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Portfolio for Educational Supervisors

Information and evidence demonstrating achievement
of COPDEND Standards for Dental Educators (2013)

Contents

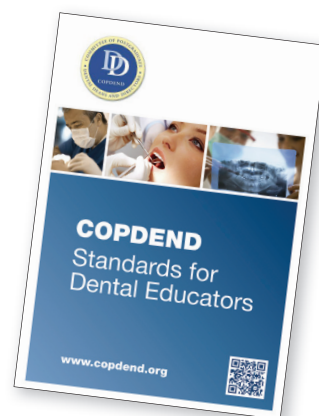
Page 1	Foreword
Page 3	How to Complete the Portfolio
Page 5	Referencing
Page 6	Writing a Reflective Narrative
Page 7	Contextual Information
Page 9	Domain 1: Teaching and Learning
Page 15	Domain 2: Assessing the Learner
Page 21	Domain 3: Guidance for Personal and Professional Development
Page 25	Domain 4: Quality Assurance
Page 29	Domain 5: Management
Page 33	Core Values Matrix
Page 34	Personal Learning Plan Summary
Page 35	Evidence Section
Page 37	Appendices

Foreword

Educating the next generation of dentists is serious business. To be an effective Educational Supervisor it is not sufficient to simply be an excellent dentist yourself; you need to have additional skills and knowledge about how to help others to learn.

The skills and knowledge required of educational supervisors are laid out in the revised **COPDEND UK (2013) Standards for Dental Educators** (henceforth called “the Standards”) which build on the original guidelines that were produced in 2008. The purpose of the Standards is to “ensure that skilled educators provide high quality educational experiences for all learners” (COPDEND 2013, p2) and therefore promote high quality patient care.

The new Standards contain some significant changes from the original guidelines, for example they now describe the core values that underpin educational activity. Before beginning this portfolio, even if you are an experienced educational supervisor, you should ensure that you have a copy of the new Standards ([available from http://www.copdend.org](http://www.copdend.org)). The Standards are divided into Domains – basically areas in which educational supervisors need to have knowledge and skills.



There are five Domains:

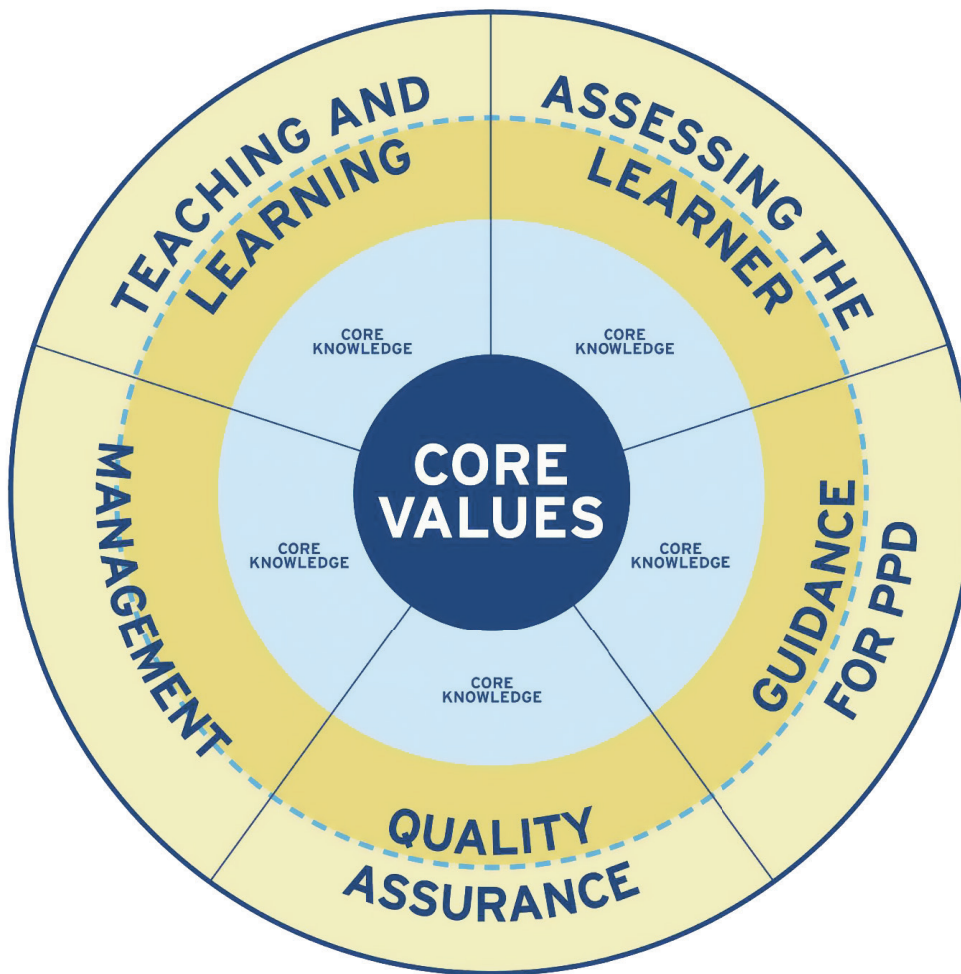
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|------------------|--|
| Domain 1: | Teaching and Learning |
| Domain 2: | Assessing the Learner |
| Domain 3: | Guidance for Personal and Professional Development (PDP) |
| Domain 4: | Quality Assurance |
| Domain 5: | Management |

