

SPECIALTY TRAINING CURRICULUM

PAEDIATRIC DENTISTRY

2009

Specialty Advisory Committee for Paediatric Dentistry
The Faculty of Dental Surgery
The Royal College of Surgeons of England
35-43 Lincoln's Inn Fields
LONDON
WC2A 3PE

e-mail: tcaines@rcseng.ac.uk

TABLE OF CONTENTS

Introduction	3
Standard 1: Rationale	3
1.1 Purpose of the curriculum	3
1.2 Curriculum development	3
1.3 Linkage to previous stages of education and training: criteria for selection and entry to specialty training	4
1.4 Duration of training	5
1.5 Linkage to subsequent stages of training and education	5
Standard 2: Content of learning	5
2.1 General professional content	7
2.2 Specialty-specific content	15
2.3 Assessment strategy	29
Standard 3: Model of learning	30
Standard 4: Learning experiences	31
Standard 5: Supervision and feedback	32
Standard 6: Managing curriculum implementation	33
Standard 7: Curriculum review and updating	33
Standard 8: Equality and diversity	34
References	35
Appendix	36

Introduction

Paediatric Dentistry is the practice and teaching of, and research into the comprehensive therapeutic oral health care for children from birth through adolescence, including care for those who demonstrate intellectual, medical, physical, psychological and/or emotional problems. In the United Kingdom (UK), a Specialist List, held by the General Dental Council (GDC), enables the identification of registered dentists who have been given the right (by the GDC) to use the title 'Specialist in Paediatric Dentistry'. The award of a Certificate of Completion of Training (CCT) in Paediatric Dentistry requires evidence of satisfactory completion of training as detailed in this curriculum.

Standard 1: Rationale

1.1 Purpose of the curriculum

The purpose of the curriculum is to outline the scope, delivery and assessment of the training required to enable a dentist to be recognised by the GDC as a Specialist in Paediatric Dentistry in the UK. The guidance contained herein is intended to be used by Postgraduate Deaneries approving training programmes leading to the award of a CCT in Paediatric Dentistry, by institutions seeking such approval, and for the information of trainees and trainers.

1.2 Curriculum development

Taking as its guidance the Postgraduate Medical Education and Training Board (PMETB) *Standards for Curricula and Assessment Systems* [1], the curriculum has been based on the Joint Committee for Specialist Training in Dentistry/Specialist Advisory Committee for Paediatric Dentistry guidelines for UK 3-year training programmes and 2-year fixed term training appointments in Paediatric Dentistry (May 2000).

The curriculum has been prepared to PMETB/Specialty Dental Education Board (SDEB) standards by a Curriculum Development Working Party set up by the Specialty Advisory Committee (SAC) in Paediatric Dentistry and constituted as follows:

Professor ES Davenport (representing the Council of the British Society of Paediatric Dentistry)

Professor of Dental Education, Specialist in Paediatric Dentistry, Convenor of Dental Examinations Committee RCS Edinburgh

Mr PF Day (representing the Specialists Branch of the British Society of Paediatric Dentistry)

Lecturer and Consultant in Paediatric Dentistry

Mr SA Fayle (Chair) (representing the UK Consultants in Paediatric Dentistry Group)

Consultant in Paediatric Dentistry, Deputy Chair SAC in Paediatric Dentistry

Dr JM Fearne (*representing the Intercollegiate Specialty Fellowship Examination Board*)

Consultant in Paediatric Dentistry, Chair Intercollegiate Specialty Fellowship Examination Board in Paediatric Dentistry

Dr ML Hunter

Clinical Reader and Honorary Consultant in Paediatric Dentistry, Chair SAC in Paediatric Dentistry, member Specialty Advisory Board in Paediatric Dentistry RCS Edinburgh, Bi-Collegiate Membership in Paediatric Dentistry and Intercollegiate Specialty Fellowship Examination Boards

Miss AM Hutton (*representing the UK Trainees in Paediatric Dentistry Group*)

Specialist and FTTA trainee in Paediatric Dentistry

Professor IC Mackie (*representing the Teachers Branch of the British Society of Paediatric Dentistry*)

Professorial Teaching Fellow and Consultant in Paediatric Dentistry, Chair Bi-Collegiate Membership in Paediatric Dentistry Board

During its development, the curriculum has been circulated to the UK Consultants Group in Paediatric Dentistry, the UK Trainees in Paediatric Dentistry and the Council of the British Society of Paediatric Dentistry, as well as to the Intercollegiate Specialty Fellowship Examination Board in Paediatric Dentistry, the Bi-Collegiate Membership in Paediatric Dentistry Board (RCS England/RCPS Glasgow) and the Specialty Advisory Board in Paediatric Dentistry (RCS Edinburgh). Lay opinion has been sought from Mr N Goss, Disability Consultant.

1.3 *Linkage to previous stages of education and training: criteria for selection and entry to specialty training*

Appointment to specialty training programmes must be via open competition through a properly constituted Advisory Appointments Committee. The selection process must be designed to identify candidates most likely to complete the programme successfully. Although evidence may be sought or presented in relation to excellence in terms of motivation and career commitment, there is no requirement for the prior completion of any particular post.

Candidates will be eligible for consideration for entry into specialty training in Paediatric Dentistry provided that they are registered with the General Dental Council and can demonstrate that they have the required broad based training, experience and knowledge. The specialty training period will follow a minimum of 2 years' post-qualification dental foundation training. While the Diplomas of Membership of the Joint Dental Faculties (RCS England), the Faculty of Dental Surgery (RCS Edinburgh/RCPS Glasgow) or the Faculty of Dentistry (RCS Ireland) remain useful indicators of completion of this period, it is not essential that a candidate holds one of these qualifications. It is recognised that the competencies specified in the Curriculum for UK Dental Foundation Programme Training

[2] may be demonstrated in other ways.

1.4 Duration of training

The Curriculum Development Working Party has been cognisant of the content of the *Final Report of the Independent Inquiry into Modernising Medical Careers* [3] and has adopted from it the view that CCT holders should be competent specialists capable of independent practice in Paediatric Dentistry.

It is expected that a dentist who enters whole-time specialty training in Paediatric Dentistry with no relevant prior learning, training or experience in the specialty will complete training in 3 years.

Part-time specialty training is welcomed. Such programmes, including those designed to provide specialty training for future dental academics, should be no less than 0.6 WTE. Under these circumstances, it is expected that a dentist who enters specialty training in Paediatric Dentistry with no relevant prior learning, training or experience in the specialty will complete training in 5 years.

The overall length of training prescribed for an individual trainee will be modified by the possession of relevant prior learning, training and experience to which formal approval, based on the generic and specialty-specific learning outcomes detailed in the curriculum, has been given. The SAC in Paediatric Dentistry will be available to Postgraduate Deaneries to advise on matters pertaining to prior learning, training and experience in relation to the duration of specialty training.

1.5 Linkage to subsequent stages of training and education

It is recognised that CCT holders employed as substantive and honorary consultants in the NHS are required not only to practise core specialty skills but also to possess a range of extended competencies. These are detailed in *Extended Competencies for Consultant Appointment in Paediatric Dentistry*, available from the SAC in Paediatric Dentistry.

Standard 2: Content of learning

The curriculum states the intended content, experiences, processes and learning outcomes of specialty training programmes in Paediatric Dentistry, including a description of the structure and expected methods of learning, teaching, feedback and supervision. It sets out what knowledge, skills attitudes and behaviours the trainee will achieve. It is, however, accepted that programmes will vary in the extent to which they provide exposure to particular aspects of training.

The general professional and specialty-specific content of the curriculum is detailed in the ensuing tables. It is expected that the trainee will, prior to entry to training, have demonstrated that they comply with *Standards for Dental Professionals* [4]. The generic learning outcomes specified as learning

outcomes of this curriculum, therefore, specifically pertain to the treatment of children and the delivery of specialist services. The Appendix to this document provides further detail regarding the means by which individual learning outcomes may be assessed.

Each learning outcome should be prefaced by: *“On completion of training, the Specialist in Paediatric Dentistry ... “*

2.1 General professional content

1 MAINTAINING GOOD CLINICAL PRACTICE

Subject	Knowledge <i>.....should be able to describe:</i>	Skills <i>.....should be able to:</i>	Attitudes and Behaviours <i>.....should:</i>	Teaching and Learning method(s)	Assessment method(s)
Professional approach		provide specialist leadership in the provision of paediatric dental services		CBL 360 EC	PDP 360
Life-long learning	the requirements for continuing professional development	recognise learning opportunities and identify them for other members of the Paediatric Dentistry team maintain a personal development portfolio and assist others to do so monitor own performance through audit and feedback	demonstrate an understanding of the need to comply with GDC requirements for revalidation	SDL Appraisal ST CBL	WBA PDP
Evidence	the principles of evidence-based practice	critically appraise evidence	demonstrate an understanding of the need to use evidence in the support of patient care and own decisions therein	EC PW ST	MPaedDent WBA
Written records		communicate effectively through written records apply the principles of confidentiality in the context of written records	demonstrate an understanding of the legal aspects relating to holding written records demonstrate an understanding of the need for prompt and accurate communication	EC CBL ST	MPaedDent WBA

Key:

Teaching and Learning methods

ACI = audit/critical incident analysis; CA = clinical attachment; CBL = case-based learning; CTS = clinical teaching/supervision; EC = external course; MDC = multidisciplinary clinic; PW = project work; SDL = self-directed learning; ST = structured teaching; 360 = 360° degree appraisal

Assessment methods

MPaedDent = Membership in Paediatric Dentistry examination; WBA = workplace-based assessment; PDP = personal development portfolio; 360 = 360° degree appraisal

