

Submission  
No 240

## INQUIRY INTO DENTAL SERVICES IN NSW

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**Theme:**

**Summary**



# The University of Sydney

NSW 2006 AUSTRALIA

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Standing Committee on Social Issues  
Legislative Council  
Parliament House  
New South Wales 2000

29 July 2005

Dear Standing Committee Members,

On behalf of the Dean, Professor Eli Schwarz, and members of the Faculty of Dentistry, I would like to make the following submission to the Inquiry into Dental Services in NSW.

The inquiry into dental services is a timely examination of the provision of dental services in NSW, including quality of care, waiting times, availability of and access to public dental services throughout the state, training of oral health practitioners and specialists, and preventative treatments and oral health promotion.

**From the Faculty's perspective, the major problems relating to dental services in NSW include:**

- a shortage of oral health practitioners including general and specialist dentists, therapists and hygienists to service the NSW population
- an inequitable distribution of oral health practitioners across the state

**We believe we can contribute to a solution to these problems by training more clinicians who will be aligned closely to the oral health needs of NSW.** In response to this, the Faculty has recently modified its clinical training programs to produce oral health therapists (with skills in oral health education and promotion, dental hygiene and dental therapy), dentists, and dental specialists with:

- evidence-based clinical skills which include a preventive approach to dental disease
- life-long learning skills which facilitate adaptation to technological advances and changing community needs
- team skills and closer interactions with other health care workers to provide efficient and effective patient management via a team-based and multi-disciplinary approach

**Key requirements to enable the Faculty to efficiently and effectively train more oral health practitioners are:**

- Support from the NSW Health Department and Area Health Services to enable an increase in conjoint positions between the University and Health Services across NSW to enhance the clinical, research and academic expertise, and to ensure that University education programs are sustainable and aligned with the health needs of NSW
- An expansion of clinical, educational and research infrastructure at the Westmead Centre for Oral Health to provide a central hub for oral health training that will enable a substantial increase in the number of students in dental and oral health training
- Support for post-graduate funding for dental specialty trainees that is comparable to medical and surgical specialty trainees in Public Teaching Hospitals
- An expansion in the number of metropolitan, regional and rural academic satellites with educational and clinical training infrastructure that can operate in conjunction with the strengthened Westmead Hub
- Investment in student support and infrastructure in regional and rural academic satellites that is comparable to that available to medical students to encourage more students to undergo part of their training in rural settings and develop pathways to attract and admit students from rural backgrounds;
- The provision of funding for research training scholarships and demonstration projects aligned with NSW Health needs. This will support evidence-based clinical practice and enable the increased recruitment of higher degree research students with a view to developing capacity for dental and oral health training and research in the State.

The attached document elaborates further on the issues related to dental services in NSW and how we may contribute to their solution.

Yours faithfully



Encl.

**Attachment to Submission to The NSW Legislative Council Standing Committee on Social Issues Inquiry into Dental Services in New South Wales from the Dean and Members of The Faculty of Dentistry, The University of Sydney, July 2005**

**1 Executive Summary**

**1.1** The Faculty of Dentistry trains oral health therapists, dentists, specialists, and academics and is a repository of oral health research and expertise in Australia's most populous state. Faculty has provided sustained service to NSW for over a century, however the current funding and infrastructure arrangements may jeopardise this in the future.

**1.2** The challenge for both the Faculty and the Upper House Inquiry is to ensure that the responsibilities of the Faculty to the people of NSW are maintained.

The Faculty wishes to increase its student numbers and their state-wide distribution further, but this is constrained by the resources available to facilitate student learning at the Sydney Dental Hospital, Westmead Centre for Oral Health, and regional and rural centres.

**1.3** An expansion of the Faculty's clinical and research space and related infrastructure is needed. An increase in clinical and research space would provide future opportunities to strengthen clinical programs by enabling improved organisation of scheduling students and staff and enhance patient care over the clinical teaching sites.

**1.4** Increasing and broadening academic staff numbers.

Increased clinical academic staff including conjoint staffing positions with Area Health Services would expand NSW oral health expertise and facilitate increased student numbers.

**1.5** Support for funding to dental specialty trainees, that is comparable to medical and surgical specialty trainees in Public Teaching Hospitals, would recognise their significant contribution to essential advanced clinical care.

**1.6** Funding incentives to increase research staff and research student numbers would provide opportunities to enhance the Faculty's research strengths.

