of Otago, Dunedin, New Zealand</li> </ol>
<b>Program length</b>	5 Years
<b>Registration division</b>	Specialist dentist
<b>Registration specialty</b>	Oral and Maxillofacial Pathology
<b>Qualification type</b>	Fellowship
<b>Australian Qualifications Framework level</b>	n/a
<b>Accreditation standards version</b>	Accreditation Standards for Dental Practitioner Programs (Approved Dec 2014)
<b>Date of site evaluation</b>	17 April 2018
<b>Date of ADC decision</b>	
<b>Date of DC(NZ) decision</b>	
<b>Type of accreditation</b>	Re-Accreditation
<b>Accreditation start date</b>	
<b>Accreditation end date</b>	

## Background

The Royal College of Pathologists of Australasia's (RCPA's) Fellowship of the Faculty of Oral and Maxillofacial Pathology (FFOMP) program was last reviewed in 2013 at which stage the program was accredited until 31 December 2018. The program enables graduates to apply for registration with the Dental Board of Australia (DBA) as a dental specialist in Oral and Maxillofacial Pathology. In New Zealand, the FFOMP is a prescribed qualification recognised as leading to registration with the Dental Council (NZ) as an Oral Pathology Specialist.

The FFOMP is a five-year, full time program which can be entered by dental or medical graduates registered in their respective jurisdictions with at least two year's postgraduate clinical experience.

The FFOMP program is not required to comply with Tertiary Education Quality and Standards Agency's (TEQSA's) Higher Education Standards as the program does not lead to an award within the Australian Qualifications Framework (AQF). Similarly, the program falls outside of the New Zealand Qualifications Framework (NZQA). The FFOMP is based on a situated learning model of course delivery. Trainees in the program will be required to be located at training sites accredited by the RCPA and supervised by Fellows of the College, approved to fulfil this function. At the time of the site visit, there were no trainees enrolled in the program.

## Overview of evaluation

The Site Evaluation Team (SET) reviewed the RCPA's 35-page submission against the Accreditation Standards, associated appendices and additional information provided following the SET teleconference held on 15 March 2018.

The SET undertook a site visit to the College on 17 April 2018. The site visit included a review of the training site at the Institute for Clinical Pathology and Medical Research (ICPMR) located at Westmead Hospital in Westmead. Any references in this report to clinical training facilities refer to the ICPMR at Westmead Hospital.

Due to the size of the program, and with no current trainees enrolled, a single training site visit was considered appropriate.

During the visit meetings were held with:

- CEO and Deputy CEO, RCPA
- General Manager, Operations
- Director of Education and Accreditation
- Curriculum and Assessment Development Officers
- Chief Examiner, Oral and Maxillofacial Pathology
- Secretary, Faculty of Oral and Maxillofacial Pathology Committee
- Chair, Board of Education and Assessment
- Recent graduate
- Oral and Maxillofacial Pathologists responsible for supervising trainees
- General Pathologists involved in the training program.

The findings in this report are based on the SET's assessment of the material outlined above, interview evidence and a review of the training facilities at the time of the site visit.

## Key findings

The College has developed clear and comprehensive policies, procedures and guidelines for the FFOMP program. The program curriculum, handbook and related materials are reviewed on a cyclical basis, with updates as required to reflect contemporary resources and practice.

The College has a robust and fit for purpose governance structure in place and the SET were impressed by the facilities available to trainees at the ICPMR. The College is well resourced to support the program, and the current supervisors are appropriately qualified and experienced to support trainees in the development of the skills and knowledge needed for specialist practice. The scope of assessments used are varied and appropriate, covering all learning outcomes and professional competencies.

The College and individuals involved in the training program are commended for their ongoing commitment to the future of the program.



## Accreditation decision

The Council resolved to accredit the Royal College of Pathologists of Australasia's Fellowship of the Faculty of Oral and Maxillofacial Pathology program until **31 December 2023**.

## 2. Summary of findings against each standard

Please note when completing the table below that the Criteria are indicators that set out what is expected of an ADC/DC(NZ) accredited program in order to meet each Standard Statement. The Criteria are not sub-standards to be individually assessed. When assessing a program, the SET should have regard for whether each Criteria is met, but will take an on-balance view of whether the evidence presented by a provider clearly demonstrates that a particular Standard Statement is met.