Subject	Knowledge <i>.....should be able to describe:</i>	Skills <i>.....should be able to:</i>	Attitudes and Behaviours <i>.....should:</i>	Teaching and Learning method(s)	Assessment method(s)
Use of information technology	the principles of retrieval and utilisation of data recorded in clinical systems	apply the principles of confidentiality in the context of information technology use digital imaging devices effectively	demonstrate an understanding of the legal aspects relating to holding electronic and digital records demonstrate a proactive and enquiring attitude to new technology	EC PW ACI	MPaedDent WBA
Organisational framework for clinical governance and its application in practice		participate actively in clinical governance participate in audit report critical incidents	recognise the importance of teamwork in implementing a clinical governance framework	ACI SDL Appraisal ST	WBA PDP
Risk assessment and risk management	the principles of risk assessment	carry out risk assessment develop and apply relevant procedures		EC ACI CBL	MPaedDent WBA
Audit (general)	the principles of internal and external quality assurance	initiate and complete audit projects	demonstrate an understanding of the benefit of audit to patient care and individual performance	ACI ST EC	MPaedDent WBA PDP
Guidelines	the content of guidelines applicable to the practice and delivery of Paediatric Dentistry	interpret and apply guidelines applicable to the practice and delivery of Paediatric Dentistry contribute to the evolution of guidelines applicable to the practice and delivery of Paediatric Dentistry	show regard for individual patient needs when utilising guidelines	ST ACI CBL	MPaedDent WBA PDP

Key:**Teaching and Learning methods**

ACI = audit/critical incident analysis; CA = clinical attachment; CBL = case-based learning; CTS = clinical teaching/supervision;
EC = external course; MDC = multidisciplinary clinic; PW = project work; SDL = self-directed learning; ST = structured teaching; 360 = 360° degree appraisal

Assessment methods

MPaedDent = Membership in Paediatric Dentistry examination; WBA = workplace-based assessment; PDP = personal development portfolio; 360 = 360° degree appraisal

Subject	Knowledge <i>.....should be able to describe:</i>	Skills <i>.....should be able to:</i>	Attitudes and Behaviours <i>.....should:</i>	Teaching and Learning method(s)	Assessment method(s)
Patient Safety	<p>the principles of management of fitness to practice cases</p> <p>the role of the National Patient Safety Agency (NPSA)</p> <p>the principles of Paediatric Basic Life Support</p>	practise Paediatric Basic Life Support	show regard for patient safety	CBL EC CTS ST	WBA
Structure of the NHS and the principles of management (in the context of the envisaged role of the trainee)		utilise one's position in the NHS to best effect		EC Clinical meetings ST SDL CA with appropriate senior staff and managers	PDP
Relevance of outside bodies	<p>the role of:</p> <ul style="list-style-type: none"> • GDC • Specialist Societies • Defence unions • Surgical Royal Colleges • BDA 	involve these bodies and individuals when appropriate	demonstrate acceptance of professional regulation, share best practice and participate in peer review	EC Clinical meetings ST SDL	MPaedDent WBA PDP

Key:**Teaching and Learning methods**

ACI = audit/critical incident analysis; CA = clinical attachment; CBL = case-based learning; CTS = clinical teaching/supervision;
EC = external course; MDC = multidisciplinary clinic; PW = project work; SDL = self-directed learning; ST = structured teaching; 360 = 360° degree appraisal

Assessment methods

MPaedDent = Membership in Paediatric Dentistry examination; WBA = workplace-based assessment; PDP = personal development portfolio; 360 = 360° degree appraisal

2 TEACHING/TRAINING, APPRAISAL/ASSESSMENT, RESEARCH AND PUBLICATION

Subject	Knowledge <i>.....should be able to describe:</i>	Skills <i>.....should be able to:</i>	Attitudes and Behaviours <i>.....should:</i>	Teaching and Learning method(s)	Assessment method(s)
Teaching	the educational principles relevant to teaching within the dental team	facilitate the learning process (e.g. identify learning outcomes, construct educational objectives, communicate effectively with learners, use appropriate teaching resources, give constructive and effective feedback) contribute to the training of all members of the Paediatric Dentistry team	demonstrate a willingness to engage in teaching activities for the Paediatric Dentistry team	CTS EC ST SDL	WBA PDP Educational qualifications
Appraisal and assessment		maintain an appraisal portfolio apply the principles of appraisal and assessment	demonstrate a positive attitude to appraisal and assessment	360 CTS	PDP
Research and publication	the principles of undertaking projects including ethical considerations	present findings effectively both verbally and in writing	demonstrate an enquiring mind respect patients' and parents'/carers' autonomy and wishes in respect of research	PW EC ST SDL	MPaedDent PDP WBA Research and publication record

Key:

Teaching and Learning methods

ACI = audit/critical incident analysis; CA = clinical attachment; CBL = case-based learning; CTS = clinical teaching/supervision; EC = external course; MDC = multidisciplinary clinic; PW = project work; SDL = self-directed learning; ST = structured teaching; 360 = 360° degree appraisal

Assessment methods

MPaedDent = Membership in Paediatric Dentistry examination; WBA = workplace-based assessment; PDP = personal development portfolio; 360 = 360° degree appraisal

3 RELATIONSHIPS WITH PATIENTS/PARENTS/CARERS

Subject	Knowledge <i>.....should be able to describe:</i>	Skills <i>.....should be able to:</i>	Attitudes and Behaviours <i>.....should:</i>	Teaching and Learning method(s)	Assessment method(s)
Equality and Diversity	the relevant law pertaining to equality and diversity	treat patients/parents/carers fairly and in line with the law promote equal opportunities for all patients or groups of patients	demonstrate a non-discriminatory approach to patients/parents/carers	EC	MPaedDent WBA
Informed consent	the process for gaining informed consent	obtain informed consent in relation to child and adolescent patients work with other agencies to obtain informed consent in exceptional circumstances share information appropriately when necessary to safeguard children	respect paediatric patients' and parents'/carers' autonomy and wishes	ST CBL EC SDL	MPaedDent WBA
Confidentiality	relevant strategies to ensure confidentiality the situations when confidentiality might be broken		respect the right to confidentiality	ST CBL EC SDL	MPaedDent WBA
Legal issues	the legal issues relating to the practise and delivery of Paediatric Dentistry	work within appropriate legal frameworks apply knowledge of children's rights to the clinical situation	demonstrate empathy while acting in the child's/family's best interests	ST CBL EC SDL	MPaedDent WBA

Key:

Teaching and Learning methods

ACI = audit/critical incident analysis; CA = clinical attachment; CBL = case-based learning; CTS = clinical teaching/supervision; EC = external course; MDC = multidisciplinary clinic; PW = project work; SDL = self-directed learning; ST = structured teaching; 360 = 360° degree appraisal

Assessment methods

MPaedDent = Membership in Paediatric Dentistry examination; WBA = workplace-based assessment; PDP = personal development portfolio; 360 = 360° degree appraisal

4 WORKING WITH COLLEAGUES

Subject	Knowledge <i>.....should be able to describe:</i>	Skills <i>.....should be able to:</i>	Attitudes and Behaviours <i>.....should:</i>	Teaching and Learning method(s)	Assessment method(s)
Equality and Diversity	the relevant law pertaining to equality and diversity	treat all team members and other colleagues fairly and in line with the law	demonstrate a non-discriminatory approach to all colleagues	EC 360	360
Clinical teams	the function of other clinical specialties and their limitations	recognise when input from another specialty is required for individual patients work effectively with other health care professionals	recognise own limitations demonstrate conscientiousness and co-operation	Appraisal EC MDC – any 360 CBL	WBA PDP 360
Complaints	the principles of complaints procedures the principles of independent review	manage dissatisfied patients, parents/carers and colleagues	accept responsibility	EC ST SDL	WBA PDP 360

Key:

Teaching and Learning methods

ACI = audit/critical incident analysis; CA = clinical attachment; CBL = case-based learning; CTS = clinical teaching/supervision;
EC = external course; MDC = multidisciplinary clinic; PW = project work; SDL = self-directed learning; ST = structured teaching; 360 = 360° degree appraisal

Assessment methods

MPaedDent = Membership in Paediatric Dentistry examination; WBA = workplace-based assessment; PDP = personal development portfolio; 360 = 360° degree appraisal

5 HEALTH

Subject	Knowledge	Skills	Attitudes and Behaviours	Teaching and Learning method(s)	Assessment method(s)
	<i>.....should be able to describe:</i>	<i>.....should be able to:</i>	<i>.....should:</i>		
Personal health	the role of occupational health services the principles of responsibility to the public	recognise when personal health takes priority over work pressures and be able to take the necessary time off	recognise personal health as important	EC ST SDL	PDP 360
Stress	the effects of stress the support facilities for dentists and other members of the Paediatric Dentistry team	develop appropriate coping mechanisms for stress and seek help if appropriate		EC ST	PDP 360

Key:

Teaching and Learning methods

ACI = audit/critical incident analysis; CA = clinical attachment; CBL = case-based learning; CTS = clinical teaching/supervision;
EC = external course; MDC = multidisciplinary clinic; PW = project work; SDL = self-directed learning; ST = structured teaching; 360 = 360° degree appraisal

Assessment methods

MPaedDent = Membership in Paediatric Dentistry examination; WBA = workplace-based assessment; PDP = personal development portfolio; 360 = 360° degree appraisal

6 PROBITY

Subject	Knowledge <i>.....should be able to describe:</i>	Skills <i>.....should be able to:</i>	Attitudes and Behaviours <i>.....should:</i>	Teaching and Learning method(s)	Assessment method(s)
Service information	the legal framework for advertisements		show awareness of equality and diversity issues	SDL ST	MPaedDent
Financial regulation		work within the financial rules of an employing institution		EC ST	PDP

Key:

Teaching and Learning methods

ACI = audit/critical incident analysis; CA = clinical attachment; CBL = case-based learning; CTS = clinical teaching/supervision;
EC = external course; MDC = multidisciplinary clinic; PW = project work; SDL = self-directed learning; ST = structured teaching; 360 = 360° degree appraisal

Assessment methods

MPaedDent = Membership in Paediatric Dentistry examination; WBA = workplace-based assessment; PDP = personal development portfolio; 360 = 360° degree appraisal