The Standards explain the Core Knowledge that is needed for each Domain and describe two levels at which the Standards can be achieved. Level 1 is the required level for dental educators and Level 2 is the required level for strategic leaders and managers of dental education. Not all aspects of the Standards are required by all dental educators, for example DF educational supervisors will be mostly concerned with the domains “Teaching and Learning”, “Assessing the Learner” and “Guidance for Personal and Professional Development” and some elements of “Quality Assurance” and the “Management” Domain.

The Standards also include a statement of Core Values, which state the dental educator is committed to:

- v.1 Enhancing the care of patients through dental education
- v.2 Modelling good professional behaviour and attitudes at all times
- v.3 Continuously seeking to improve his or her educational practice
- v.4 Learner-centred education, safeguarding learner well-being
- v.5 Enabling a culture of personal and professional development
- v.6 Actively contributing to and supporting the education of colleagues
- v.7 Equality and Diversity
- v.8 GDC Standards promoting high quality, ethical, safe patient-centred care at all times, and seeking to maintain oral health, prevent oral disease and ensure patient dignity

The Core Values



The Department of Postgraduate Dentistry requires all educational supervisors to demonstrate achievement of the Standards and to show that they are remaining as up to date in their educational role as they are in their role as dental professionals. Therefore all existing and appointed educational supervisors will be asked to complete this portfolio.

The purpose of the portfolio is to:

- Enable existing educational supervisors to demonstrate that they are working within the framework of the new Standards
- Provide evidence of attainment of the Standards that can be discussed at appraisal
- Enable prospective educational supervisors to demonstrate their readiness to fulfil this role

For educational supervisors wishing to complete the portfolio, the Postgraduate Dental Team are providing some support workshops. For details, please visit the website.

Individual tutorials and help will also be available from skilled Facilitators and more information about this will be provided at the workshops.

How to Complete the Portfolio

A portfolio is a:

“flexible tool that engages (the person who completes it) in a process of continuous reflection and collaboration focussed on selective evidence of learning”
Zubizarreta 2008 p3

This portfolio is not a simple scrapbook of educational activities you have been involved in, although you will be required to provide examples of some activities as evidence. It is a space where you can discuss how you have gone about your activities as an educator, and to justify and reflect on the approach you have taken, when educating, assessing and guiding others.

It is also a place to record what you have learned from engaging in these activities and a space to identify your learning needs as an educator and your plans to meet them. You will have a chance to critically discuss and explore the contents of your portfolio with facilitators, whilst you are putting the portfolio together and have a summative interview when the portfolio has been completed.

The portfolio is divided into Sections, each Section represents a relevant Domain from the Standards:

- Domain 1:** Teaching and Learning
- Domain 2:** Assessing the Learner
- Domain 3:** Guidance for Personal and Professional Development (PDP)
- Domain 4:** Quality Assurance
- Domain 5:** Management

The fifth Section, relating to the “Management” Domain is essential for the role of an educational supervisor, particularly if your role includes involvement in recruitment and selection for foundation dentists or educational activities, committee work related to dental education or you are a Principle in a Practice.

Each Section requires you to provide information and evidence which demonstrates that you:

- 1. Possess the Core knowledge relevant to the Domain**
This can be demonstrated through a variety of means including: references to current educational literature, Certificates showing educational attainment of relevance, Reflective notes on documents, evidence of your activities as an educator.
- 2. Espouse the Core Values of the Standards**
This can be demonstrated through reflective comments on: role, education and training received or delivered; personal development planning, feedback from others.
- 3. Achieve the Learning Outcomes at Level 1**
This can be demonstrated by providing feedback, for example from learners and patients, reflections on practice as an educator, reflections on anonymised examples of individual learning plans, tutorials, assessments or educational guidance.