Domain 1: Public safety	
Standard 1: Public safety is assured	
Assessment: Standard is met	
Criteria	Evidence (against the Standard Statement)
1.1 Protection of the public and the care of patients are prominent amongst the guiding principles of the educational program, clinical training and student learning outcomes.	<ul style="list-style-type: none"> <li>The RCPA includes amongst its objectives to 'promote the highest quality medical care and patient safety through education, training and assessment'.</li> <li>The Oral and Maxillofacial Pathology Trainee Handbook details the knowledge, technical and interpersonal skills, and professional qualities needed to practise with care, respect and safety.</li> </ul>
1.2 Student impairment screening and management processes are effective.	<ul style="list-style-type: none"> <li>The College has policies to identify trainees with difficulties that may impair their progression through the program.</li> <li>The SET reviewed the 'Trainees in Difficulty Support Policy' which is aimed at identifying and responding to any trainee action or condition posing a serious risk to public safety. Such issues would put the candidate in the category of 'critical difficulty', requiring prompt review by a panel of senior RCPA officers, i.e. College Registrar.</li> </ul>

**Domain 1: Public safety**

**Standard 1: Public safety is assured**

**Assessment: Standard is met**

Criteria	Evidence (against the Standard Statement)
<p>1.3 Students achieve the relevant competencies before providing patient care as part of the program.</p>	<ul style="list-style-type: none"> <li>• Trainees would be closely supervised, observed and assessed in the workplace and would be required to undergo a number of workplace assessments to demonstrate their competence and ensure they are safe in the environments in which they operate.</li> <li>• According to the evidence provided, trainees would initially work closely with supervisors or other pathologists. As trainees progress they would be assigned increasing levels of responsibility commensurate with their observed and demonstrated competence and experience.</li> <li>• As they become more competent, they would report findings individually and would have their reports checked by a qualified pathologist before results are released to referring clinicians. Trainees would not report independently until they are competent, as per the workplace-based assessments.</li> </ul>
<p>1.4 Students are supervised by suitably qualified and registered dental and/or health practitioners during clinical education.</p>	<ul style="list-style-type: none"> <li>• All trainees would be assigned a supervisor.</li> <li>• All supervisors must be a Fellow of the College. Supervisors within the OMP training are normally Fellows of the Faculty of Oral and Maxillofacial Pathology and registered as a pathologist in the respective jurisdiction of training. There are a few Fellows who hold dual scope of practice in Anatomical Pathology who are also OMP Fellows. Non-OMP Fellows may teach, but normally the designated supervisor is an OMP Fellow.</li> </ul>

**Domain 1: Public safety**

**Standard 1: Public safety is assured**

**Assessment: Standard is met**

Criteria	Evidence (against the Standard Statement)
	<ul style="list-style-type: none"> <li>• The responsibilities of supervisors are set out in the RCPA policy, 'Supervision of Training and Accreditation of Supervisors' and elaborated in the Resource Manual for Supervisors pages.</li> <li>• Supervisors must undergo face-to-face training before commencing in their role, and subsequently at least every five years thereafter, or online activities every two years.</li> </ul>
<p>1.5 Health services and dental practices providing clinical placements have robust quality and safety policies and processes and meet all relevant regulations and standards.</p>	<ul style="list-style-type: none"> <li>• There are two facilities currently accredited by the RCPA to offer practice-based training.</li> <li>• In Australia:               <ul style="list-style-type: none"> <li>○ NSW Health Pathology has an Oral Pathology laboratory situated within the Westmead Hospital campus. The hospital is accredited by the Australian Council on Healthcare Standards, and thus bound by the National Safety and Quality Health Service Standards.</li> <li>○ The laboratory is accredited for clinical testing by the National Association of Testing Authorities (NATA/RCPA).</li> </ul> </li> <li>• In New Zealand:               <ul style="list-style-type: none"> <li>○ The Oral Pathology Centre, University of Otago, Dunedin within the dental school is accredited by International Accreditation New Zealand (IANZ).</li> </ul> </li> </ul>
<p>1.6 Patients consent to care by students.</p>	<ul style="list-style-type: none"> <li>• Consent for laboratory testing is given by patients at the time of pathology specimen collection. No specific consent that a trainee</li> </ul>