2.2 Specialty-specific content

1 BIOLOGICAL SCIENCE RELEVANT TO PAEDIATRIC DENTISTRY

Subject	Knowledge	Skills	Attitudes and Behaviours	Teaching and Learning method(s)	Assessment method(s)
Normal and abnormal growth and development	<p>.....<i>should be able to describe:</i></p> <p>normal development and potential abnormalities in</p> <ul style="list-style-type: none"> • general growth • craniofacial growth • growth of the dento-alveolar complex • tooth eruption 	<p>.....<i>should be able to:</i></p> <p>detect abnormality in general, craniofacial or dento-alveolar development</p>	<p>.....<i>should:</i></p> <p>demonstrate an understanding of the impact of abnormalities in general, craniofacial or dento-alveolar development on patients and their families</p> <p>demonstrate an understanding of the role of the paediatric dentist as part of multidisciplinary teams in the management of patients with abnormalities in general, craniofacial or dento-alveolar development</p>	<p>SDL ST CBL CA – general paediatrics; child development</p>	<p>MPaedDent WBA</p>
Principles of genetics	<p>the principles of genetically determined conditions</p> <p>the features and genetic basis of common syndromes with significant oro-facial features</p> <p>the features and genetic basis of genetically determined defects of dental hard tissues and of tooth form, size and number</p>	<p>apply knowledge of genetics in the diagnosis of oro-facial and dental conditions</p>	<p>demonstrate an understanding of the impact of genetically determined conditions on patients and their families</p> <p>demonstrate an understanding of the role of the paediatric dentist as part of multidisciplinary teams in the management of patients with genetically determined conditions</p>	<p>SDL ST MDC – CLP, hypodontia CA - genetics</p>	<p>MPaedDent WBA</p>
Cell biology	<p>the role of cell biology in health and disease</p>	<p>apply knowledge of cell biology in the diagnosis and treatment of oro-facial and dental conditions</p>		<p>ST SDL</p>	<p>MPaedDent WBA</p>

Key:

Teaching and Learning methods

ACI = audit/critical incident analysis; CA = clinical attachment; CBL = case-based learning; CTS = clinical teaching/supervision; EC = external course; MDC = multidisciplinary clinic; PW = project work; SDL = self-directed learning; ST = structured teaching; 360 = 360° degree appraisal

Assessment methods

MPaedDent = Membership in Paediatric Dentistry examination; WBA = workplace-based assessment; PDP = personal development portfolio; 360 = 360° degree appraisal

2 HEALTH EDUCATION/PROMOTION AND EPIDEMIOLOGY RELEVANT TO PAEDIATRIC DENTISTRY

Subject	Knowledge	Skills	Attitudes and Behaviours	Teaching and Learning method(s)	Assessment methods(s)
Health Education and Promotion	<i>.....should be able to describe:</i> key DoH and expert guidance and policy regarding Health Education and Promotion	<i>.....should be able to:</i> contribute appropriately to the development and implementation of relevant Health Education and Promotion programmes	<i>.....should:</i> demonstrate an understanding of the role of the Paediatric Dentist in Health Education and Promotion	SDL ST CA – Dental Public Health, salaried dental service	MPaedDent PDP
Epidemiology, Survey design	the design and conduct of oral epidemiological studies and surveys, especially those performed in relation to UK children		demonstrate an understanding of the value and limitations of epidemiological studies	SDL ST EC	MPaedDent

Key:

Teaching and Learning methods

ACI = audit/critical incident analysis; CA = clinical attachment; CBL = case-based learning; CTS = clinical teaching/supervision;
EC = external course; MDC = multidisciplinary clinic; PW = project work; SDL = self-directed learning; ST = structured teaching; 360 = 360° degree appraisal

Assessment methods

MPaedDent = Membership in Paediatric Dentistry examination; WBA = workplace-based assessment; PDP = personal development portfolio; 360 = 360° degree appraisal

3 GENERAL PAEDIATRICS, PAEDIATRIC SUBSPECIALTIES, MEDICALLY COMPROMISED CHILDREN AND ADOLESCENTS AND THOSE WITH SPECIAL NEEDS

Subject	Knowledge	Skills	Attitudes and Behaviours	Teaching and Learning method(s)	Assessment method(s)
	<i>.....should be able to describe:</i>	<i>.....should be able to:</i>	<i>.....should:</i>		
General Paediatrics and children/adolescents with Special Needs	<p>the key conditions which may make children more prone to oral/dental disease or which may complicate the delivery of oral/dental care, and a detailed knowledge of their oral/ dental management</p> <p>tools to facilitate communication with children/adolescents with learning difficulties and sensory impairments</p>	<ul style="list-style-type: none"> • diagnose • treatment plan • provide safe and effective treatment (including the use of inhalation sedation and general anaesthesia) <p>for children with conditions which may make them more prone to oral/dental disease or which may complicate the delivery of dental care</p> <ul style="list-style-type: none"> • communicate effectively with other clinicians • work within multidisciplinary teams involved in the care of children with conditions which may make children more prone to oral/dental disease or which may complicate the delivery of dental care <p>play a relevant role in the care of children with special needs in community and hospital settings</p>	<p>demonstrate an understanding of the impact of disability and impairment on children and their families</p> <p>demonstrate an appreciation of the impact of disability and impairment on treatment planning and provision</p> <p>demonstrate an understanding of the necessity to work with colleagues in appropriate dental and medical specialties and other relevant agencies where necessary</p>	<p>SDL ST CA – general paediatrics, salaried dental service CBL</p>	<p>MPaedDent WBA PDP 360</p>
Medically compromised children/adolescents	the impact of cardiac, haematological, oncological, neurological, metabolic and	<ul style="list-style-type: none"> • diagnose • treatment plan • provide safe and 	demonstrate an understanding of the psychological and social	<p>SDL ST CBL</p>	<p>MPaedDent WBA PDP</p>

Key:

Teaching and Learning methods

ACI = audit/critical incident analysis; CA = clinical attachment; CBL = case-based learning; CTS = clinical teaching/supervision; EC = external course; MDC = multidisciplinary clinic; PW = project work; SDL = self-directed learning; ST = structured teaching; 360 = 360° degree appraisal

Assessment methods

MPaedDent = Membership in Paediatric Dentistry examination; WBA = workplace-based assessment; PDP = personal development portfolio; 360 = 360° degree appraisal

	<p>endocrine disorders and organ transplantation and their management on</p> <ul style="list-style-type: none"> • soft and hard tissues • the delivery of oral and dental care 	<p>effective treatment (including the use of inhalation sedation and general anaesthesia)</p> <p>for children/adolescents suffering from cardiac, haematological, oncological, neurological, metabolic and endocrine disorders and those undergoing organ transplantation</p> <p>play a relevant role in the care of these children/adolescents in community and hospital settings</p>	<p>impact of chronic disease on children and their families</p> <p>demonstrate an appreciation of the impact of chronic disease on treatment planning and provision</p> <p>demonstrate an understanding of the necessity to work with colleagues in appropriate dental and medical specialties and other relevant agencies where necessary</p>	<p>CA - cardiology, haematology, oncology, neurology, metabolic, endocrine and organ transplantation clinics</p>	<p>360</p>
<p>Transition from paediatric to adult services</p>	<p>the role of Special Care Dentistry in the transition from paediatric to appropriate adult services</p>	<p>manage and facilitate the transition from paediatric to appropriate adult services</p>	<p>demonstrate an understanding of the importance of seamless transition from paediatric to appropriate adult services</p>	<p>CA – salaried dental service CBL</p>	<p>WBA PDP</p>

Key:

Teaching and Learning methods

ACI = audit/critical incident analysis; CA = clinical attachment; CBL = case-based learning; CTS = clinical teaching/supervision; EC = external course; MDC = multidisciplinary clinic; PW = project work; SDL = self-directed learning; ST = structured teaching; 360 = 360° degree appraisal

Assessment methods

MPaedDent = Membership in Paediatric Dentistry examination; WBA = workplace-based assessment; PDP = personal development portfolio; 360 = 360° degree appraisal

4 BEHAVIOURAL SCIENCE AND BEHAVIOUR MANAGEMENT RELEVANT TO PAEDIATRIC DENTISTRY

Subject	Knowledge <i>.....should be able to describe:</i>	Skills <i>.....should be able to:</i>	Attitudes and Behaviours <i>.....should:</i>	Teaching and Learning method(s)	Assessment method(s)
General behavioural concepts	the principles of child cognitive development and behavioural psychology non-pharmacological behaviour management techniques used in Paediatric Dentistry	recognise normal and abnormal behaviour patterns in children/adolescents apply knowledge of behavioural patterns and psychology in the management of anxiety and anxiety related behaviour in the dental setting recognise and seek help for those patients with behaviours outwith the scope of dental office care	demonstrate an understanding of the ethical and legal aspects of managing child/adolescent behaviour in the dental setting	CBL SDL ST 360	MPaedDent WBA
Inhalation sedation	the facilities necessary for the safe delivery of inhalation sedation	safely and effectively deliver inhalation sedation as an adjunct to dental care for children and adolescents deal with complications or emergencies which may arise during inhalation sedation construct and lead an appropriate dental team for inhalation sedation delivery	demonstrate an understanding of the ethical and legal requirements relating to the delivery of inhalation sedation	CBL SDL ST	MPaedDent WBA
Other sedation techniques	other sedation techniques appropriate to the management of anxious children		demonstrate an understanding of when and how to refer appropriately	SDL ST	MPaedDent WBA
General anaesthesia (GA)	the facilities necessary for the safe delivery of dental care under GA the dentist's role in the management of	deliver comprehensive restorative care and exodontia for children/adolescents under general anaesthesia	demonstrate an understanding of the ethical and legal requirements relating to the delivery of dental treatment under GA	CBL SDL ST	MPaedDent WBA

Key:

Teaching and Learning methods

ACI = audit/critical incident analysis; CA = clinical attachment; CBL = case-based learning; CTS = clinical teaching/supervision; EC = external course; MDC = multidisciplinary clinic; PW = project work; SDL = self-directed learning; ST = structured teaching; 360 = 360° degree appraisal

Assessment methods

MPaedDent = Membership in Paediatric Dentistry examination; WBA = workplace-based assessment; PDP = personal development portfolio; 360 = 360° degree appraisal

	complications/emergencies which may occur during delivery of GA		demonstrate an understanding of the risks and advantages of various methods of airway management from both the dental and anaesthetic point of view		
--	---	--	---	--	--

Key:

Teaching and Learning methods

ACI = audit/critical incident analysis; CA = clinical attachment; CBL = case-based learning; CTS = clinical teaching/supervision; EC = external course; MDC = multidisciplinary clinic; PW = project work; SDL = self-directed learning; ST = structured teaching; 360 = 360° degree appraisal

Assessment methods

MPaedDent = Membership in Paediatric Dentistry examination; WBA = workplace-based assessment; PDP = personal development portfolio; 360 = 360° degree appraisal