The encouragement of public and private oral health clinicians to engage in research (eg on treatment outcomes) provides opportunities to enhance educational programs and clinical care through the University, Area Health Services and private practices. The training of researchers is integral for promoting an evidence-based approach to clinical care and scholarships and other funding to promote research aligned with NSW health needs, is however needed.

**1.7** The team approach is a Faculty strength.

The team approach to oral health care effectively and efficiently utilises resources, and opportunities exist to extend this model with the integration of other oral health worker training (e.g. clinical dental technicians, dental laboratory technicians, dental assistants) and further education of allied health professionals such as medical practitioners, nurses, pharmacists, occupational therapists and physiotherapists.

## **2 The Faculty of Dentistry in NSW**

Established in 1901, the Faculty of Dentistry was the first dental school in Australia, and has remained the only centre for the training of dentists in NSW. As such, it has long had the major responsibility for providing dental practitioners to the most populous state in the nation.

### **2.1 *The Locations of the Faculty of Dentistry***

The Faculty is dependent on available space within two teaching hospitals in two different Area Health Services and is physically accommodated within the two teaching hospitals in which it carries out clinical training. These hospitals are the Sydney Dental Hospital in Surry Hills and The Westmead Centre for Oral Health attached to Westmead Hospital.

Principal undergraduate teaching occurs in the Bachelor of Dentistry (BDent) and Bachelor of Oral Health (BOH) programs. Although all clinical teaching occurs in the two hospitals, Faculty staff also teaches undergraduate level classes on the University's Camperdown campus, while BOH students are taught at the University's Cumberland campus by Faculty of Health Sciences staff during their first two years. In this way, Faculty of Dentistry general and academic staff work across three teaching sites - the two dental teaching hospitals and the University's Camperdown Campus. BDent and BOH students move between all clinical teaching sites at different stages of their programs.

**An expansion of clinical and research space and related infrastructure for the Faculty would provide appropriate opportunities into the future to strengthen and expand clinical and research training programs by enabling better organisation of timetabling and scheduling of students (and teachers) over the teaching sites.**

## **3 The Role of the Faculty of Dentistry in NSW**

### **3.1 *The Mission of the Faculty of Dentistry***

The broad mission of the Faculty is to lead nationally and internationally through:

- the teaching and learning of students by self-directed studies;
- curriculum development and the integration of medical and dental sciences;
- research in oral health;
- comprehensive care of patients individually and in the community;
- participation in debate and decision making in relation to public dental health and education policy; and
- its academic input with specialist associations, societies, academies and colleges.

The advantages of oral health training at the University of Sydney include:

- A team-based service and focus implemented within the curricula of the Bachelor of Dentistry (BDent), Bachelor of Oral Health (BOH) and postgraduate programs.

- A research base which reinforces an evidence-based approach to education, and the translation of research outcomes into clinical practice and learning.
- Interprofessional learning and research collaboration opportunities available under its parent academic unit, the College of Health Sciences, which also houses the Faculties of Health Sciences, Medicine, Nursing and Pharmacy.  
**Opportunities exist, and are realised, to contribute further to the education of allied health professionals such as medical practitioners, nurses, occupational therapists, pharmacists and physiotherapists.**
- Collaborations with NSW Health through the teaching hospitals, Area Health Services and Centre for Oral Health Strategy.
- A committed clinical and research training resource for NSW.

The Faculty provides undergraduate and postgraduate clinical and research courses and is the principal reservoir of specialist clinical and academic dental expertise in NSW, upon which both the professional and wider communities draw as needed.

### ***3.2 Specialist Training and Continuing Education***

As the only academic centre for higher dental education in NSW, the Faculty has had major responsibility for training specialist dentists in this State. Similarly, it has provided many of the continuing education courses necessary for the ongoing professional development and up-skilling of NSW dentists, ensuring that the State's population enjoys the benefits of scientific and technological advancement.

**Improving the infrastructure and increasing staffing would provide further opportunities for additional courses in clinical disciplines and increases in specialist training for metropolitan and regional centres.**

### ***3.3 Research and the Importation of New Ideas***

By actively engaging in research, the Faculty not only contributes to international knowledge in both basic and clinical dental sciences, but also facilitates the importation and distribution of new ideas and dental technologies developed elsewhere.

Areas identified as having particular research strength are Biomaterials Science, Community Oral Health, Educational Research, Orofacial Pain and Jaw Function, Oral Pathology and Oral Medicine and Orthodontics. **Providing incentives to increase researcher and research student numbers would provide opportunities to enhance these research strengths.** This strengthening of the Faculty's research profile and advancement of knowledge would lead to benefits to the NSW, Australian and Global populations.