**Domain 1: Public safety**

**Standard 1: Public safety is assured**

**Assessment: Standard is met**

Criteria	Evidence (against the Standard Statement)
	<p>may be handling the specimen is obtained from the patient; as the referring practitioner would most likely be unaware of this scenario. Appropriate supervision mechanisms for final reporting, according to the experience and competence of the trainee, is put in place.</p> <ul style="list-style-type: none"> <li>• Learning Outcome 4.1 in the <i>Oral and Maxillofacial Pathology Trainee Handbook</i> (Appendix 1 - Page 18) refers to informed consent.</li> </ul>
<p>1.7 Where required, all students are registered with the relevant regulatory authority/ies.</p>	<ul style="list-style-type: none"> <li>• Trainees in Australia or New Zealand must:               <ul style="list-style-type: none"> <li>○ be registered as dental practitioners with the Dental Board of Australia (DBA) or the Dental Council (New Zealand) (DC/(NZ)) respectively, or medical practitioners with the respective medical regulators, and</li> <li>○ must have completed at least two years full-time equivalent in clinical practice after their Dentistry or Medical qualification.</li> </ul> </li> <li>• Certified evidence must be presented at the time of applying for entry into training with the RCPA.</li> </ul>
<p>1.8 The education provider holds students and staff to high levels of ethical and professional conduct.</p>	<ul style="list-style-type: none"> <li>• All members of the RCPA, including trainees and Fellows, are bound by the RCPA Code of Ethics.</li> <li>• Any significant breach of the Code of Ethics that comes to the attention of the RCPA is referred to the CEO for appropriate documentation and management.</li> </ul>

**Domain 1: Public safety**

**Standard 1: Public safety is assured**

**Assessment: Standard is met**

**Criteria**

**Evidence (against the Standard Statement)**

- In accordance with the 'Trainees in Difficulty Support Policy', a significant breach of the RCPA Code of Ethics would require immediate review by a panel of senior RCPA officers to determine the candidate's suitability to remain in the program.
- As registered dental practitioners, the standards applicable in the respective jurisdictions also apply to trainees.

**Domain 2: Academic governance and quality assurance**

**Standard 2: Academic governance and quality assurance processes are effective**

**Assessment: Standard is met**

Criteria	Evidence (against the Standard Statement)
<p>2.1 The provider has robust academic governance arrangements in place for the program of study that includes systematic monitoring, review and improvement.</p>	<ul style="list-style-type: none"> <li>• The RCPA has a robust and fit for purpose governance structure.</li> <li>• The principal governing body of the RCPA is a nine-member Board of Directors which oversees all RCPA operations.</li> <li>• The Board of Directors is supported by two boards and several committees, to ensure systematic review and monitoring of the program. This includes a Committee for the Faculty of Oral and Maxillofacial Pathology.</li> <li>• The Chief Examiner in Oral and Maxillofacial Pathology makes recommendations regarding curriculum development, assessment, accreditation of training sites, and certification in Oral and Maxillofacial Pathology. The recommendations are reviewed and approved by the Board of Education and Assessment. The SET reviewed the composition of the Board of Education and Assessment, which is chaired by a senior RCPA Fellow, and is satisfactory to enable the Board to comply with its Terms of Reference.</li> </ul>
<p>2.2 Quality improvement processes use student and other evaluations, internal and external academic and professional peer review to improve the program.</p>	<ul style="list-style-type: none"> <li>• The Board of Education and Assessment oversees educational quality.</li> <li>• An education survey of fellows and trainees is conducted biennially with a focus on monitoring the achievement of standards and identifying opportunities for quality improvement.</li> </ul>

**Domain 2: Academic governance and quality assurance**

**Standard 2: Academic governance and quality assurance processes are effective**

**Assessment: Standard is met**

Criteria	Evidence (against the Standard Statement)
	<ul style="list-style-type: none"> <li>• The surveys are analysed and reported and include action plans for review and implementation.</li> <li>• The most recent survey was conducted in December 2017, but the analysis of the responses was still ongoing at the time of the visit. A verbal summary of the preliminary analysis was given to the SET during the site visit.</li> <li>• Specialists and trainees from Australia, New Zealand and Southeast Asia are included in a regular review processes to ensure the relevance of all program outcomes to current professional practice. This review is undertaken on a five-yearly basis.</li> <li>• Curriculum handbooks are also updated on an annual basis with a summary of the changes completed from the previous year.</li> </ul>
<p>2.3 There is relevant external input to the design and management of the program, including from representatives of the dental professions.</p>	<ul style="list-style-type: none"> <li>• There is substantial input from medical and dental professions into the program.</li> <li>• The RCPA Fellowship program in Oral and Maxillofacial Pathology is closely aligned with the RCPA program in Anatomical Pathology which has been developed and continuously reviewed over many years in accordance with international models and standards of the Australian Medical Council and Medical Council of New Zealand.</li> </ul>