5 DIAGNOSIS AND TREATMENT PLANNING FOR CHILDREN AND ADOLESCENTS

Subject	Knowledge <i>.....should be able to describe:</i>	Skills <i>.....should be able to:</i>	Attitudes and Behaviours <i>.....should:</i>	Teaching and Learning method(s)	Assessment method(s)
Diagnosis and treatment planning for different age-groups	normal physical, behavioural and cognitive development of the following age-groups: <ul style="list-style-type: none"> • infant and toddler • 3-6 years • 7-12 years • 13-16 years 	recognise how physical, behavioural and cognitive development may affect the ability of children/adolescents to accept dental care formulate appropriate treatment plans (including the use of inhalation sedation and general anaesthesia) for children/adolescents with specialist dental problems	demonstrate an understanding of how variations in physical, behavioural and cognitive development may affect planning and delivery of dental care	CBL SDL ST	MPaedDent WBA

Key:

Teaching and Learning methods

ACI = audit/critical incident analysis; CA = clinical attachment; CBL = case-based learning; CTS = clinical teaching/supervision; EC = external course; MDC = multidisciplinary clinic; PW = project work; SDL = self-directed learning; ST = structured teaching; 360 = 360° degree appraisal

Assessment methods

MPaedDent = Membership in Paediatric Dentistry examination; WBA = workplace-based assessment; PDP = personal development portfolio; 360 = 360° degree appraisal

6 PREVENTION AND MANAGEMENT OF ORAL DISEASE IN CHILDREN AND ADOLESCENTS

Subject	Knowledge <i>.....should be able to describe:</i>	Skills <i>.....should be able to:</i>	Attitudes and Behaviours <i>.....should:</i>	Teaching and Learning method(s)	Assessment method(s)
Caries	the prevention and management of dental caries in the primary and immature permanent dentitions	construct and deliver effective and appropriate preventive, restorative (including endodontic) and surgical treatment plans for children/adolescents with dental caries	demonstrate an understanding of the complexity of the caries process and how variables may interact to render children/ adolescents caries prone demonstrate an understanding of the key role of preventive care in the management of caries in childhood and adolescence	CBL SDL ST	MPaedDent WBA
Non-carious tooth surface loss (TSL)	the prevention, diagnosis and management of non-carious tooth wear in children/ adolescents	accurately diagnose non-carious TSL in children/adolescents construct and deliver effective and appropriate preventive and restorative (including endodontic) treatment plans for children/adolescents with non-carious TSL	demonstrate an understanding of the complexity of non-carious TSL in childhood and adolescence demonstrate an understanding of when to refer to other specialties	CBL SDL ST	MPaedDent WBA

Key:

Teaching and Learning methods

ACI = audit/critical incident analysis; CA = clinical attachment; CBL = case-based learning; CTS = clinical teaching/supervision;
EC = external course; MDC = multidisciplinary clinic; PW = project work; SDL = self-directed learning; ST = structured teaching; 360 = 360° degree appraisal

Assessment methods

MPaedDent = Membership in Paediatric Dentistry examination; WBA = workplace-based assessment; PDP = personal development portfolio; 360 = 360° degree appraisal

Periodontal disease	the prevention, diagnosis and management of periodontal disease in childhood and adolescence	<p>deliver appropriate and effective preventive and interceptive periodontal programmes for children/adolescents including</p> <ul style="list-style-type: none"> • mechanical plaque control • antimicrobial plaque control • appropriate use of DCPs <p>diagnose and manage periodontal disease in children and adolescents</p> <p>recognise when periodontal disease may be related to systemic disease</p> <p>recognise those children where specialist periodontal opinion/management may be indicated</p>	demonstrate an understanding of when to refer to other specialties	CBL SDL ST	MPaedDent WBA
Effects of smoking and drug, alcohol and substance abuse	<p>DoH and expert guidance relating to</p> <ul style="list-style-type: none"> • smoking • drugs • alcohol • substance abuse <p>in children/adolescents</p>	deliver effective advice relating to smoking, drug and alcohol abuse for children/adolescents	<p>demonstrate an understanding of the pressures which may lead children/adolescents to</p> <ul style="list-style-type: none"> • smoke • use illicit drugs • abuse alcohol • engage in substance abuse <p>show sensitivity to differing family attitudes to dentists giving such advice to children/adolescents</p>	EC SDL ST	MPaedDent WBA

Key:**Teaching and Learning methods**

ACI = audit/critical incident analysis; CA = clinical attachment; CBL = case-based learning; CTS = clinical teaching/supervision;
 EC = external course; MDC = multidisciplinary clinic; PW = project work; SDL = self-directed learning; ST = structured teaching; 360 = 360° degree appraisal

Assessment methods

MPaedDent = Membership in Paediatric Dentistry examination; WBA = workplace-based assessment; PDP = personal development portfolio; 360 = 360° degree appraisal

7 ORAL PATHOLOGY, ORAL MEDICINE AND ORAL SURGERY IN CHILDREN AND ADOLESCENTS

Subject	Knowledge	Skills	Attitudes and Behaviours	Teaching and Learning method(s)	Assessment method(s)
Oral pathology/oral medicine	<p><i>.....should be able to describe:</i></p> <p>the diagnosis and management of</p> <ul style="list-style-type: none"> • mucosal • soft tissue • hard tissue <p>pathology occurring in and around the mouth from birth through adolescence</p>	<p><i>.....should be able to:</i></p> <p>diagnose mucosal, soft and hard tissue pathology occurring in and around the mouth from birth through adolescence</p> <p>recognise pathology which requires investigation and management with or by other specialties</p>	<p><i>.....should:</i></p> <p>demonstrate an understanding of the necessity to consult and collaborate with colleagues in appropriate dental, medical and surgical specialties where necessary</p>	CBL MDC–Oral Medicine, OMFS SDL ST	MPaedDent
Management of impacted and supernumerary teeth	<p>the diagnosis of impacted and supernumerary teeth</p> <p>surgical techniques relevant to the management of impacted and supernumerary teeth</p>	<p>diagnose and manage impacted and supernumerary teeth</p>	<p>demonstrate an understanding of the necessity to consult and collaborate with colleagues in other dental specialties where necessary</p>	CBL SDL ST	MPaedDent WBA PDP

Key:

Teaching and Learning methods

ACI = audit/critical incident analysis; CA = clinical attachment; CBL = case-based learning; CTS = clinical teaching/supervision;
EC = external course; MDC = multidisciplinary clinic; PW = project work; SDL = self-directed learning; ST = structured teaching; 360 = 360° degree appraisal

Assessment methods

MPaedDent = Membership in Paediatric Dentistry examination; WBA = workplace-based assessment; PDP = personal development portfolio; 360 = 360° degree appraisal

8 RESTORATIVE TECHNIQUES IN CHILDREN AND ADOLESCENTS

Subject	Knowledge	Skills	Attitudes and Behaviours	Teaching and Learning method(s)	Assessment method(s)
Restoration of dental hard tissues	<p><i>.....should be able to describe:</i></p> <p>the selection, application, delivery and limitations of contemporary</p> <ul style="list-style-type: none"> • intra-coronal restoration • extra-coronal restoration • endodontic • fixed and removable prosthodontic <p>techniques in primary and immature permanent teeth</p>	<p><i>.....should be able to:</i></p> <p>select and deliver appropriate interventions for primary and immature permanent teeth as part of a holistic oral care treatment plan</p> <p>diagnose complications associated with the restoration of primary and immature permanent teeth</p>	<p><i>.....should:</i></p> <p>demonstrate an understanding of the variables which may influence the choice of restorative material or technique in different children</p>	CBL SDL ST Clinical skills lab	MPaedDent WBA
Periodontal therapy	the selection and application of therapies appropriate to the management of periodontal conditions in children and adolescents	select and deliver appropriate therapies in the management of periodontal conditions in children and adolescents	demonstrate an understanding of the variables which may influence the choice of periodontal therapy in different children	CBL SDL ST	MPaedDent WBA

Key:

Teaching and Learning methods

ACI = audit/critical incident analysis; CA = clinical attachment; CBL = case-based learning; CTS = clinical teaching/supervision; EC = external course; MDC = multidisciplinary clinic; PW = project work; SDL = self-directed learning; ST = structured teaching; 360 = 360° degree appraisal

Assessment methods

MPaedDent = Membership in Paediatric Dentistry examination; WBA = workplace-based assessment; PDP = personal development portfolio; 360 = 360° degree appraisal

9 DENTO-ALVEOLAR AND MAXILLOFACIAL TRAUMATOLOGY IN CHILDREN AND ADOLESCENTS

Subject	Knowledge <i>.....should be able to describe:</i>	Skills <i>.....should be able to:</i>	Attitudes and Behaviours <i>.....should:</i>	Teaching and Learning method(s)	Assessment method(s)
Maxillofacial, soft tissue and dental/dento-alveolar injuries	aetiology presentation, investigation and management of <ul style="list-style-type: none"> • dento-alveolar • intraoral/perioral soft tissue injuries in childhood and adolescence maxillofacial injuries in childhood and adolescence	diagnose and manage <ul style="list-style-type: none"> • dento-alveolar • intraoral/perioral soft tissue injuries in childhood and adolescence identify injured teeth of poor prognosis in the intermediate- and long-term engage in effective multidisciplinary communication and planning where appropriate liaise with, or refer to appropriate specialties	demonstrate an understanding of one's own limitations demonstrate an understanding of the limitations of the child and parent/carer demonstrate an understanding of the limitations of available treatments	CA CBL SDL ST	MPaedDent WBA

Key:

Teaching and Learning methods

ACI = audit/critical incident analysis; CA = clinical attachment; CBL = case-based learning; CTS = clinical teaching/supervision; EC = external course; MDC = multidisciplinary clinic; PW = project work; SDL = self-directed learning; ST = structured teaching; 360 = 360° degree appraisal

Assessment methods

MPaedDent = Membership in Paediatric Dentistry examination; WBA = workplace-based assessment; PDP = personal development portfolio; 360 = 360° degree appraisal