### ***3.4 Continuity and Renewal of the Dental Profession***

An important part of the Faculty's wider academic role is the integration of clinical and research training programs. This focus promotes evidence-based clinical practice and the development of the academic staff of the future, and in so doing ensures continuity and renewal of the Faculty and profession.

**Strengthening the Faculty's research base and providing incentives for public and private oral health clinicians to engage in research provides opportunities to enhance educational programs and clinical care through the University, Area Health Services and private practices.**

#### **4 Programs offered at the Faculty of Dentistry in NSW**

The Faculty offers a range of undergraduate and postgraduate programs in general and specialist clinical training and well as research training and development.

##### **4.1 *Changes in the Undergraduate Curricula***

###### ***a. The Bachelor of Dentistry Program***

The Faculty has embraced a number of major educational initiatives, including the introduction of a new four-year problem based curriculum for undergraduate level dental students, the Bachelor of Dentistry (BDent) in place of the longstanding Bachelor of Dental Surgery (BDS) degree. The new program reflects contemporary thinking in dental education. An important component of this new curriculum has been a shift from the previous practice of accepting high school graduates directly into dental training, towards graduate level entry of students already having a university degree. The philosophy of graduate entry, broadly, is to attract students into dentistry who have a greater level of maturity, self-knowledge and commitment to professional clinical training. Students are recruited from varied backgrounds to provide diverse opportunities for group learning, considered essential by the Faculty to facilitate the Problem-Based Learning (PBL) component of the graduate entry curriculum.

The BDent accepted its first intake of students in 2001, with the inaugural cohort graduated in December 2004.

###### ***b. The Bachelor of Oral Health Program***

The Bachelor of Oral Health (BOH) was introduced in 2005 as an important innovation for the provision of oral health clinicians to NSW. This was in response to the changing health needs of the NSW population. For example, over 40% of the population is eligible for publicly funded dental services. Also, by 2020 those over 65 years who retain their teeth will double and those over 85 will treble and thus will need enhanced periodontal and preventive oral health care, while early childhood dental caries is increasing.

To effectively and efficiently address these changing needs, the Faculty has committed to an evidence-based preventive approach to dental diseases and fostering a team approach to dental care. This approach focuses on utilising the most appropriate and cost effective personnel for oral health care. The BOH is integral to this strategy as it produces graduates with skills in oral health education and promotion, dental hygiene and dental therapy who have trained in a team situation with dental students and have the ability to liaise with allied health professionals.

The new program accepted an inaugural cohort of 15 students in 2005, and over a three-year period (2005-2007) is expected to enrol a total of 54 students. The inaugural BOH

cohort will graduate in 2007, with 15 graduates expected. Graduates expected in each of 2008 and 2009 will be 20.

The BOH trains both dental hygienists and dental therapists at tertiary level. The degree draws upon a blend of basic sciences offered by the Faculty of Health Sciences (Cumberland Campus) and units designed by the Faculty of Dentistry, specializing in oral health promotion, dental hygiene and dental therapy.

The Faculty is heavily reliant on infrastructure provided by the former College of Dental Therapy located at Westmead (NSW Health) to facilitate the Faculty-based teaching of the program.

#### **4.2 *Changes in Undergraduate Student Numbers over Time***

There is concern that the current graduating numbers may not be sufficient to meet community need. The clinical teaching resources, required to teach students have reduced over time in the two dental teaching hospitals. In particular, the number of patient clinics and dental chairs available for student use, the support required to operate them, and necessary teaching and academic staff space has been reduced.

The sharp reduction in Commonwealth funding over the last decade has also forced the Faculty to be more entrepreneurial in its operations, which has led to offering a number of domestic and international fee-paying student places.

The Bachelor of Oral Health (BOH) program is 100% Commonwealth funded to support its annual quota of 20, though it is unknown how long this will continue, or if the Faculty will be required to charge fees for domestic students in the future. This number of graduates is considered insufficient to maintain and enhance the dental therapy workforce into the future. The BOH program is currently not open to international applicants.

##### *Graduating numbers*

The capacity to attract a larger number of students is primarily and significantly hindered by the clinical teaching facilities and resources currently available at the two dental teaching hospitals, with 80 students regarded as maximum capacity by the Faculty and its two teaching hospitals. In addition, student numbers will be affected by the number of teaching staff as a low student: staff ratio is necessary in the clinical training.