Each Section has 2 areas which prompt you to:

1. Provide evidence of your activities.
2. Write a reflective narrative about the approach you have taken to the activities. This will involve you demonstrating:
 - the core knowledge relevant to the Domain
 - some familiarity with relevant educational literature

At the end of the Portfolio you will be asked to:

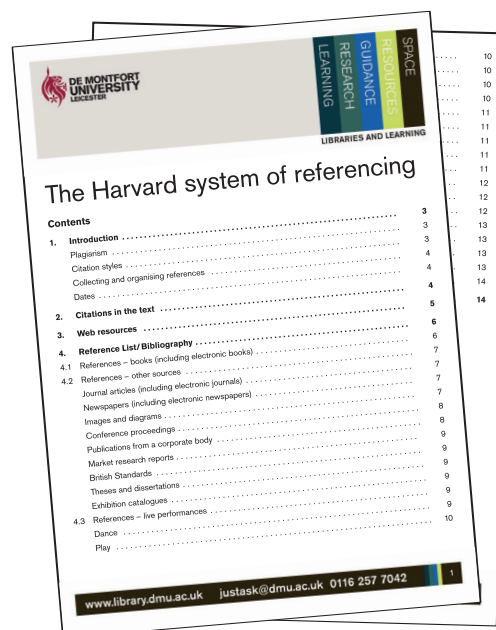
3. Cross reference your activities and the contents of the portfolio to the Core Values, to show how you have espoused the core values in your work (i.e. it should be fairly easy to point to parts of the portfolio where you have shown value 2: Modelling good professional behaviour and attitudes at all times, as this is inherent to the role of educational supervisor).
4. Identify your future learning needs for each Domain and your plans to meet them as a specific Personal Development Plan for your role as an educational supervisor. N.B this is in addition to your PDP as a practising dentist.

Referencing

The portfolio is intended to demonstrate effective educational practice based on contemporary educational theory. Therefore evidence that the educational supervisor has undertaken appropriate reading, will be required in each section of the Portfolio.

Either the Vancouver or Harvard system of referencing is acceptable, providing it is used accurately and consistently. There are many examples on the web of how to use either the Harvard or Vancouver referencing systems, for example the John Rylands University Library Manchester, offers a good guide to the Harvard system which can be retrieved via: http://www.library.manchester.ac.uk/academicsupport/referencing/_files/JRUL-Harvard-referencing-guide.pdf

Some guidance on reading will be given during the workshops, but a helpful reading list is provided at the end of the portfolio.



DE MONTFORT UNIVERSITY LEICESTER		LIBRARIES AND LEARNING	10
THE HARVARD SYSTEM OF REFERENCING			10
Contents			10
1. Introduction	3		11
Plagiarism	3		11
Citation styles	4		11
Collecting and organising references	4		11
Dates	4		11
2. Citations in the text	5		11
3. Web resources	6		11
4. Reference List/Bibliography	6		11
4.1 References – books (including electronic books)	7		12
4.2 References – other sources	7		12
Journal articles (including electronic journals)	7		12
Newspapers (including electronic newspapers)	7		12
Images and diagrams	8		12
Conference proceedings	9		12
Publications from a corporate body	9		12
Market research reports	9		12
British Standards	9		12
Theses and dissertations	9		12
Exhibition catalogues	9		12
4.3 References – live performances	9		12
Dance	10		12
Play	10		12
www.library.dmu.ac.uk justask@dmu.ac.uk 0116 257 7042			1

Writing a Reflective Narrative

Several prompts in the portfolio ask you to write a reflection on an activity you have undertaken or an aspect of education.

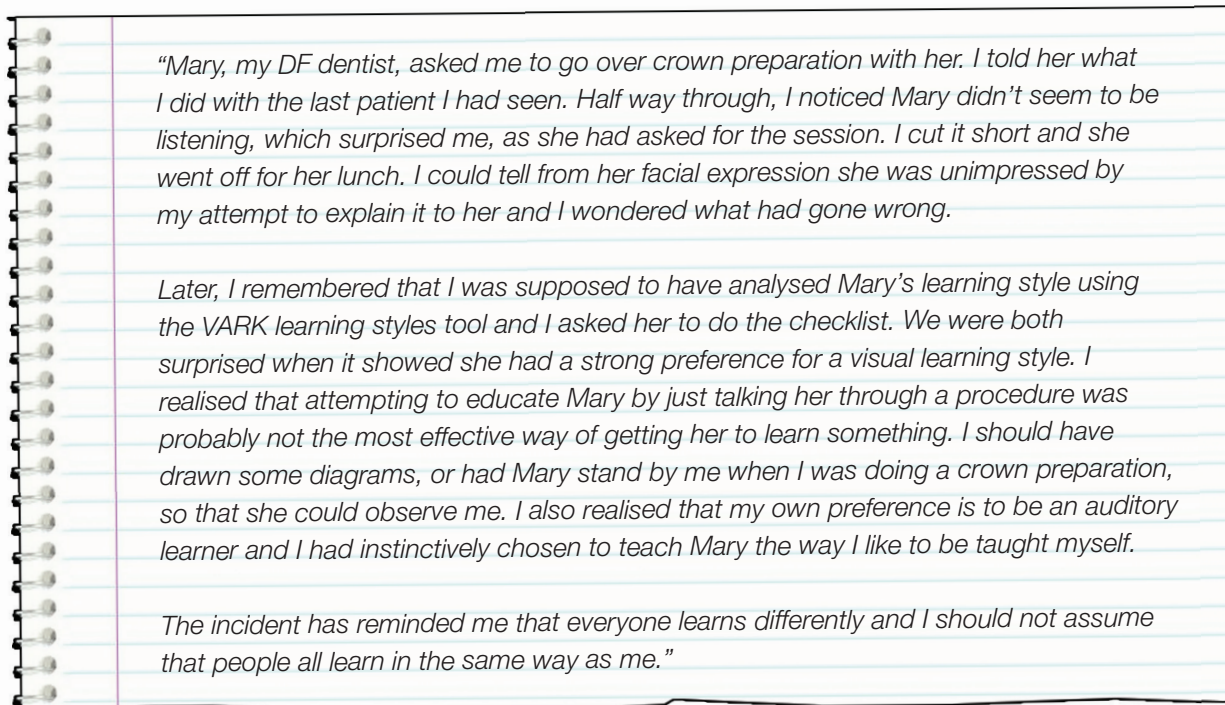
Reflective writing is evidence of reflective thinking. As a professional, you are expected to reflect on your practice. Reflection helps to continuously improve practice, but also enables the professional person to develop greater self-awareness. Sometimes, even with careful planning, educational activities don't always go as expected and this can be due to factors such as the personalities involved, previous history and experience or environmental factors for example. Taking time to reflect enables you to learn more about a situation, rather than to dismiss it with statements such as "that went well", or "that didn't go well".