**Domain 2: Academic governance and quality assurance**

**Standard 2: Academic governance and quality assurance processes are effective**

**Assessment: Standard is met**

Criteria	Evidence (against the Standard Statement)
	<ul style="list-style-type: none"> <li>• RCPA Fellows have been, and continue to be consulted in the development of the program. The Fellows include:                             <ul style="list-style-type: none"> <li>○ local and internationally trained dental specialists</li> <li>○ academics involved in other university dental schools, that bring with them relevant academic perspectives to the program.</li> </ul> </li> </ul>
<p>2.4 Mechanisms exist for responding within the curriculum to contemporary developments in health professional education.</p>	<ul style="list-style-type: none"> <li>• The RCPA Management Team (Appendix 3) includes a sub-team of highly qualified and experienced experts in health professional education.</li> <li>• The team is managed by the General Manager Operations, and includes the Director of Education and Accreditation, an Education Advisor, and Four Curriculum and Assessment Development Officers of whom one is primarily assigned to programs for the RCPA Faculties, including Oral and Maxillofacial Pathology.</li> <li>• Members of the education team regularly participate in professional development activities to ensure they are up to date with contemporary developments in health professional education and assessment methods.</li> </ul>

**Domain 3: Program of study**

**Standard 3: Program design, delivery and resourcing enable students to achieve the required professional attributes and competencies**

**Assessment: Standard is met**

Criteria	Evidence (against the standard statement)
<p>3.1 A coherent educational philosophy informs the program of study design and delivery.</p>	<ul style="list-style-type: none"> <li>• The Faculty's purpose is to provide for the study and advancement of knowledge in the field of oral and maxillofacial pathology, and to promote and encourage high levels of skills, expertise and ethical standards in the practice of that discipline.</li> <li>• The purposes of the College are articulated in the RCPA constitution (pages 3-4) and emphasise the College's primary objectives in the areas of promotion of the science and practice of pathology and related disciplines, delivering educational programs for specialists, sharing scientific knowledge and promoting research.</li> </ul>
<p>3.2 Program learning outcomes address all the relevant attributes and competencies.</p>	<ul style="list-style-type: none"> <li>• Program learning outcomes are articulated in the Oral and Maxillofacial Pathology Trainee Handbook (Section 2, pages 6-20).</li> <li>• They encompass the domains of discipline expert, management, research and scholarship, and professional qualities.</li> <li>• These domains form a general framework that has been used to structure the detailed outcomes of the Oral and Maxillofacial Pathology curriculum.</li> <li>• The SET was provided with a mapping of the program learning outcomes to the DBA/DC(NZ) Entry Level Competencies: Oral and Maxillofacial Pathology. All DBA/DC(NZ) competencies are addressed.</li> </ul>

**Domain 3: Program of study**

**Standard 3: Program design, delivery and resourcing enable students to achieve the required professional attributes and competencies**

**Assessment: Standard is met**

Criteria	Evidence (against the standard statement)
<p>3.3 The quality and quantity of clinical education is sufficient to produce a graduate competent to practice across a range of settings.</p>	<ul style="list-style-type: none"> <li>• The five-year training program includes exposure to a wide range of settings which may include hospitals and diagnostic laboratories, academic settings for coursework and/or research, and private dental practice.</li> <li>• The Trainees would be required to document prescribed minimum levels of exposure to certain activities in their training portfolios (Oral and Maxillofacial Pathology Trainee Handbook Appendix 1 - Pages 33 and 34).</li> <li>• The quality and extent of their participation in these experiences would be verified by the supervisor who would review the portfolio at least three-monthly and would certify satisfactory progress at least annually in the Oral and Maxillofacial Pathology Supervisor Report (Appendix 5).</li> <li>• The Oral and Maxillofacial Pathology Supervisor Report and portfolio summary sheets would be submitted to the Registrar of the Board of Education and Assessment for review and follow-up if necessary. Suboptimal progress must be documented by the supervisor and at least one other specialist involved in the training, together with a remediation plan.</li> <li>• Evidence gathered by the SET indicates that the breadth and depth of casework required to achieve the competencies required for Oral and Maxillofacial Pathology are appropriate, and sufficient cases would be available for trainees.</li> </ul>

**Domain 3: Program of study**

**Standard 3: Program design, delivery and resourcing enable students to achieve the required professional attributes and competencies**