10 MULTIDISCIPLINARY AND MULTI-AGENCY COLLABORATION IN PAEDIATRIC DENTISTRY

Subject	Knowledge <i>.....should be able to describe:</i>	Skills <i>.....should be able to:</i>	Attitudes and Behaviours <i>.....should:</i>	Teaching and Learning method(s)	Assessment method(s)
The multidisciplinary team	the role of the Paediatric Dentist in multidisciplinary diagnostic and management teams for children and adolescents with complex dental problems	participate in multidisciplinary care where appropriate provide multidisciplinary teams with appropriate Paediatric Dentistry advice		CA – ortho CBL MDC– hypodontia, ortho/paeds, SDL ST	MPaedDent WBA
Interceptive orthodontics	the presentation and features of malocclusion and abnormalities of tooth position and eruption the use of appliances to correct minor tooth ectopia and crossbites in the primary and mixed dentitions the application and design of space-maintainers in the primary and mixed dentitions	recognise and diagnose problems in the developing occlusion including <ul style="list-style-type: none"> • teeth of poor prognosis • impactions and ectopia • hypodontia • cross-bites plan and deliver interceptive orthodontic intervention in the primary and mixed dentitions using removable or simple fixed appliances including space maintainers	demonstrate an understanding of the limitations and scope of active orthodontic interventions within Paediatric Dentistry demonstrate an understanding of when an orthodontic opinion should be sought or appropriate referral made	CA – ortho CBL MDC– hypodontia, ortho/ paeds SDL ST	MPaedDent WBA
Cleft lip and palate (CLP)	the multidisciplinary team approach to the management of children with CLP	provide effective dental care for children with CLP communicate effectively and appropriately with Regional CLP teams	demonstrate an understanding of the Paediatric Dentist's role in the management of the child with CLP demonstrate an understanding of the psychological and cosmetic aspects of the management of children with CLP	CBL MDC – CLP SDL ST	MPaedDent WBA

Key:

Teaching and Learning methods

ACI = audit/critical incident analysis; CA = clinical attachment; CBL = case-based learning; CTS = clinical teaching/supervision;
EC = external course; MDC = multidisciplinary clinic; PW = project work; SDL = self-directed learning; ST = structured teaching; 360 = 360° degree appraisal

Assessment methods

MPaedDent = Membership in Paediatric Dentistry examination; WBA = workplace-based assessment; PDP = personal development portfolio; 360 = 360° degree appraisal

Craniofacial anomalies	the basic principles of the surgical, orthodontic and restorative management of children with craniofacial anomalies	provide effective dental care for children with craniofacial anomalies communicate effectively and appropriately with multidisciplinary teams	demonstrate an understanding of the Paediatric Dentist's role in the management of the child with craniofacial anomalies demonstrate an understanding of the psychological and cosmetic aspects of the management of children with craniofacial anomalies	CBL MDC - craniofacial SDL ST	MPaedDent WBA
Child abuse and neglect (child maltreatment)	the signs, symptoms and presentations suggestive of child abuse and neglect the oro-facial signs of child abuse and neglect the principles and processes of child protection and managing child maltreatment government guidance related to safeguarding and promoting children's welfare	recognise possible child abuse and neglect refer appropriately and/or take appropriate action communicate with children, parents and carers when abuse or neglect is suspected	demonstrate an understanding of the ethical and legal responsibilities of the Paediatric Dentist when managing suspected abuse and neglect recognise limitations and when to refer/seek further opinions respect the experience and opinions of other professionals working in this field	CBL EC SDL ST	MPaedDent WBA

Key:**Teaching and Learning methods**

ACI = audit/critical incident analysis; CA = clinical attachment; CBL = case-based learning; CTS = clinical teaching/supervision;
EC = external course; MDC = multidisciplinary clinic; PW = project work; SDL = self-directed learning; ST = structured teaching; 360 = 360° degree appraisal

Assessment methods

MPaedDent = Membership in Paediatric Dentistry examination; WBA = workplace-based assessment; PDP = personal development portfolio; 360 = 360° degree appraisal

2.3 Assessment strategy

The assessment strategy follows the principles laid down by the PMETB in *Principles for an assessment system for postgraduate medical training* [5]. As outlined in that publication, the purpose of assessment is as follows (position in the list does not imply importance; neither is the list comprehensive):

- to confirm suitability of choice at an early stage of the chosen career path
- to demonstrate readiness to progress to the next stage of training
- to provide feedback to the trainee about progress and learning needs
- to support trainees to progress at their own pace by measuring progress in achieving competencies
- to identify trainees who should change direction
- to enable the trainee to collect all necessary evidence for the Annual Review of Competence Progression (ARCP)
- to drive learning
- to gain the Membership in Paediatric Dentistry (MPaedDent)
- to provide evidence for the award of the CCT
- to assure the public that the trainee is ready for unsupervised professional practice

Throughout training, an integrated system of assessments, blueprinted against and supporting this curriculum must be employed to measure the trainee's progress or level of achievement against agreed criteria. A variety of methods must be used to provide evidence of knowledge, skills, attitudes and behaviours, for example the maintenance of a personal development portfolio, workplace-based assessments and specialty examinations, the latter being administered by the Dental Faculties.

It is not intended that each component of the curriculum is assessed by every possible method. Rather, assessment methods should be applied on the basis that they are appropriate to the stage of training and the circumstances of the training environment. Trainees should note that the MPaedDent examination is wide ranging and most subject areas covered in the curriculum may be formally examined.

Satisfactory completion of all assessments will be monitored as part of the ARCP and will be one of the criteria upon which eligibility to progress will be judged. A pass in the MPaedDent examination is required as one of the criteria for the award of the CCT.

Workplace-based assessments

Assessment of progress and competence throughout training will principally be achieved through workplace-based assessment.

The principle of workplace-based assessment is that trainees are assessed on work that they are doing on a day-to-day basis and that the assessment is

integrated into their daily work.

The assessment process is initiated by the trainee. Throughout his/her training, he/she must identify opportunities for assessment and choose the assessment tool, the procedure and the assessor. Assessments must be undertaken by a range of assessors and cover a broad range of activities and procedures appropriate to the stage of training.

It is anticipated that workplace-based assessments will include the mini Clinical Evaluation Exercise (MinCEX), the Direct Observation of Procedural Skills in Surgery (DOPS), Case Based Discussion (CBD) and Procedure Based Assessment (PBA), current best practice suggesting the following pattern of assessment [6]:

WBA Clinical management	Number per year	Attitudes and Behaviours
	4-6 by different assessors	ARCP
DOPS	6 continuing procedures	Appraisal
CBD	6	Personal development portfolio
PBA	4	360° appraisal

Trainees may participate in individual or group tutorials which involve a degree of assessment. Performance in this environment may inform the assessment process. Critical incident review may be used when appropriate; this must be recorded in the trainee's personal development portfolio.

In order to ensure parity between trainees in different Postgraduate Deaneries, the SAC in Paediatric Dentistry will be responsible for developing standardised assessment forms. The SAC in Paediatric Dentistry, in conjunction with the Dental Faculties, will also ensure standardisation between trainers, workplace-based mentors and examiners through the provision of robust training programmes.

Standard 3: Model of learning

The majority of the curriculum will be delivered through work-based experiential learning. A balanced programme must provide personal treatment sessions, diagnostic and review clinics, formal and informal teaching and opportunities to engage in project work (for example, in relation to research, clinical audit and management); protected time must be available for clinical administration.

It should be borne in mind that Paediatric Dentistry is an age-specific (rather than technique-specific) specialty. Experience of structured training over the last decade has shown that, in order ensure adequate training in a broad range of skills, it is necessary for at least 60% of the programme to be devoted to direct clinical care. This must include participation in diagnostic and treatment planning/review clinics and provision of treatment under sedation and general anaesthesia. Twenty percent of the programme must be ring-fenced for administration, study (including participation in a structured teaching programme where this available) and project work (including clinical

audit). The remaining 20% of the programme may be treated more flexibly, allowing opportunity for the trainee to attend appropriate Paediatric or medical clinics/ward rounds and engage in management-related activities etc. Within this component of the programme, the trainee must gain appropriate experience of teaching (for example, undergraduate and postgraduate dentists and dental care professionals); the trainee must initially be mentored by an experienced teacher but, as training progresses, he/she will be expected to exercise increasing independence.

All trainees must be given the opportunity to undertake appropriate project work. Ideally, the trainee should have the opportunity to complete, or participate in an original research project but, because of time constraints within programmes, this is desirable rather than essential. All trainees must, however, be encouraged to produce clinical articles (for example, case reports) for submission to peer-reviewed journals. Such activities, however, must not jeopardise the clinical component of training.

Programmes must encourage the trainee to develop into a life-long learner who is capable of self-reflection, self-directed learning and further career development. In order to achieve learning for knowledge, competence, performance and independent action, and confer employability, trainers must, subject to satisfactory assessment, allow trainees to become less dependent upon direct supervision as they progress through training. It should be noted that this model is dependent upon experienced, well-trained mentors who are capable of facilitating the trainees in their progress towards independent self-direction.

Standard 4: Learning experiences

The curriculum should be delivered through learning experiences in primary, secondary and tertiary care settings. Trainees should learn, from practice, a variety of key transferable skills appropriate to the practice and delivery of Paediatric Dentistry at Specialist level. Where appropriate, opportunities for concentrated practice of particular skills should be given. For example, the assessment and management of children with complex problems such as clefts of lip and palate, craniofacial disorders or hypodontia may best be learned through attendance at multidisciplinary clinics, supervised by trainers with appropriate specific areas of expertise.

Learning from peers should occur at clinical meetings and, in larger departments, through formal/informal mentoring schemes. Opportunities such as clinical meetings, journal clubs and specialty audit provide specific learning experiences and should be part of every training programme.

The training environment should recognise that trainees have different learning styles [7]. Appropriate reference material (text-books, journals, computer packages etc.) should be provided. Attendance at relevant local, national and international meetings and courses) should be encouraged and funded appropriately. Where it becomes clear that parts of the curriculum

cannot be delivered within a training centre, secondments to other training centres must be arranged.

Standard 5: Supervision and feedback

Programmes must allow the trainee access to more than one Specialist in Paediatric Dentistry with a significant teaching input. It should be recognised, however, that many different approaches presented in an unstructured manner may serve only to confuse trainees; a rigid approach is equally unsatisfactory. A balance should be struck whereby the trainee is allowed to gain a perspective of the range and effectiveness of contemporary Paediatric Dentistry, the programme providing a solid core of knowledge against which he/she may make judgements and choices.