When the portfolio prompts you for a reflection, you are being asked to:

- Look back at something (such as an event, or ideas gained through reading or practice)
- Analyse the event or idea, thinking in depth and from different perspectives, and trying to explain and explore what happened. You are encouraged to draw in references from educational theory if it helps the explanation and analysis
- Think carefully about what the event or idea means for you and your ongoing progress as a learner and/or practising professional

Reflective writing is more personal than other kinds of academic writing.

This is an example of reflective writing:



Please notice that reflective writing is written in the first person, YOU are reflecting on what YOU have learned or thought about the situation.

Contextual Information

Name	Professional Role	Contact Details	Currently Educational Supervisor (Yes/No)

Please provide in the evidence section:

- an up to date copy of your curriculum vitae
- copies of relevant Qualifications/Certificates of achievement/Awards/Validated CPD Activity

Please provide a personal statement about why you wish to be/ have become an educational supervisor and what approach you (will) take to educating others.

This is a statement of your personal philosophy of education. You may want to look at the core values expressed in the Standards, but try to write “from the heart” before you do this. It will raise your self-awareness of what is important to YOU.

Domain 1: Teaching and Learning

Core Knowledge	Level 1
1.k.1 Can describe how different ideas about learners and learning make a difference to educational practice	1.1.1 Applies Educational theory and a critical evaluation of evidence to their educational practice
1.k.2 Can identify good practice relating to different modes of educational delivery in order to maximise learner achievement	1.1.2 Devises appropriate educational input to meet learners' needs and continually seeks to improve input in the light of feedback
1.k.3 Can discuss different approaches to course development and programme planning	1.1.3 Prepares own or uses others high quality learning resources and educational materials
1.k.4 Can specify the content of the learners programme/curriculum, the required professional and clinical standards, and expected outcomes	1.1.4 Plans, supervises, discusses and reviews learners' developing knowledge and skills, encouraging increasing professional responsibility
	1.1.5 Ensures learners are aware of the aims, objectives, content and arrangements of courses / programmes
	1.1.6 Employs good communication skills and works well in teams
	Specific To Learning In The Workplace
	1.1.7 Maximises opportunities for students to acquire relevant experience in the workplace, whilst making the care of each patient the practitioner's prime concern
	1.1.8 Looks for opportunities to involve patients and the wider workplace team as educators
	1.1.9 Maintains financial and ethical probity, where clinical practice interfaces with business practice

In the Evidence Section for Domain 1 at the rear of the Portfolio please provide:

- 1.1** An example of how you have assessed a learner's learning style (e.g. a completed VARK questionnaire, (available from www.vark-learn.com) or any other learning styles questionnaire such as Honey and Mumford (1982)).
- 1.2** An example of two educational activities you have planned, designed and delivered e.g. a tutorial and a clinical activity involving a patient . Each learning activity should have aims and learning outcomes attached to it. For advice on writing these see (Good Practice on Writing Aims and Learning Outcomes available from www.learninginstitute.qmul.ac.uk).
- 1.3** The learner's and your written evaluation of the two sessions provided in evidence 1.2.
- 1.4** An example of an educational resource you have used (e.g. Powerpoint Presentation or a chart, graph or photograph of other resources).
- 1.5** A copy of the official syllabus or curriculum or learning programme for one of your learners, e.g. a Foundation Dentist.
- 1.6** A personalised learning plan for one of your learners, (anonymised) showing how experience relevant to their learning needs can be gained in your practice.

