SMILE - Sustaining better practice TAFE lessons learnt through the dental experience

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TAFESA Centre for Dental Studies

- TAFESA Dental vocational qualifications
- Centre for Dental Studies
- Working relationships
Centre for Dental Studies

• Certificate III and IV in Dental Assisting
• Certificate III Dental Laboratory Assisting
• Diploma of Dental Technology
• Advanced Diploma of Oral Health (Dental Hygiene)
This presentation

• Accrediting/ Quality Authorities – Education Governance model
• Regulation
• Why sharing with colleagues and interstate TAFE’s helps build better educational practice
• Who bears the cost of preparing the workforce - Industry or the Education Sector
• Need for skill sets / micro credentialing into the future.
Compliance/ Quality/ Accreditation

• 2016 & 2018 ASQA audits
• 2019 Re registration
• ‘Fresh Start for TAFESA’
• Executive Director – Quality, Teaching and Learning
• Quality Governance Framework and Oversight
Governance & Oversight

- TAFE SA Board
- TAFE SA Executive
- Academic Board
- External strategic oversight, reports to TAFE SA Board
- Quality of Education Committee
- Internal, operational oversight and monitors, reports to Executive
  - Guide pedagogy / andragogy
  - Consistency of practice
  - Recommend staff capability / skills / PD
2018

- Systematic improvement process
- Consistent templates
- Peer validation
- Internal audits
- Health checks
- External validation
- Licensing of materials
Course Advisory Groups

• Provide ongoing advice
• Assist in the continuous improvement of teaching and learning within the course to provide quality outcomes for students
# Example of In Depth Analysis of program delivery

<table>
<thead>
<tr>
<th>ASQA 2015 Key Phases of the Student Journey</th>
<th>Australian Dental Council Domains</th>
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</thead>
<tbody>
<tr>
<td>Marketing and Recruitment</td>
<td>Public Safety is assured</td>
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<tr>
<td>Enrolment</td>
<td>Academic Governance and Quality Assurance are effective</td>
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<tr>
<td>Student Support and Progression</td>
<td>Program of Study- design delivery and resourcing</td>
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<tr>
<td>Training and Assessment</td>
<td>Students are provided with equitable and timely access to information and support</td>
</tr>
<tr>
<td>Completion</td>
<td>Assessment if fair, valid and reliable</td>
</tr>
<tr>
<td>Other- regulatory compliance and governance</td>
<td>Adam DC(NZ) Guidelines for Accreditation of Education and Training Programs for Dental Practitioners</td>
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Standards for RTO's 2015
What this means

- Protection of the public and the care of patients
- Compliance monitoring
- Health services/dental practices have robust quality and safety policies and processes to meet all relevant regulations and standards
- Educational provider holds students and staff to high levels of ethical and professional conduct
- Involvement of professional peer review has a greater emphasis as well as external surveys and advice
- Evidence of the continuous improvement of the qualification through industry input is required to be reported yearly to the ADC
How this differs

1. Industry Specialists provide 3rd party evidence during the final year student case presentations
2. The membership of this qualification’s Course Advisory Group is more extensive
3. Students are required to be represented within the deliberative and decision-making processes for the program
4. A Course Educational Philosophy
ADOH Collaborations

- The University of Adelaide
- La Trobe University, Bendigo, Victoria
- Savonia University of Applied Sciences, Kuopio, Finland
The University of Adelaide

- MOU
- Flipped Learning
- Educational collaboration
- Course Advisory Panel
LaTrobe University

- Clinical Placements to TAFESA
- Nepal – Health Promotion
- Advisory education
- External Assessor
- Moderation
Savonia University of Applied Sciences

• Exchange Program
Why are we afraid to collaborate?

• Am I doing the right things?
• Am I helping my students enough or too much?
• Am I delivering the best education I can?
• Am I providing students with a broad enough range of experiences?
• Will the education and training I provide be perceived as inferior?
• Will I expose my failures?
• Will sharing knowledge give other institutions an advantage?
Benefits

- Relevance to the real world, ensuring that we are training a skilled and adaptable workforce
- Promote strong links between higher education and industry
- Collaborative research for innovation and new and emerging technologies
- Elevates learning and cultivates creativity
- Higher level team work and sharing skills and strengths
- Networking opportunity
- Modelling professional behaviours
- Raising the profile of the program area (showcase talent)
- ASQA evidence to support changes to curriculum
Challenges

• Balancing the different expectations of the different stakeholders
• Challenging our ideas and beliefs about the way things should be done
• Being vulnerable – stepping outside of our comfort zone

‘Vulnerability is the birthplace of innovation, creativity and change’
Brene Brown
Conclusion

- Industry engagement = cost sharing the development of the workforce
- Training packages and industry requirements
- Skill sets and Micro-credentialling