It is noteworthy that the National Oral Health Plan, prepared by the National Advisory Committee on Oral Health established by the Australian Health Ministers' Conference, recommends an *increase* in oral health graduate numbers and consideration of funding to sustain and increase the number of students.

#### **4.3 *Changes in the Postgraduate Curricula***

Postgraduate programs have been traditionally focussed on the specialty dental areas and research training. The Faculty relies heavily on the specialist clinicians in the teaching hospitals for student training. Conjoint staff positions between the University and Area Health Services are particularly useful as they provide clinical and academic expertise to



both bodies and help ensure education is aligned with the health needs of the NSW population. Importantly, the Faculty's Community Oral Health discipline could lead this.

**Opportunities exist for expanding the number of conjoint positions between the University and NSW Health.**

Postgraduate students in the Specialty clinical programs play an essential role in the provision of advanced oral health care in the Public Hospitals and these programs are similar to the hospital medical and surgical specialty training programs.

**NSW Health support for funding to dental specialty trainees, that is comparable to medical and surgical specialty trainees in Public Teaching Hospitals, will recognise their significant contribution to essential advanced clinical care.**

Recently, the Faculty has also developed shorter clinical training programs, such as the Graduate Diploma in Clinical Dentistry (Restorative), that provide advanced training but not clinical specialisation. These programs enable dentists to enhance their knowledge base and clinical skills in a time-effective manner and in response to changing health needs. As well, the Faculty is planning clinical training programs that are articulated with research training programs to develop clinical academics of the future.

**The training of researchers is integral for promoting an evidence-based approach to clinical care and opportunities exist to provide scholarships and other funding to promote research aligned with NSW Health needs.**

#### **4.4 *Postgraduate Student Numbers***

As indicated above, the Faculty offers a range of specialist training courses via the Master of Dental Science (MDS) program, with specialists graduated in the specialties of Orthodontics, Paediatric Dentistry, Periodontics and Prosthodontics, Community Oral Health and Epidemiology and Oral Medicine and Oral Pathology.

Demand is high for the specialist training programs, although the intake quota for each is limited and competitive due to the resource intensive nature of the programs, and the limited number of specialist staff employed by both the teaching hospitals and the Faculty.

Recently the Faculty has embarked on a strategy to increase its research degree numbers by more intensive marketing and by attempting to recruit non-dental graduates (from relevant disciplinary backgrounds) to bolster its research degree programs. Given that research training provides no specialist credentials and is typically viewed as a prerequisite for an academic career, most dental undergraduates eligible for research training typically focus their energies into general practice or specialist training.

**Faculty researchers can train additional research students, however scholarship and research funding is limited and thus opportunities exist to improve research performance by providing funding aligned with NSW Health priorities.**

#### 4.5 *The Team-based Learning Philosophy*

The postgraduate and undergraduate courses are integrated within the two dental teaching hospitals, which facilitates the development of a team-based approach to oral health care.

The Faculty considers training students in the team approach to have long-term advantages, such as the efficient use of resources, the pooling of expertise to provide optimal patient treatment, and the streamlining of services in terms of diagnosis and referral to colleagues with appropriate expertise.

This viewpoint is backed by the *National Oral Health Plan, 2004-2013*, which states “to improve oral health outcomes, dental practitioners and service teams need to expand their focus to address, in a systemic way, population health issues such as the promotion of a dentally healthy lifestyle and behaviours, and the early identification of treatment of oral health problems. This requires a greater team approach within dental practice, involving general and specialist dentists and other oral health practitioners – hygienists, therapists, prosthetists and others as appropriate” (p.40).

At the undergraduate level, Dental students also learn alongside Medical students during parts of the early curricula. Shared clinical learning sessions with Medical and other health profession students are planned for introduction in the near future to further facilitate a team-based learning philosophy. BOH students study alongside students enrolled in allied health professions offered by the Faculty of Health Sciences during their first two years of study.

The Faculty is part of the University’s College of Health Sciences along with the Faculties of Health Sciences, Medicine, Nursing and Pharmacy. Through the College's Interprofessional Learning Group, the College is rapidly exploring and implementing opportunities and methods to facilitate interprofessional team-based learning. An example of this is the collaboration of medical and dental students undertaking elective work in the Emergency Department at the Royal North Shore Hospital.