1.1 Critical Reflective Narrative on Learners and Learning

- Please critically reflect on how your understanding of individual differences between learners and learning styles has influenced the learning activities, resources and learning plan you have included in the Evidence Section. (Hint: look at the example of reflective writing in the Foreword)
- Please also refer to current educational literature about needs of individual learners in your discussion (For example Chapter 3 in Bhogal et al (2011) –full reference at end of portfolio – or any other any academic literature published in the last 5 years)

1.2 Critical Reflective Narrative on Modes of Educational Delivery to maximise learner achievement

- Refer to the two examples of educational activities you have planned, designed and delivered you have provided in the Evidence Section
- Please discuss why you chose those two ways to educate the learners rather than any other methods (for example role play or Problem-based learning). What are the strengths and weaknesses of the methods you chose?
- Please also refer to current educational literature in your discussion
- Please discuss the learner's and your evaluation of the learning activities. Were there any differences in your perspectives? How effective were the activities in meeting the learner's needs?

1.3 Critical Reflective Narrative on Course Development and Programme Planning

- Please critically reflect on how you planned the programme of activity for the learner (e.g. the tutorial), which you have included in the evidence section
- Discuss, with reference to the competencies outlined in the learner's curriculum, how this programme of activity relates to the formal course curriculum the learner is following
- You had to provide aims and learning outcomes for the learning activities, refer to appropriate literature to discuss the differences between aims, objectives and learning outcomes (e.g. see Good Practice on Writing Aims and Learning Outcomes available from www.learninginstitute.qmul.ac.uk)

1.4 Consider the role of patients in educating the new generation of dental professionals. What are the issues and advantages of involving patients in educational activities?

Core Values

In the Core values Matrix at the end of the portfolio, show how the evidence you have provided for Domain 1 and your narratives in this section demonstrate that you understand and have internalised one or more of the core values within the Standards.

Personal Learning Plan

In the Personalised Learning Plan Matrix at the end of the Portfolio, identify, with a rationale, one or more activities you wish to undertake to support your personal and professional development, relevant to this Domain.

Domain 2: Assessing the Learner

Core Knowledge	Level 1
2.k.1 Can identify the strengths and weaknesses of different assessment processes	2.1.1 Uses appropriate assessment tools with learners, exchanges constructive feedback, appropriately documents outcomes and uses assessment results and reflection to inform future learning
2.k.2 Can describe the expected standards, assessment system or grading criteria relating to the training they provide	
2.k.3 Can explain the principles of constructive feedback	
2.k.4 Can outline the use of formative and summative assessment instruments and can explain their relationship to learning	
2.k.5 Can explain the feedback skills required so that learning improves following assessment	

In the Evidence Section for Domain 2 please provide:

- 2.1** Details of two different assessments you have conducted with a learner (The learner should be anonymous).
- 2.2** Information about the types of assessment you conducted e.g. extract from the learner's portfolio explaining the assessments.
- 2.3** The criteria you used to make a judgement about the learner's performance.
- 2.4** A written summary of the oral feedback you gave to the learner, following the assessments.

2.1 Reflecting on the types of assessment you conducted with the learner, what are the strengths and weaknesses of these types of assessment. (For example if you conducted a Direct Observation of Procedure, the nervousness of the dentist or some characteristics of the patient may have influenced the result of the assessment, or if the assessment was a Case – Based discussion you may have realised you had made too many assumptions about the learner’s abilities and level of knowledge).

2.2. Discuss how you reached a decision about the learner's competence/incompetence and factors that might influence this decision.

2.3 Consider the feedback you gave to the learner:

- Discuss the purpose of feedback – give a reference for your comments (see for example Heick, T (2013) 20 Ways to provide Effective Feedback for Learning available via www.teachthought.com)
- Could the feedback you gave to the learner (that you have included in the evidence section), have been more constructive i.e help the learner to learn more?

2.4 Discuss the difference between and uses of formative and summative assessment and how each type of assessment has value to both the educator and the learner. Please refer to literature in your response (For example Gardner, J (2011) Chapter 6 – is a bit wordy, but has some useful insights) and also refer to examples in your learner's portfolio.

2.5 Consider the skills needed to give effective, constructive feedback:

- Reflect on the skills you used in giving feedback to the learner, for example your verbal and non- verbal communication skills. Could you have improved the way you gave feedback to the learner? (E.g. were you rushed, did you give the learner opportunities to question you? Did you get the learner's perspective first?)
- Discuss what you think are the most important skills an educator can use to ensure that feedback promotes learning – for example see Harden and Laidlaw (2012) Chapter 2 or Giving Feedback available from www.mindtools.com

Core Values

In the Core values Matrix at the end of the portfolio, show how the evidence you have provided for Domain 2 and your narratives in this section demonstrate that you understand and have internalised one or more of the core values within the Standards.