**Assessment: Standard is met**

Criteria	Evidence (against the standard statement)
	<ul style="list-style-type: none"> <li>The SET considered the balance of anatomical pathology compared with oral pathology within the program. The SET, supported by multiple interviewees, was satisfied that the levels were appropriate to achieve the fundamental knowledge required of general pathology, to facilitate comprehensive understanding of oral and maxillofacial pathology.</li> </ul> <p>The SET acknowledges that ongoing monitoring of these requirements was important, to reflect developments in pathology practice.</p> <ul style="list-style-type: none"> <li>The SET was satisfied that supervisors at the site visited will closely monitor the case mix of trainees, identify any gaps, and put measures in place to provide the trainee with the necessary training experiences required.</li> </ul>
<p>3.4 Learning and teaching methods are intentionally designed and used to enable students to achieve the required learning outcomes.</p>	<ul style="list-style-type: none"> <li>The Oral and Maxillofacial Pathology Trainee Handbook specifies recommended learning and teaching methods and activities matched to each set of learning outcomes.</li> <li>It is the responsibility of supervisors to ensure that opportunities to undertake these activities are available to trainees.</li> <li>It is the responsibility of trainees to avail themselves of opportunities and to document their experiences as prescribed in the handbook.</li> <li>Workplace-based formative assessments conducted throughout the program are designed to ensure exposure to a range of specific learning experiences and to document achievement of corresponding outcomes.</li> </ul>

**Domain 3: Program of study**

**Standard 3: Program design, delivery and resourcing enable students to achieve the required professional attributes and competencies**

**Assessment: Standard is met**

Criteria	Evidence (against the standard statement)
<p>3.5 Graduates are competent in research literacy for the level and type of the program.</p>	<ul style="list-style-type: none"> <li>• Documentation of workplace-based assessments and activities is maintained in trainees' portfolios.</li> <li>• In addition to supervised workplace participation, trainees may select from a range of face-to-face, online or video/web-conference learning activities offered by the RCPA or other relevant professional bodies.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• A research framework, online module and relevant web links are provided on the RCPA website.</li> <li>• There are learning outcomes relevant to research and critical appraisal in the Oral and Maxillofacial Pathology Trainee Handbook (Section 3.1, Page 15), and includes participation in research activities to be documented in portfolios.</li> <li>• Incentives and support for research are provided by the RCPA in the form of awards, grants and scholarships as described on the RCPA website.</li> <li>• Trainees can follow a research stream, completing a formal research degree leading to a PhD or MD by thesis; exemption to meet the RCPA FFOMP research requirement must be obtained from the Board of Education and Assessment.</li> <li>• Other trainees must submit for examination either of the following items to meet the program's research requirement:</li> </ul>

**Domain 3: Program of study**

**Standard 3: Program design, delivery and resourcing enable students to achieve the required professional attributes and competencies**

**Assessment: Standard is met**

Criteria	Evidence (against the standard statement)
	<ul style="list-style-type: none"> <li>○ Published paper or manuscript for publication in a peer reviewed journal where the trainee is the first or a major contributing author, or</li> <li>○ A significant piece of laboratory-based research work.</li> </ul>
<p>3.6 Principles of inter-professional learning and practice are embedded in the curriculum.</p>	<ul style="list-style-type: none"> <li>• The SET were advised that the College has programs in a number of medical and scientific pathology disciplines resulting in many opportunities for inter-professional learning between dentists, dental specialists, anatomical pathologists, clinicians and scientists.</li> <li>• Oral and Maxillofacial Pathology trainees in the laboratory will interact with a range of health professionals, technical and administrative staff, and surgeons daily. The SET observed clear evidence of this within the training site.</li> <li>• Scientific meetings and a range of professional development activities bring together professionals from all areas of pathology practice for sharing of scientific knowledge and research and the establishment of collegial relationships across the disciplines, for example at the annual RCPA Pathology Update conference.</li> </ul>
<p>3.7 Teaching staff are suitably qualified and experienced to deliver the units that they teach.</p>	<ul style="list-style-type: none"> <li>• Criteria for supervisors are detailed in the Supervision of Training and Accreditation of Supervisors Policy; and all new supervisors trained.</li> <li>• The supervisors in place are suitably qualified and the SET were satisfied that these individuals have the appropriate expertise and experience to supervise trainees.</li> </ul>

### Domain 3: Program of study

#### Standard 3: Program design, delivery and resourcing enable students to achieve the required professional attributes and competencies