**The team approach effectively and efficiently utilises resources and opportunities exist for this model to be further extended with the integration of other oral health workers’ (e.g. clinical dental technicians, dental laboratory technicians, dental assistants) training. This will require an increase in clinical and educational infrastructure and staff.**

#### 5 Faculty Research Profile

Research is directly linked to the improvement of clinical practice and teaching in dentistry as it is in many fields. Areas identified as having particular research strength in the Faculty of Dentistry are Biomaterials Science, Community Oral Health, Educational Research, Orofacial Pain and Jaw Function, Oral Pathology and Oral Medicine and Orthodontics.

Via its few conjoint appointments and close affiliations with the dental teaching hospitals and dental professional associations, the Faculty is increasing its collaborative research opportunities and output.

## 5.1 *The Importance of Research: translating research into practice*

The introduction of water fluoridation provides an example of an evidence-based approach to improving oral health in the community, and underscores the need to integrate research and clinical training.

Antifluoridationists have suggested that water fluoridation can cause behavioural disorders, increase social violence and crime, can increase contaminants such as arsenic or lead and results in fluorosis. Utilising an evidence-based approach, research has demonstrated that water fluoridation reduces the incidence of dental decay, that its causal relationships with illness are not scientifically valid, that any levels of pollutants are well below Australia's stringent safety guidelines, while fluorosis is associated with overall fluoride from all sources including swallowed toothpaste during preschool years. Importantly, it is a cost effective practice. In fact, \$1 invested in water fluoridation is estimated to save between \$12.60 and \$80 in dental treatment costs (*National Oral Health Plan 2004*).

Consequently, Research Councils and State and Federal Governments have recommended continuation of water fluoridation as a safe and preventive health care approach. In fact, it is argued that water fluoridation is the single most effective public health measure for reducing dental caries across the population (*National Oral Health Plan 2004*).

## 6 **Changes in Academic Staffing Over Time**

The Faculty's full-time equivalent (FTE) profile has increased in recent years, since the introduction of the BDent program in 2001 with most recruitment action focussing on part-time staff needed to facilitate the small-group learning philosophy of the program. The part-time teaching staff does not typically engage in research or service activities and thus does not contribute to Faculty output in terms of research and administration. The Faculty has one of the lowest student-staff ratios in the University at 7:1, a ratio which reflects the intensive clinical supervision ethically required in dental teaching.

Nevertheless, the Faculty of Dentistry's FTE, in terms of full-time academic staff, is one of the lowest in the entire University.

It has traditionally been difficult to attract dental graduates into academia, largely due to the salary differentials with private dental practice. Recently the Faculty has embarked on improved marketing to recruit more higher degree research students with a view to "grow its own" academics, and to also recruit students into higher degree programs who are non-dental graduates from relevant disciplinary backgrounds.

A number of appointments held within the Faculty are conjointly funded by the NSW Area Health Services and dental societies or associations. Over \$650K per annum of Faculty salaries are currently conjointly funded from external sources. Without these contributions, the Faculty would not be able to fund its senior and specialist positions.

These conjoint positions are particularly successful in bridging the gap between Area Health Services and the University by providing clinical and research expertise to both.

The National Oral Health Plan (2004), recommends consideration of recruitment and retention of teaching staff whose salaries are not commensurate with those in the private dental sector.

Opportunities exist to increase such successful conjoint positions and improve both Area Health Services and University oral health expertise.

## **7 Rural Opportunities**

The BDent curriculum includes a rural placement program, where all final year students visit rural areas on a two week rotation, in recognition of the need to encourage more graduates to practice in rural settings following graduation,.

The partners involved in these placements are the Faculty of Dentistry, the University Department of Rural Health, Faculty of Medicine, University of Sydney Broken Hill, Australian Dental Association NSW Inc, Centre for Oral Health Strategy, New South Wales Health, regional Area Health Services and private dental practitioners and organisations.

There is broad agreement to extend the duration of this program from our Faculty and potential collaborative partners including the Rural Medical Clinical Schools in Orange and Dubbo, Charles Sturt University and the Greater Western Area Health Service. For dentistry students, the objectives of an extended program include the provision of clinical experience in rural public and private dental clinics, interdisciplinary learning and clinical care with medical and other health care students, and the promotion of an oral health career to potential students from NSW. Rural placements have occurred in Dubbo, Orange, Bathurst, Broken Hill, Tamworth, Albury, Griffith, Moruya and Newcastle.

To expand the current program additional teaching staff and infrastructure such as clinical facilities, accommodation for students and staff and information communication technology will be required.