Personal Learning Plan

In the Personalised Learning Plan Matrix at the end of the Portfolio, identify, with a rationale, one or more activities you wish to undertake to support your personal and professional development, relevant to this Domain.

Domain 3: Guidance for Personal and Professional Development

Core Knowledge	Level 1
3.k.1 Can access and then detail current guidance relating to ethical and professional conduct	3.1.1 Complies with GDC and NHS standards and guidance in relation to education, CPD, clinical governance and poor performance matters, seeking and acting on advice and support 3.1.2 Provides one-to-one educational support and guidance to learners 3.1.3 Constructively and sensitively challenges poor practice in the delivery of patient care
3.k.2 Can access and then describe local and national procedures relating to clinical governance and poor performance and the support available	
3.k.3 Can describe current educational and professional requirements for initial, postgraduate and continuing registration	
3.k.4 Can access and describe the tools and skills required to support PDP planning	
3.k.5 Is familiar with the range of agencies and sources of information about PPD	

In the Evidence Section for Domain 3 please provide:

- 3.1** Evidence of your awareness of current guidance relating to ethical and professional conduct e.g. GDC Standards for the Dental Team.
- 3.2** Evidence of your knowledge of local and national procedures relating to clinical governance and poor performance and the support available e.g Relevant extract from the Educational Supervisors Handbook.
- 3.3** Evidence of your awareness of current educational and professional requirements for initial, postgraduate and continuing registration.
- 3.4** Evidence of the PDP documentation you use in your practice.
- 3.5** Please provide a summary of your own PDP for the year.

3.1 Discuss your approach to supporting PDP of dental colleagues within your practice. Do the methods you currently use provide equal opportunities for all staff? Is your current system fair and transparent (for example if two staff wanted to go to the same conference and funding was only available for one, how would selection be made?).

3.2 If you became aware that a member of your team was offering poor care to a patient, what would you do? Where would you seek further guidance and support for yourself and for the team member? If this has already happened to you, you may wish to reflect on this event (suitably anonymised).

Core Values

In the Core values Matrix at the end of the portfolio, show how the evidence you have provided for Domain 3 and your narratives in this section demonstrate that you understand and have internalised one or more of the core values within the Standards.

Personal Learning Plan

In the Personalised Learning Plan Matrix at the end of the Portfolio, identify, with a rationale, one or more activities you wish to undertake to support your personal and professional development, relevant to this Domain.

Domain 4: Quality Assurance

Core Knowledge	Level 1
4.k.1 Can describe a basic range of course evaluation tools and the roles of audit, evaluation and research in dental education	4.1.1 Evaluates, reflects upon and seeks to improve his or her own educational performance
4.k.2 Can demonstrate awareness of local and national quality assurance and improvement systems and processes related to education and training	4.1.2 Records data (inputs, processes and outcomes) for monitoring and audit purposes
	4.1.3 Implements local and national quality assurance systems and processes related to education and training
	4.1.4 Encourages learners to participate in audit, evaluation and research

Evidence required for Domain 4:

- 4.1** Evidence of the way you have conducted and then acted on formal or informal evaluation of an educational activity you have delivered.
- 4.2** A completed practice audit on (a subject of your choice) OTHER THAN radiography or record keeping.
- 4.3** Evidence of your awareness of local and national quality assurance and improvement systems and processes related to education and training.
- 4.4** Evidence that you have encouraged a learner to participate in audit, evaluation or research (Remember: "Research is concerned with discovering the right thing to do: Audit is ensuring it is done right " - NHS Information Document INF451/1.1 available from www.hospital.blood.co.uk

4.1. Reflect on the evaluation you have provided in the evidence section:

- Discuss the value of evaluation and what you learned from the evaluation you conducted
- Discuss what other methods of evaluation you could have used (for example, questionnaire, 1:1 questioning) and what prompted you to choose the method that you did. Are there any drawbacks to the method of evaluation you chose e.g. timing or consequences?
- Referring to appropriate literature, how would you differentiate between evaluation, audit and research (for example look at Kirkpatrick's Learning and training evaluation theory available from Harden and Laidlaw (2012) www.businessballs.com and The Differences between audit and research available from www.hospital.blood.co.uk

4.2 Discuss your ideas about the ways in which the quality of dental education may be continuously improved at local and national level.

Core Values

In the Core values Matrix at the end of the portfolio, show how the evidence you have provided for Domain 4 and your narratives in this section demonstrate that you understand and have internalised one or more of the core values within the Standards.

Personal Learning Plan

In the Personalised Learning Plan Matrix at the end of the Portfolio, identify, with a rationale, one or more activities you wish to undertake to support your personal and professional development, relevant to this Domain.