##### Assessment: Standard is met

Criteria	Evidence (against the standard statement)
<p>3.8 Learning environments support the achievement of the required learning outcomes.</p>	<ul style="list-style-type: none"> <li>• There are two accredited sites, considered suitable by the RCPA to offer workplace-based training.</li> <li>• The NSW Health Pathology services located in the ICPMR in Westmead Hospital viewed by the SET were appropriate for the program delivery.</li> </ul>
<p>3.9 Facilities and equipment are accessible, well-maintained, fit for purpose and support the achievement of learning outcomes.</p>	<ul style="list-style-type: none"> <li>• The RCPA has processes for accrediting its training sites to ensure that facilities are suitably equipped, maintained and fit for purpose.</li> <li>• The SET reviewed the facilities at one of the two training sites currently accredited by the College for trainees.</li> <li>• The facilities at ICPMR are excellent and appropriate for trainees to achieve the learning outcomes.</li> </ul>
<p>3.10 Cultural competence is integrated within the program and clearly articulated as required disciplinary learning outcomes: this includes Aboriginal, Torres Strait Islander and Māori cultures.</p>	<ul style="list-style-type: none"> <li>• Relevant learning outcomes related to cultural competence are integral to the program.</li> <li>• Documented participation in suitable cultural competence learning activities is compulsory for all trainees, and may consist of a program offered in the trainee's workplace, or completion of online modules offered on the RCPA website.</li> <li>• These modules apply to Australian Aboriginal, Torres Strait Islander and Māori cultures as well as addressing broader principles applicable to all cultures.</li> </ul>

**Domain 3: Program of study**

**Standard 3: Program design, delivery and resourcing enable students to achieve the required professional attributes and competencies**

**Assessment: Standard is met**

Criteria	Evidence (against the standard statement)
	<ul style="list-style-type: none"> <li>The SET considered that this area could be developed further by ensuring greater awareness by trainees and supervisors of the importance of cultural competence within Oral and Maxillofacial Pathology practice, as well as the availability of related online training modules.</li> </ul>
<p><b>3.11</b> The dental program has the resources to sustain the quality of education that is required to facilitate the achievement of the necessary attributes and competencies.</p>	<ul style="list-style-type: none"> <li>The SET were advised that the Oral and Maxillofacial Pathology program is offered within the well-resourced infrastructure of the RCPA.</li> <li>The RCPA is an incorporated entity with a sound governance structure and sustainable financial, physical, communication and management resources to support this program amongst its many other well-established programs.</li> <li>The College acknowledges the low trainee numbers, primarily due to the training posts being unfunded positions. The College had explored funding opportunities, but had not been able to secure a funded trainee posts yet.</li> </ul>



## Domain 4: The student experience

### Standard 4: Students are provided with equitable and timely access to information and support

#### Assessment: Standard is met

Criteria	Evidence (against the standard statement)
<p>4.1 Course information is clear and accessible.</p>	<ul style="list-style-type: none"> <li>• Clear and detailed course information is provided in two trainee handbooks which are publicly available at the RCPA website.</li> <li>• The handbooks are the Trainee Handbook - Administrative Requirements which is applicable to all trainees and the discipline specific Oral and Maxillofacial Pathology Trainee Handbook.</li> <li>• The RCPA website includes a section specifically for prospective trainees and provides information and forms for trainee selection and registration, costs, contact details for accredited training sites and general information about examinations and assessments.</li> <li>• Induction programs for new trainees provide further information and advice. Sessions following each annual Pathology Update Program are suitable for any new trainees in Oral and Maxillofacial Pathology.</li> </ul>
<p>4.2 Admission and progression requirements and processes are fair and transparent.</p>	<ul style="list-style-type: none"> <li>• Admission requirements are clearly stated. Trainees must meet relevant jurisdictional dental or medical requirements and have completed two years of postgraduate clinical experience.</li> <li>• Admission to the RCPA training program is primarily employer-driven.</li> <li>• Processes for application and the subsequent steps are clearly described along with relevant forms on the RCPA website.</li> <li>• Progression is subject to satisfactory performance in the workplace and completion of prescribed assessments as detailed in the Trainee Handbook.</li> </ul>

**Domain 4: The student experience**

**Standard 4: Students are provided with equitable and timely access to information and support**

**Assessment: Standard is met**

Criteria	Evidence (against the standard statement)
	<ul style="list-style-type: none"> <li>• Progress is documented in the Oral and Maxillofacial Pathology Supervisor Report and portfolio summary sheets, and is submitted to the Registrar of the Board of Education and Assessment for review on an annual basis, and follow up if necessary.</li> </ul>
<p>4.3 Students have access to effective grievance and appeals processes.</p>	<ul style="list-style-type: none"> <li>• The SET reviewed the following documents which are referenced in the Trainee Handbook - Administrative Requirements (page 13) and the Resource Manual for Supervisors (page 38), and outlines the approach to appeals and complaints:               <ul style="list-style-type: none"> <li>○ Regulations Governing Process for Review of Certain Decisions of the Company</li> <li>○ Policy - Complaints handling.</li> </ul> </li> <li>• The College is developing a new standalone policy for reconsideration, review and appeals in relation to assessment. This is due by August 2018.</li> <li>• In the event of an unresolved dispute, a trainee may contact the RCPA Ombudsman who will act in accordance with the RCPA document setting out the Roles and Responsibilities of the Ombudsman for Trainees. This role is to resolve disputes from a neutral, independent viewpoint.</li> <li>• The Complaints Handling policy has recently been revised to strengthen the College's strategies for addressing issues relating to discrimination, bullying and harassment.</li> </ul>