To facilitate expansion of the rural initiative the Faculty applied for funding from the Department of Education, Science and Training (DEST). The aims of this initiative are to extend the rural experience program for final year Faculty of Dentistry University of Sydney students; and to develop pathways to attract and admit students from rural backgrounds into the Faculty's undergraduate dental programs through collaboration with regional universities. The ultimate goals are to reform the dental curricula and improve the oral health situation in rural communities. The five core objectives of this initiative are to:

- establish the necessary structural change to the established BDent and BOH curricula to allow the inclusion of a two month experience outside the traditional hospital-based settings
- ensure that the necessary supportive infrastructure is in place with regard to both human and technological resources for the continued learning and teaching of the program

- create a positive attitude in dental graduates towards practising dentistry outside the usual metropolitan institutional settings
- develop collaborative models between non-University entities and collaborative entities, such as the NSW Health Centre for Oral Health Strategy, selected Area Health Services, the ADA and local practising dentists, and other health personnel that assist this project in successfully achieving its goals
- develop collaborative models between the Faculty of Dentistry and regional universities in order to attract regional students to study dentistry and return to practice in rural areas.

**Opportunities exist to invest in student support and infrastructure in regional and rural academic satellites that is comparable to that available to medical students (e.g. University departments, rural bonded scholarships) to encourage more students to undergo part of their training in rural settings and develops pathways to attract and admit students from rural backgrounds.**

## **8 Area Health Service Collaborations**

The Faculty collaborates substantially with the Area Health Services that house its two dental teaching hospitals – the Sydney South West Area Health Service and the Sydney West Area Health Service. In 2005 over \$400k in staff salary costs were contributed by the two Area Health Services via conjoint appointments for academic/clinical and administrative support roles.

Staff funded by this arrangement typically contribute to clinical student supervision and the provision of public patient treatment. A number of non-salaried staff are granted honorary status within the Faculty in recognition of ad-hoc teaching or, in some cases, postgraduate course coordination or discipline specific responsibilities.

The Faculty Associate Dean for Research is a Sydney West Area Health Service employee, and is also the Director of the Institute for Dental Research within the Westmead Centre for Oral Health. This position provides close alignment of both Faculty and Centre research activities to ensure collaboration of mutual benefit to both parties.

A Chair in Population Oral Health is in the final stages of development, with funding for the position to be provided by the Sydney West Area Health Service at \$250k per annum. The Chair will be an employee of the University of Sydney (Faculty of Dentistry). The broad objective of the Chair is to develop a five year research plan that addresses the linkages with Australia's national research priorities, the National Oral Health Plan and the Strategic Plan of the College of Health Sciences (University of Sydney) within the context of population oral health that reflects the oral health needs of the population of NSW. Furthermore, the Chair will recruit and provide quality supervision to higher degree research students, and contribute to clinical and didactic teaching at the undergraduate and postgraduate level.

The Faculty has recently been involved in a submission presented by the Sydney West Area Health Service to propose an expansion of the Westmead Centre for Oral Health to include an additional (fourth) floor to the existing Centre.

The aims of this proposal are to consolidate the Faculty at Westmead; improve current facilities; facilitate the expansion of programs; consolidate staff and facilitate development of multidisciplinary research.

Importantly, it will foster research collaborations between NSW Health, basic scientists, clinical scientists and educational research, which are commensurate with national and University priorities for health-related education and research.

This central training hub would service clinical educational satellites in metropolitan, regional and rural centres to provide more equitable access to public dental health care across the State.

The Sydney Dental Hospital would maintain its important role in training and opportunities exist to expand its services to the main University Campus at Camperdown and further strengthen Health Service-University collaborations.

**This central educational and clinical hub with satellite facilities will be an effective and efficient utilisation of resources, but will require an expansion of clinical, educational and research infrastructure within the appropriate tertiary hospital setting of Westmead Hospital.**

## **9 The Challenge of Continued Service to NSW**

As outlined above, although the Faculty of Dentistry has provided good service to the State for over a century, current funding arrangements appear insufficient to maintain this into the future.

It is a matter of public health, and a challenge to both the Faculty and the Upper House Inquiry, to find the means whereby the responsibilities of the Faculty to the people of NSW can be properly fulfilled for yet another century of service.

The Faculty would like to increase its student numbers further in undergraduate and postgraduate courses, but this is constrained by the resources available to facilitate student learning in clinical settings available at the Sydney Dental Hospital, Westmead Centre for Oral Health, and regional and rural centres.