Domain 5: Management

Core Knowledge	Level 1
5.k.1 Can explain current requirements and outline best practice for fair recruitment and selection to educational programmes	5.1.1 Where involved in recruitment, fairly and appropriately selects learners for educational programmes
5.k.2 Can explain the features of effective management, leadership and teamwork and the required skills	5.1.2 Participates in local/national committees, organisations, and/or discussion groups on dental education
5.k.3 Can explain how the environment and the people in it affect learning	5.1.3 Works effectively, both independently and in liaison with others to manage resources for dental education
	5.1.4 Manages the educational input of others

Evidence required for Domain 5:

- 5.1** Practice policy on recruiting and selecting staff/learners to attend educational activities or evidence of how this selection is conducted in a fair and transparent way.
- 5.2** Evidence of your involvement in local/national committees, organisations, and/or discussion groups on dental education e.g. LDC membership.
- 5.3** Evidence of how you and your practice manage resources for dental education.
- 5.4** Evidence of how you manage your team and how your team works together to provide a supportive educational environment for learners e.g. information showing how new staff are welcomed/orientated and how their educational needs are supported by the whole team.
- 5.5** Lesson plans for the tutorials you have given or intend to give to support learners acquire competencies in the COPDEND (2013) Management and Leadership Domain of the Interim Dental Foundation Training and Curriculum Assessment Framework 2013-2014 (A sample lesson plan is included in the Appendix, but this is optional).

5.1 Considering the evidence you have provided about the procedures and activities in your practice for recruiting and selecting learners for educational programmes, discuss how your approach meets current requirements and demonstrates best practice.

5.2 Discuss how the information and evidence you have provided demonstrates that you can explain the features of effective management, leadership and teamwork and the required skills to others.

5.3 Reflect on your own experience of learning and the experience of learners in your practice and discuss how the environment and the people in it affect learning.

Core Values

In the Core values Matrix at the end of the portfolio, show how the evidence you have provided for Domain 5 and your narratives in this section demonstrate that you understand and have internalised one or more of the core values within the Standards.

Personal Learning Plan

In the Personalised Learning Plan Matrix at the end of the Portfolio, identify, with a rationale, one or more activities you wish to undertake to support your personal and professional development, relevant to this Domain.

Core Values Matrix

Core Value	Page numbers/Sections in Portfolio where this is demonstrated	Comments
v.1 Enhancing the care of patients through dental education		
v.2 Modelling good professional behaviour and attitudes at all times		
v.3 Continuously seeking to improve his or her educational practice		
v.4 Learner-centred education, safeguarding learner well-being		
v.5 Enabling a culture of personal and professional development		
v.6 Actively contributing to and supporting the education of colleagues		
v.7 Equality and Diversity		
v.8 GDC Standards promoting high quality, ethical, safe patient-centred care at all times, and seeking to maintain oral health, prevent oral disease and ensure patient dignity		

Personal Learning Plan Summary

Domain	Activity to be accomplished	Rationale for undertaking this activity	Timescale
Teaching and Learning			
Assessment			
Guidance for Personal and Professional Development Planning			
Quality Assurance			
Management			

Evidence Section

In the Evidence Section for Contextual Information please provide:

- an up to date copy of your curriculum vitae
- copies of relevant Qualifications/Certificates of achievement /Awards/Validated CPD Activity

In the Evidence Section for Domain 1 please provide:

- 1.1** An example of how you have assessed learners learning style e.g. a completed VARK questionnaire, (available from www.vark-learn.com) or any other learning styles questionnaire such as Honey and Mumford (1982).
- 1.2** An example of two educational activities you have planned, designed and delivered e.g. a tutorial and a clinical activity involving a patient. Each learning activity should have aims and learning outcomes attached to it. For advice on writing these see (Good Practice on Writing Aims and Learning Outcomes available from www.learninginstitute.qmul.ac.uk).
- 1.3** The learner's and your written evaluation of the two sessions provided in evidence 1.2.
- 1.4** An example of an educational resource you have used (e.g. Powerpoint Presentation or a chart, graph or photograph of other resources).
- 1.5** A copy of the official syllabus or curriculum or learning programme for one of your learners, e.g. a Foundation Dentist.
- 1.6** A personalised learning plan for one of your learners, (anonymised) showing how experience relevant to their learning needs can be gained in your practice.

In the Evidence Section for Domain 2 please provide:

- 2.1** Details of two different assessments you have conducted with a learner (The learner should be anonymous).
- 2.2** Information about the types of assessment you conducted e.g. extract from the learner's portfolio explaining the assessments.
- 2.3** The criteria you used to make a judgement about the learner's performance.
- 2.4** A written summary of the oral feedback you gave to the learner, following the assessments.

Evidence required for Domain 3:

- 3.1** Evidence of your awareness of current guidance relating to ethical and professional conduct e.g. GDC Standards for the Dental Team.
- 3.2** Evidence of your knowledge of local and national procedures relating to clinical governance and poor performance and the support available e.g. Relevant extract from the Educational Supervisors Handbook.
- 3.3** Evidence of your awareness of current educational and professional requirements for initial, postgraduate and continuing registration.
- 3.4** Evidence of the PDP documentation you use in your practice.
- 3.5** Please provide your own PDP for the year.