It is appropriate for training in relation to treatment modalities that fall within the remit of other relevant specialties to be supervised by specialists or other individuals with particular expertise in those fields.

Close supervision of the training programme is essential. The Postgraduate Deanery should ensure that:

- An Educational Supervisor is formally appointed for each trainee. He/she is responsible for monitoring the trainee's progress and ensuring that any difficulties are identified and resolved as rapidly as possible. The Educational Supervisor should be a consultant or specialist who works frequently with the trainee and is closely involved in their training.
- If applicable, a research supervisor who has academic training or proven academic ability is appointed for each trainee.

The SAC in Paediatric Dentistry recommends that a formal meeting between Educational Supervisor and trainee should be arranged at least three times per year by mutual consent and to an agreed agenda. A record, which is confidential between the Educational Supervisor and trainee, should be kept. These meetings review the trainee's progress towards agreed learning objectives based on the Educational Supervisor's observation of the trainee's performance, feedback from other trainers, the results of formal assessment and review of the trainee's personal development portfolio. When meeting with the trainee, the Educational Supervisor will discuss matters of clinical governance, risk management and the report of any critical incidents involving the trainee. Towards the end of each year, a structured assessment of the trainee's progress should take place in order to inform the ARCP.

In order to ensure commonality of standards in relation to self-financing and other non-NHS funded specialty training programmes aimed at the award of a CCT, the Postgraduate Deaneries will support the educational providers (with whom the trainees are contracted) in respect of appointments, programme provision, quality management and assessment.

Standard 6: Managing curriculum implementation

It is the responsibility of SDEB of the GDC to quality assure specialty training and specialist listing nationally.

It is the responsibility of the Postgraduate Deanery to quality manage the curriculum locally, ensuring that programmes deliver the requisite breadth and depth of training outlined herein.

The Training Programme Director must ensure that each post or attachment within the programme is approved by the relevant Deanery, which will seek appropriate external input from the SAC in Paediatric Dentistry should this be deemed necessary.

Trainees must register with the SAC in Paediatric Dentistry on appointment to a training programme. They must familiarise themselves with the curriculum and with the training requirements to satisfactorily complete training and be awarded the CCT. They must also be familiar with the requirements of the MPaedDent examination and must make appropriate use of personal development portfolios.

Assessment throughout training will be undertaken as detailed in the assessment blueprint. The Postgraduate Dean/Director will be responsible for monitoring the continuous assessment of trainees through the ARCP.

The award of the CCT will be based on satisfactory completion of all areas of the curriculum, summative assessment occurring by way of the MPaedDent examination. The Postgraduate Dean/Director will forward to the GDC a recommendation for award of the CCT. If the GDC accepts the recommendation, it will issue the CCT and place the trainee's name on the Specialist List in Paediatric Dentistry once the appropriate application form and payment has been received from the applicant.

Standard 7: Curriculum review and updating

In order to ensure continued fitness for purpose, this curriculum should be viewed as a living document. It is, however, anticipated that a full review will normally occur 5-yearly, allowing adequate time to evaluate the impact of change. In monitoring the curriculum, the SAC will use information gathered from a variety of sources including Deaneries (through their Specialty Training Committees), Training Programme Directors and trainers, the National Health Service, trainees (through the annual survey of trainees) and appropriate lay representation. The SAC will communicate any curriculum changes to existing trainees via the network of Training Programme Directors and the Trainees Group in Paediatric Dentistry.

Standard 8: Equality and diversity

The processes of recruitment to and training in Paediatric Dentistry must embody a comprehensive approach to equality and diversity. Everyone must be treated in a fair, open and honest manner and the value of each individual must be recognised. No individual must be treated less favourably than another on the grounds of ethnic origin, nationality, age, disability, gender, sexual orientation, race or religion.

Current key legislation includes:

- The Race Relations Act 1976 and the Race Relations Amendment Act (RRAA) 2000
- The Disability Discrimination Act 1995 and subsequent amendments
- The Sex Discrimination Act 1975 and 1986 and the 1983 and 1986 Regulations
- The Equal Pay Act 1970 and the Equal Pay (Amendment) Regulations 1983 and 1986
- The Human Rights Act 1998
- The Employment and Equality (Sexual Orientation) Regulations 2003
- The Employment and Equality (Religion or Belief) Regulations 2003
- Gender Recognition Act 2004
- The Employment Equality (Age) Regulations 2006

Arrangements must be made for trainees to work flexibly for well founded individual reasons within usual Deanery rules. Appropriate reasonable adjustment must be made for trainees with disabilities, special educational or other needs.

References

- 1 Postgraduate Medical Education and Training Board. Standards for curricula and assessment systems.
www.pmetb.org.uk/fileadmin/user/Standards_Requirements/PMETB_Scas_July2008_Final.pdf
- 2 Committee of Dental Postgraduate Deans and Directors. A Curriculum for UK Dental Foundation Programme Training.
www.fgdp.org.uk/pdf/gpt_curric.pdf
- 3 Tooke, J. Final Report of the Independent Inquiry into Modernising Medical Careers.
www.mmcinquiry.org.uk/draft.htm
- 4 General Dental Council. Standards for Dental Professionals.
www.gdcuk.org/News+publications+and+events/Publications/Guidance+documents/Standards+for+dental+professionals.htm
- 5 Southgate L and Grant, J. Principles for an assessment system for postgraduate medical training.
www.pmetb.org.uk/fileadmin/user/QA/Assessment/Principles_for_an_assessment_system_v3.pdf
- 6 Norcini JJ. Workplace-based assessment in clinical training. ASME, 2007.
- 7 Entwistle N. Styles of learning and teaching. London. David Fulton Publishers,1988.

APPENDIX

Generic content**1 MAINTAINING GOOD CLINICAL PRACTICE**

	MPAEDDENT	WBA	PDP	OTHER
On completion of training, a Specialist in Paediatric Dentistry should be able to describe:				
the requirements for continuing professional development		CBD	X	
the principles of evidence-based practice	X	CBD		
the principles of retrieval and utilisation of data recorded in clinical systems	X	CBD		
the principles of risk assessment	X	DOPS/CBD		
the principles of internal and external quality assurance	X			
the content of guidelines applicable to the practice and delivery of Paediatric Dentistry	X			
the role of the National Patient Safety Agency (NPSA)		CBD		
the principles of management of fitness to practice cases				
the principles of Paediatric Basic Life Support		MiniCEX /PBA		
the role of Postgraduate Deaneries, specialist societies, the Dental Faculties of the Surgical Royal Colleges, defence unions, BDS and GDC	X	CBD		
On completion of training, a Specialist in Paediatric Dentistry should be able to:				
provide specialist leadership in the provision of paediatric dental services			X	360
recognise learning opportunities and identify them for other members of the Paediatric Dentistry team			X	360
maintain a personal development portfolio and assist others to do so			X	
monitor own performance through audit and feedback			X	
critically appraise evidence	X	CBD		
communicate effectively through written records	X	CBD/PBA		
apply the principles of confidentiality in the context of written records	X	CBD/PBA		
apply the principles of confidentiality in the context of information technology	X	CBD/PBA		
use digital imaging devices effectively		MiniCEX		
participate actively in clinical governance		CBD		
participate in audit			X	360
report critical incidents		CBD		
carry out risk assessment	X	CBD		
develop and apply relevant risk assessment procedures			X	
initiate and complete audit projects	X	CBD	X	
interpret and apply guidelines applicable to the practice and delivery of Paediatric Dentistry	X	CBD	X	
contribute to the evolution of guidelines applicable to the practice and delivery of Paediatric Dentistry		CBD	X	
practise Paediatric Basic Life Support	X	MiniCEX/DOPS		

	MPAEDDENT	WBA	PDP	OTHER
utilise one's position in the NHS to best effect			X	
involve <ul style="list-style-type: none"> • GDC • Specialist Societies • Defence unions • Postgraduate Deaneries • Surgical Royal Colleges • BDA when appropriate		CBD	X	
On completion of training, a Specialist in Paediatric Dentistry should: demonstrate an understanding of the need to comply with GDC requirements for revalidation			X	
demonstrate an understanding of the need to use evidence in the support of patient care and own decisions therein	X	CBD/PBA		
demonstrate an understanding of the legal aspects relating to holding written, electronic and digital records	X	CBD/PBA		
demonstrate an understanding of the need for prompt and accurate communication			X	360
demonstrate a proactive and enquiring attitude to new technology			X	
demonstrate respect for paediatric patients' privacy, dignity and confidentiality		ALL	X	
recognise the importance of teamwork in implementing a clinical governance framework		ALL	X	
demonstrate an understanding of the benefit of audit to patient care and individual performance	X	CBD		
show regard for individual patient needs when utilising guidelines		ALL		
show regard for patient safety		ALL	X	
utilise opportunities to become involved in management activities			X	
demonstrate acceptance of professional regulation, share best practice and participate in peer review			X	

2 TEACHING/TRAINING, APPRAISAL/ASSESSMENT, RESEARCH AND PUBLICATION

	MPAEDDENT	WBA	PDP	OTHER
On completion of training, a Specialist in Paediatric Dentistry should be able to describe: the educational principles relevant to teaching within the dental team			X	
the principles of undertaking projects including ethical considerations	X			
On completion of training, a Specialist in Paediatric Dentistry should be able to: facilitate the learning process (e.g. identify learning outcomes, construct educational objectives, communicate effectively with learners, use appropriate teaching resources, give constructive and effective feedback)			X	
contribute to the training of all members of the Paediatric Dentistry team			X	
maintain an appraisal portfolio			X	
apply the principles of appraisal and assessment			X	

	MPAEDDENT	WBA	PDP	OTHER
carry out a project complying with the requirements for ethical approval and patient consent	X		X	RESEARCH AND PUBLICATION RECORD
present findings effectively both verbally and in writing	X	ALL	X	
On completion of training, a Specialist in Paediatric Dentistry should:				
demonstrate a willingness to engage in teaching activities for the Paediatric Dentistry team				
demonstrate a positive attitude to appraisal and assessment			X	360
demonstrate an enquiring mind		ALL	X	
respect patients' and parents'/carers' autonomy and wishes in respect of research			X	