**Domain 4: The student experience**

**Standard 4: Students are provided with equitable and timely access to information and support**

**Assessment: Standard is met**

Criteria	Evidence (against the standard statement)
	<ul style="list-style-type: none"> <li>The RCPA Education Advisor is available to guide trainees towards the most appropriate course of action, and the Chief Executive Officer and Deputy Chief Executive Officer are available to advise about serious matters.</li> </ul>
<p>4.4 The provider identifies and provides support to meet the academic learning needs of students.</p>	<ul style="list-style-type: none"> <li>The SET were advised that workplace learning is complemented by a variety of face-to-face educational activities and online resources available for trainees to access.</li> <li>The supervisor is primarily responsible for structuring workplace learning activities in accordance with the Supervisor Resource Manual (pages 13-14).</li> <li>Members of the Faculty of Oral and Maxillofacial Pathology committee, State Councillors, the Education Advisor and other College staff members can advise trainees on how to access appropriate academic resources if required.</li> </ul>
<p>4.5 Students are informed of and have access to personal support services provided by qualified personnel.</p>	<ul style="list-style-type: none"> <li>The College offers various avenues for trainees to seek confidential advice regarding the most appropriate course of action if they require personal support or believe they have been subject to unwanted behaviours from others.</li> <li>The SET reviewed the Trainees in Difficulty Support Policy which provides an objective, stepwise and supportive process to assist the remediation of a trainee's personal and/or professional difficulties in progressing with training. The policy sets out the responsibilities of various stakeholders.</li> </ul>

**Domain 4: The student experience**

**Standard 4: Students are provided with equitable and timely access to information and support**

**Assessment: Standard is met**

Criteria	Evidence (against the standard statement)
<p>4.6 Students are represented within the deliberative and decision making processes for the program.</p>	<ul style="list-style-type: none"> <li>• Trainees' input into RCPA governance is formalised through the Trainees' Committee.</li> <li>• The Trainees' Committee is responsible to the Board of Directors and provides reports and recommendations to the Board of Education and Assessment.</li> <li>• Trainees are included in the consultation process for the five-yearly reviews of curricula and assessments.</li> </ul>
<p>4.7 Equity and diversity principles are observed and promoted in the student experience.</p>	<ul style="list-style-type: none"> <li>• The SET reviewed the RCPA's policy on Anti-discrimination, Bullying and Harassment, which sets out the expected behaviour of all stakeholders within the various College workplaces and training environments in which they are located.</li> <li>• All RCPA supervisors are required to undertake training in the prevention and management of discrimination, bullying and harassment and promoting cultural competence before commencing as supervisors. This must be subsequently refreshed at least every five years thereafter and may be audited.</li> <li>• The College leadership group displayed commitment towards equity and diversity.</li> </ul>

## Domain 5: Assessment

### Standard 5: Assessment is fair, valid and reliable.

#### Assessment: Standard is met

Criteria	Evidence (against the standard statement)
<p>5.1 There is a clear relationship between learning outcomes and assessment strategies.</p>	<ul style="list-style-type: none"> <li>The SET reviewed the macro-level assessment matrix published in the Oral and Maxillofacial Pathology Trainee Handbook (Appendix 1 - Page 56).</li> <li>The matrix indicates the relationship between the program learning outcomes and the types of examinations and workplace-based assessments used to evaluate these outcomes.</li> <li>Clear learning outcomes are defined for the research component of the program. However, transparent and clear assessment criteria for workplace-based research projects could not be identified.</li> </ul>
<p>5.2 Scope of assessment covers all learning outcomes relevant to attributes and competencies.</p>	<ul style="list-style-type: none"> <li>The scope of assessment used covers all of the learning outcomes.</li> <li>Continuous workplace-based assessments provide evidence of professional performance, the acquisition of practical skills, and evidence of scholarly and quality-related activity. These assessments cover progress against the defined activities described within the trainee handbook.</li> <li>Parts I &amp; II examinations provide independent assessments.</li> </ul>
<p>5.3 Multiple assessment tools, modes and sampling are used including direct observation in the clinical setting.</p>	<ul style="list-style-type: none"> <li>The SET was advised of the multiple assessment tools used for Oral and Maxillofacial Pathology (see Appendix 1 - Oral and Maxillofacial Pathology Trainee Handbook) including written, practical and oral examinations, and a portfolio of items to be completed at defined points during training.</li> </ul>