3 RELATIONSHIPS WITH PAEDIATRIC PATIENTS/PARENTS/CARERS

	MPAEDDENT	WBA
On completion of training, a Specialist in Paediatric Dentistry should be able to describe:		
the relevant law pertaining to equality and diversity	X	ALL
the process for gaining informed consent in relation to paediatric patients	X	ALL
relevant strategies to ensure confidentiality in relation to child and adolescent patients	X	ALL
the situations in which confidentiality might be broken in relation to child and adolescent patients	X	ALL
the legal issues relating to the practise and delivery of Paediatric Dentistry	X	ALL
On completion of training, a Specialist in Paediatric Dentistry should be able to:		
treat patients/parents/carers fairly and in line with the law	X	ALL
promote equal opportunities for all patients or groups of patients	X	ALL
obtain informed consent in relation to child and adolescent patients	X	ALL
work with other agencies to obtain informed consent in exceptional circumstances	X	ALL
share information appropriately when necessary to safeguard children	X	ALL
work within appropriate legal frameworks	X	ALL
apply knowledge of children's rights to the clinical situation	X	ALL
On completion of training, a Specialist in Paediatric Dentistry should:		
demonstrate a non-discriminatory approach to patients/parents/carers	X	ALL
respect paediatric patients' and parents'/carers' autonomy and wishes	X	ALL
respect the right to confidentiality	X	ALL
demonstrate empathy while acting in the child's/family's best interests	X	ALL

4 WORKING WITH COLLEAGUES

	WBA	PDP	OTHER
On completion of training, a Specialist in Paediatric Dentistry should be able to describe:			
the relevant law pertaining to equality and diversity		X	
the function of other clinical specialties and their limitations		X	
the principles of complaints management	CBD	X	
the principles of independent review	CBD		
On completion of training, a Specialist in Paediatric Dentistry should be able to:			
treat all team members and other colleagues fairly and in line with the law			360
communicate effectively		X	360
recognise when input from another specialty is required for individual patients	CBD/ MiniCEX		
work effectively with other health care professionals		X	360
manage dissatisfied patients, parents/carers and colleagues	CBD/ MiniCEX	X	
On completion of training, a Specialist in Paediatric Dentistry should:			
demonstrate a non-discriminatory approach to all colleagues			360
recognise own limitations	CBD/ MiniCEX	X	
demonstrate conscientiousness and co-operation		X	360
accept responsibility		X	

5 HEALTH

	PDP	OTHER
On completion of training, a Specialist in Paediatric Dentistry should be able to describe:		
the role of occupational health services	X	360
the principles of responsibility to the public in respect of own health and that of other members of the Paediatric Dentistry team	X	360
the effects of stress	X	360
the support facilities available to dentists and other members of the Paediatric Dentistry team	X	360
On completion of training, a Specialist in Paediatric Dentistry should be able to:		
recognise when personal health takes priority over work pressures and be able to take the necessary time off	X	360
develop appropriate coping mechanisms for stress and seek help if appropriate	X	360
On completion of training, a Specialist in Paediatric Dentistry should:		
recognise personal health as important	X	360

6 PROBITY

	MPAEDDENT	PDP
On completion of training, a Specialist in Paediatric Dentistry should be able to describe: the legal framework for advertisements	X	
On completion of training, a Specialist in Paediatric Dentistry should be able to: work within the financial rules of an employing institution		X
On completion of training, a Specialist in Paediatric Dentistry should: show awareness of equality and diversity issues	X	

Specialty-specific content

1 BIOLOGICAL SCIENCE RELEVANT TO PAEDIATRIC DENTISTRY

	MPAEDDENT	WBA
On completion of training, a Specialist in Paediatric Dentistry should be able to describe: normal development and potential abnormalities in <ul style="list-style-type: none"> • general growth • craniofacial growth • growth of the dento-alveolar complex • tooth eruption 	X	ALL
the principles of genetically determined conditions	X	ALL
the features and genetic basis of common syndromes with significant oro-facial features	X	ALL
the features and genetic basis of genetically determined defects of dental hard tissues and of tooth form, size and number	X	ALL
the role of cell biology in health and disease	X	ALL
On completion of training, a Specialist in Paediatric Dentistry should be able to: apply knowledge of genetics in the diagnosis of oro-facial and dental conditions	X	ALL
detect abnormality in general, craniofacial or dento-alveolar development	X	ALL
apply knowledge of cell biology in the diagnosis and treatment of oro-facial and dental conditions	X	ALL
On completion of training, a Specialist in Paediatric Dentistry should: demonstrate an understanding of the impact of abnormalities in general, craniofacial or dento-alveolar development on patients and their families	X	ALL
demonstrate an understanding of the role of the paediatric dentist as part of multidisciplinary teams in the management of patients with abnormalities in general, craniofacial or dento-alveolar development	X	ALL
demonstrate an understanding of the impact of genetically determined conditions on patients and their families	X	ALL
demonstrate an understanding of the role of the paediatric dentist as part of multidisciplinary teams in the management of patients with genetically determined conditions	X	ALL

2 HEALTH EDUCATION/PROMOTION AND EPIDEMIOLOGY RELEVANT TO PAEDIATRIC DENTISTRY

	MPAEDDENT	PDP
On completion of training, a Specialist in Paediatric Dentistry should be able to describe: key DoH and expert guidance and policy regarding Health Education and Promotion	X	
the design and conduct of oral epidemiological studies and surveys, especially those performed in relation to UK children	X	
On completion of training, a Specialist in Paediatric Dentistry should be able to: contribute appropriately to the development and implementation of relevant Health Education and Promotion programmes	X	
On completion of training, a Specialist in Paediatric Dentistry should: demonstrate an understanding of the role of the Paediatric Dentist in Health Education and Promotion	X	X
demonstrate an understanding of the value and limitations of epidemiological studies	X	

3 GENERAL PAEDIATRICS, PAEDIATRIC SUBSPECIALTIES, MEDICALLY COMPROMISED CHILDREN AND ADOLESCENTS AND THOSE WITH SPECIAL NEEDS

	MPAEDDENT	WBA	PDP	OTHER
On completion of training, a Specialist in Paediatric Dentistry should be able to describe: the key conditions which may make children more prone to oral/dental disease or which may complicate the delivery of oral/dental care, and a detailed knowledge of their oral/ dental management	X			
tools to facilitate communication with children/adolescents with learning difficulties and sensory impairments	X			
The impact of cardiac, haematological, oncological, neurological, metabolic and endocrine disorders and organ transplantation and their management on <ul style="list-style-type: none"> soft and hard tissues the delivery of oral and dental care 	X			
the role of Special Care Dentistry in the transition from paediatric to appropriate adult services	X			
On completion of training, a Specialist in Paediatric Dentistry should be able to: <ul style="list-style-type: none"> diagnose treatment plan provide safe and effective treatment (including the use of inhalation sedation and general anaesthesia) for children with conditions which may make them more prone to oral/dental disease or which may complicate the delivery of dental care	X	ALL		
<ul style="list-style-type: none"> communicate effectively with other clinicians work within multidisciplinary teams involved in the care of children with conditions which may make children more prone to oral/dental disease or which may complicate the delivery of dental care	X	ALL	X	360
play a relevant role in the care of children with special needs in community and hospital settings		ALL	X	

	MPAEDDENT	WBA	PDP	OTHER
<ul style="list-style-type: none"> diagnose treatment plan provide safe and effective treatment for children/adolescents suffering from cardiac, haematological, oncological, neurological, metabolic and endocrine disorders and those undergoing organ transplantation	X	ALL		
play a relevant role in the care of these children/adolescents in community and hospital settings		ALL	X	
manage and facilitate the transition from paediatric to appropriate adult services		CBD	X	
On completion of training, a Specialist in Paediatric Dentistry should:				
demonstrate an understanding of the impact of disability and impairment on children and their families	X	ALL		
demonstrate an appreciation of the impact of disability and impairment on treatment planning and provision	X	ALL		
demonstrate an understanding of the psychological and social impact of chronic disease on children and their families	X	ALL		
demonstrate an appreciation of the impact of chronic disease on treatment planning and provision	X	ALL		
demonstrate an understanding of the necessity to work with colleagues in appropriate dental and medical specialties and other relevant agencies where necessary		ALL	X	
demonstrate an understanding of the importance of seamless transition from paediatric to appropriate adult services		ALL	X	

4 BEHAVIOURAL SCIENCE AND BEHAVIOUR MANAGEMENT RELEVANT TO PAEDIATRIC DENTISTRY

	MPAEDDENT	WBA
On completion of training, a Specialist in Paediatric Dentistry should be able to describe:		
the principles of child cognitive development and behavioural psychology	X	
non-pharmacological behaviour management techniques used in Paediatric Dentistry	X	
the facilities necessary for the safe delivery of inhalation sedation	X	PBA/
other sedation techniques appropriate to the management of anxious children	X	DOPS
the facilities necessary for the safe delivery of dental care under GA	X	PBA/DOPS
the dentist's role in the management of complications/emergencies which may occur during delivery of GA	X	PBA/DOPS
On completion of training, a Specialist in Paediatric Dentistry should be able to:		
recognise normal and abnormal behaviour patterns in children/adolescents	X	CBD
apply knowledge of behavioural patterns and psychology in the management of anxiety and anxiety related behaviour in the dental setting	X	CBD
recognise and seek help for those patients with behaviours outwith the scope of dental office care	X	CBD
safely and effectively deliver inhalation sedation as an adjunct to dental care for children and adolescents		PBA/DOPS
deal with complications or emergencies which may arise during inhalation sedation		PBA/DOPS
construct and lead an appropriate dental team for inhalation sedation delivery		PBA/DOPS
deliver comprehensive restorative care and exodontia for children/adolescents under general anaesthesia	X	PBA

	MPAEDDENT	WBA
On completion of training, a Specialist in Paediatric Dentistry should: demonstrate an understanding of the appropriateness of various approaches to behaviour management in different situations and in children/adolescents of different ages	X	DOPS
demonstrate an understanding of the ethical and legal aspects of managing child/adolescent behaviour in the dental setting	X	CBD
demonstrate an understanding of the ethical and legal requirements relating to the delivery of inhalation sedation	X	CBD
demonstrate an understanding of when and how to refer appropriately	X	CBD
demonstrate an understanding of the ethical and legal requirements relating to the delivery of dental treatment under GA	X	CBD
demonstrate an understanding of the risks and advantages of various methods of airway management from both the dental and anaesthetic point of view	X	PBA