**Domain 5: Assessment**

**Standard 5: Assessment is fair, valid and reliable.**

**Assessment: Standard is met**

Criteria	Evidence (against the standard statement)
	<ul style="list-style-type: none"> <li>• Assessment is both continuous and also marked by two major examinations designated as Part I and Part II examinations in addition to the program's research requirements.</li> <li>• The Part I Examination is to be undertaken after at least 24 months full-time equivalent of training and emphasises theoretical knowledge of disease processes and diagnostic ability across the general field of anatomical pathology as well as oral and maxillofacial pathology.</li> <li>• The Part II Examination encourages diversity, specialisation and investigation within the field of oral and maxillofacial pathology, however knowledge of the wide field of anatomical pathology is still expected.</li> </ul>
<p>5.4 Program management and coordination, including moderation procedures ensure consistent and appropriate assessment and feedback to students.</p>	<ul style="list-style-type: none"> <li>• Examinations must comply with the Quality Framework for RCPA Examinations.</li> <li>• The framework states that they have been developed to support the integrity, transparency, fairness, validity and reliability of examinations.</li> <li>• Given the small numbers of trainees, moderation will be difficult and standard setting for the pass mark will rely on professional judgement.</li> <li>• Confidence in the validity of the examination is based on the fact that examiners have extensive knowledge and experience of the expected level of the examination.</li> </ul>

## Domain 5: Assessment

### Standard 5: Assessment is fair, valid and reliable.

#### Assessment: Standard is met

Criteria	Evidence (against the standard statement)
	<ul style="list-style-type: none"> <li>• Reports submitted for formal assessment are examined by two examiners independently, against a set of agreed criteria.</li> <li>• Trainees will be provided with feedback on their performance in the formal examinations, workplace-based assessments and on their general performance of daily duties.</li> <li>• The Chief Examiner and/or other examiners offer individualised feedback to candidates when required and always in the case of examination failure.</li> <li>• Feedback on formative workplace-based assessment is the responsibility of workplace assessors and supervisors.</li> <li>• Supervisors offer informal feedback as opportunities arise in the course of daily supervision.</li> </ul>
<p>5.5 Suitably qualified and experienced staff, including external experts for final year, assess students.</p>	<ul style="list-style-type: none"> <li>• The SET reviewed the RCPA policy: 'Selection of Examiners for the College and Panels of Examiners'.</li> <li>• The Policy states that examiners must be Fellows of the College, have participated in the RCPA Continuing Professional Development program, and hold registration with the DBA, DC(NZ) or other relevant jurisdictional regulator without a condition on practice, and be familiar with the form and content of the examination process.</li> </ul>
<p>5.6 All learning outcomes are mapped to the required attributes and competencies, and assessed.</p>	<ul style="list-style-type: none"> <li>• The Curriculum and Assessment Development Officer assists examiners to develop detailed blueprints for the various components of assessment.</li> </ul>

**Domain 5: Assessment**

**Standard 5: Assessment is fair, valid and reliable.**

**Assessment: Standard is met**

**Criteria**

**Evidence (against the standard statement)**

- The SET was provided with mapping of the learning outcomes of the program to the DBA/DC(NZ) Entry-level competencies: Oral and Maxillofacial Pathology, and the assessment methods used to evaluate whether trainees have developed the competencies required.



### 3. Quality improvement

The following commendations and recommendations have been made by the SET following its evaluation of the program.

A commendation refers to a particularly significant achievement by the education provider with regard to the program.

A recommendation refers to an action or a course of actions that should be considered by the provider to improve the delivery and/or outcomes of the program.

#### Recommendations

The recommendations are as follows:

1. The College continues to explore opportunities to attract trainees into the program.
2. The College builds on the cultural competence online training module, by ensuring staff, supervisors and trainees are aware of the module, and understand the importance of incorporating cultural competence into oral and maxillofacial pathology practice.
3. The College develops clear criteria on how workplace-based research projects submitted by trainees, will be assessed.

#### Commendations

The commendations are as follows:

1. The commitment by the College and staff for the ongoing support of the program.
2. The quality of supervision and training experiences, with a strong multi-disciplinary focus, available to prospective trainees.