5 DIAGNOSIS AND TREATMENT PLANNING FOR CHILDREN AND ADOLESCENTS

	MPAEDDENT	WBA
On completion of training, a Specialist in Paediatric Dentistry should be able to describe: normal physical, behavioural and cognitive development of the following age-groups: <ul style="list-style-type: none"> • infant and toddler • 3-6 years • 7-12 years • 13-16 years 	X	MiniCEX/CBD
On completion of training, a Specialist in Paediatric Dentistry should be able to: recognise how physical, behavioural and cognitive development may affect the ability of children/adolescents to accept dental care	X	MiniCEX/CBD
formulate appropriate treatment plans (including the use of inhalation sedation and general anaesthesia) for children/adolescents with specialist dental problems	X	MiniCEX/CBD
On completion of training, a Specialist in Paediatric Dentistry should: demonstrate an understanding of how variations in physical, behavioural and cognitive development may affect planning and delivery of dental care	X	MiniCEX/CBD

6 PREVENTION AND MANAGEMENT OF ORAL DISEASE IN CHILDREN AND ADOLESCENTS

	MPAEDDENT	WBA
On completion of training, a Specialist in Paediatric Dentistry should be able to describe: the prevention and management of dental caries in the primary and immature permanent dentitions	X	CBD
the prevention, diagnosis and management of non-cariou tooth wear in children/ adolescents	X	CBD
the prevention, diagnosis and management of periodontal disease in childhood and adolescence	X	CBD

	MPAEDDENT	WBA
DoH and expert guidance relating to <ul style="list-style-type: none"> • smoking • drugs • alcohol • substance abuse in children/adolescents	X	MiniCEX
On completion of training, a Specialist in Paediatric Dentistry should be able to:		
construct and deliver effective and appropriate preventive, restorative and surgical treatment plans for children/adolescents with dental caries	X	CBD
accurately diagnose non-cariou TSL in children/adolescents	X	CBD
construct and deliver effective and appropriate preventive and restorative treatment plans for children/adolescents with non-cariou TSL	X	CBD
deliver appropriate and effective preventive and interceptive periodontal programmes for children/adolescents including <ul style="list-style-type: none"> • mechanical plaque control • antimicrobial plaque control • appropriate use of DCPs 	X	CBD
diagnose and manage periodontal disease in children and adolescents	X	CBD
recognise when periodontal disease may be related to systemic disease	X	CBD
recognise those children where specialist periodontal opinion/management may be indicated	X	CBD
deliver effective advice relating to smoking, drug and alcohol abuse for children/adolescents	X	CBD
On completion of training, a Specialist in Paediatric Dentistry should:		
demonstrate an understanding of the complexity of the caries process and how variables may interact to render children/ adolescents caries prone	X	CBD
demonstrate an understanding of the key role of preventive care in the management of caries in childhood and adolescence	X	CBD
demonstrate an understanding of the complexity of non-cariou TSL in childhood and adolescence	X	CBD
demonstrate an understanding of when to refer children/adolescents with TSL to other specialties	X	CBD
demonstrate an understanding of when to refer children/adolescents with periodontal disease to other specialties	X	CBD
demonstrate an understanding of the pressures which may lead children/adolescents to <ul style="list-style-type: none"> • smoke • use illicit drugs • abuse alcohol • engage in substance abuse 	X	MiniCEX
show sensitivity to differing family attitudes to dentists giving advice to children/adolescents relating to smoking, illicit drugs, alcohol or substance abuse	X	MiniCEX/CBD

7 ORAL PATHOLOGY, ORAL MEDICINE AND ORAL SURGERY IN CHILDREN AND ADOLESCENTS

	MPAEDDENT	WBA	PDP
On completion of training, a Specialist in Paediatric Dentistry should be able to describe: the diagnosis and management of <ul style="list-style-type: none"> • mucosal • soft tissue • hard tissue pathology occurring in and around the mouth from birth through adolescence	X		
the diagnosis of impacted and supernumerary teeth	X		
On completion of training, a Specialist in Paediatric Dentistry should be able to: diagnose mucosal, soft and hard tissue pathology occurring in and around the mouth from birth through adolescence	X		
recognise pathology which requires investigation and management with or by other specialties	X		
diagnose impacted and supernumerary teeth	X	CBD	
On completion of training, a Specialist in Paediatric Dentistry should: demonstrate an understanding of the necessity to consult and collaborate with colleagues in appropriate dental, medical and surgical specialties where necessary		CBD	X

8 RESTORATIVE TECHNIQUES IN CHILDREN AND ADOLESCENTS

	MPAEDDENT	WBA
On completion of training, a Specialist in Paediatric Dentistry should be able to describe: the selection, application, delivery and limitations of contemporary <ul style="list-style-type: none"> • intra-coronal restoration • extra-coronal restoration • endodontic • fixed and removable prosthodontic techniques in primary and immature permanent teeth	X	MiniCEX/DOPS
the selection and application of therapies appropriate to the management of periodontal conditions in children and adolescents	X	DOPS
On completion of training, a Specialist in Paediatric Dentistry should be able to: select and deliver appropriate interventions for primary and immature permanent teeth as part of a holistic oral care treatment plan	X	
diagnose complications associated with the restoration of primary and immature permanent teeth	X	MiniCEX/DOPS
select and deliver appropriate therapies in the management of periodontal conditions in children and adolescents	X	MiniCEX/DOPS
On completion of training, a Specialist in Paediatric Dentistry should: demonstrate an understanding of the variables which may influence the choice of restorative material or technique in different children	X	MiniCEX/DOPS
demonstrate an understanding of the variables which may influence the choice of periodontal therapy in different children	X	

9 DENTO-ALVEOLAR AND MAXILLOFACIAL TRAUMATOLOGY IN CHILDREN AND ADOLESCENTS

	MPAEDDENT	WBA
On completion of training, a Specialist in Paediatric Dentistry should be able to describe: the aetiology presentation, investigation and management of <ul style="list-style-type: none"> • dento-alveolar • intraoral/perioral soft tissue injuries in childhood and adolescence	X	ALL
maxillofacial injuries in childhood and adolescence	X	ALL
On completion of training, a Specialist in Paediatric Dentistry should be able to: diagnose and manage <ul style="list-style-type: none"> • dento-alveolar • intraoral/perioral soft tissue injuries in childhood and adolescence	X	ALL
identify injured teeth of poor prognosis in the intermediate- and long-term	X	ALL
engage in effective multidisciplinary communication and planning where appropriate	X	ALL
liaise with, or refer to appropriate specialties in respect of children/adolescents with traumatic injuries	X	ALL
On completion of training, a Specialist in Paediatric Dentistry should: demonstrate an understanding of the limitations of the child and parent/carer		ALL
demonstrate an understanding of the limitations of available treatments		ALL

10 MULTIDISCIPLINARY AND MULTI-AGENCY COLLABORATION IN PAEDIATRIC DENTISTRY

	MPAEDDENT	WBA	PDP
On completion of training, a Specialist in Paediatric Dentistry should be able to describe: the role of the Paediatric Dentist in multidisciplinary diagnostic and management teams for children and adolescents with complex dental problems	X		
the presentation and features of malocclusion and abnormalities of tooth position and eruption	X		
the use of appliances to correct minor tooth ectopia and crossbites in the primary and mixed dentitions	X		
the application and design of space-maintainers in the primary and mixed dentitions	X		
the multidisciplinary team approach to the management of children with CLP	X		
the basic principles of the surgical, orthodontic and restorative management of children with craniofacial anomalies	X		
the signs, symptoms and presentations suggestive of child abuse and neglect	X		
the oro-facial signs of child abuse and neglect	X		
the principles and processes of child protection and managing child maltreatment	X		
government guidance related to safeguarding and promoting children's welfare	X		

	MPAEDDENT	WBA	PDP
<i>On completion of training, a Specialist in Paediatric Dentistry should be able to:</i>			
participate in multidisciplinary care where appropriate	X		X
provide multidisciplinary teams with appropriate Paediatric Dentistry advice		ALL	X
recognise and diagnose of problems in the developing occlusion including <ul style="list-style-type: none"> • teeth of poor prognosis • impactions and ectopia • hypodontia • cross-bites 	X		
plan and deliver interceptive orthodontic intervention in the primary and mixed dentitions using removable or simple fixed appliances including space maintainers	X	MiniCEX/DOPS/CBD	
provide effective dental care for children with CLP	X	MiniCEX/DOPS/CBD	
communicate effectively and appropriately with Regional CLP teams			
provide effective dental care for children with craniofacial anomalies	X	MiniCEX/DOPS/CBD	
communicate effectively and appropriately with multidisciplinary craniofacial teams			
recognise possible child abuse and neglect	X	MiniCEX/DOPS/CBD	
refer appropriately and/or take appropriate action when abuse or neglect is suspected	X	MiniCEX/DOPS/CBD	
communicate with children, parents and carers when abuse or neglect is suspected	X	MiniCEX/DOPS/CBD	
<i>On completion of training, a Specialist in Paediatric Dentistry should:</i>			
demonstrate an understanding of the limitations and scope of active orthodontic interventions within Paediatric Dentistry	X	MiniCEX/DOPS/CBD	
demonstrate an understanding of when an orthodontic opinion should be sought or appropriate referral made	X	MiniCEX/DOPS/CBD	
demonstrate an understanding of the Paediatric Dentist's role in the management of the child with CLP	X	MiniCEX/DOPS/CBD	
demonstrate an understanding of the psychological and cosmetic aspects of the management of children with CLP	X	MiniCEX/DOPS/CBD	
demonstrate an understanding of the Paediatric Dentist's role in the management of the child with craniofacial anomalies	X	MiniCEX/DOPS/CBD	
demonstrate an understanding of the psychological and cosmetic aspects of the management of children with craniofacial anomalies	X	MiniCEX /DOPS/CD	
demonstrate an understanding of the ethical and legal responsibilities of the Paediatric Dentist when managing suspected abuse and neglect	X	MiniCEX/DOPS/CBD	
recognise limitations and when to refer/seek further opinions in cases of abuse/neglect	X	MiniCEX/DOPS/CBD	
respect the experience and opinions of other professionals working in the field of abuse/neglect	X	MiniCEX/DOPS/CBD	