Evidence required for Domain 4:

- 4.1** Evidence of the way you have conducted and then acted on formal or informal evaluation of an educational activity you have delivered.
- 4.2** A completed practice audit on (a subject of your choice) OTHER THAN radiography or record keeping.
- 4.3** Evidence of your awareness of local and national quality assurance and improvement systems and processes related to education and training.
- 4.4** Evidence that you have encouraged a learner to participate in audit, evaluation or research (Remember: "Research is concerned with discovering the right thing to do: Audit is ensuring it is done right " - NHS Information Document INF451/1.1 available from www.hospital.blood.co.uk

Evidence required for Domain 5:

- 5.1** Practice policy on recruiting and selecting staff/learners to attend educational activities or evidence of how this selection is conducted in a fair and transparent way.
- 5.2** Evidence of your involvement in in local/national committees, organisations, and/or discussion groups on dental education e.g. LDC membership.
- 5.3** Evidence of how you and your practice manage resources for dental education.
- 5.4** Evidence of how you manage your team and how your team works together to provide a supportive educational environment for learners e.g. information showing how new staff are welcomed/orientated and how their educational needs are supported by the whole team.
- 5.5** Lesson plans for the tutorials you have given or intend to give to support learners acquire competencies in the COPDEND (2013) Management and Leadership Domain of the Interim Dental Foundation Training and Curriculum Assessment Framework 2013-2014.

Appendix 1

Sample Tutorial Planning Document

Curriculum Element	Management and Leadership Domain of COPDEND (2013) Interim Dental Foundation Training Curriculum and Assessment Framework 2013-14
Curriculum Learning Outcome to be addressed	2. LEGISLATIVE/Learning Outcome 3 “Has up-to-date knowledge and understanding of discrimination legislation”
Session Aim (i.e. What you intend the learner to be aware of)	The learner will be aware of current discrimination legislation and implications for practice
Session Learning Outcomes (i.e. What the students will be able to do at the end of the session)	At the end of the session the learner will be able to: <ul style="list-style-type: none"> • Identify situations in practice where discrimination may arise • Treat patients in accordance with current discrimination legislation • Advise junior staff about anti-discriminatory practice
Preparatory work for the student before the session	To read Practice Documentation relating to Equal Opportunities or to read a suitable case study you have prepared that shows key principles of the legislation
Assessment Evidence to Evaluate Achievement of Session Learning Outcomes	Foundation dentist will teach dental nurses about E&D (e.g. further reading or practice)
Extension Work that you will advise the learner to do following session	Complete the on-line E&D course if not already done so
Your Reflection on the Session, after the event, including any feedback from students and therefore what you would change for next time:	<i>Session was a bit packed, N. was a bit unsure about teaching the nurses, but I still feel it was a legitimate approach, in the event he did it very well, so I feel vindicated! He commented he had learned a lot. I need to get a better case study, the one I used didn't cover disability and I think that is a big issue in this practice, with the upstairs surgery.</i>

Please continue to the next page

Phase of Tutorial	Content	Approximate Timing	Your Activity	Learner Activity	Resources Required
Introduction	E&D is a legislative responsibility and important that practice staff know about it	10 mins	Explain The importance 1 minute test on E&D legislation and feedback on students responses	Listening Answering Qs	Practice E&D policy
Development 1	Identify situations in practice where discrimination may arise	15 minutes	Prompt student to identify types of discrimination Confirm and Reinforce	Answering Qs	E&D resources from on-line course
Development 2	Treat patients in accordance with current discrimination legislation	15 minutes	Present Case Study of a discrimination incident	Discussion of case	Case Study
Development 3	Advise junior staff about anti-discriminatory practice	10 minutes	Ask student to prepare a teaching activity for new nursing staff around anti-discriminatory practice	Discuss Preparation of session	Session planning materials
Conclusion	e.g A summary of the key points and what the learner should do now	10 minutes	Summarise key points and learning outcomes Confirm time of session for nurses	Questions	

Sample Tutorial Planning Document

Curriculum Element	
Curriculum Learning Outcome to be addressed	
Session Aim (i.e. What you intend the learner to be aware of)	The purpose of the session is to:
Session Learning Outcomes (i.e. What the students will be able to do at the end of the session)	At the end of the session the learner will be able to:
Preparatory work for the student before the session	
Assessment Evidence to Evaluate Achievement of Session Learning Outcomes	
Extension Work that you will advise the learner to do following session	
Your Reflection on the Session, after the event, including any feedback from students and therefore what you would change for next time:	

Please continue to the next page

Phase of Tutorial	Content	Approximate Timing	Your Activity	Learner Activity	Resources Required
Introduction					
Development 1					
Development 2					
Development 3					
Conclusion					

Appendix 2

Helpful Resources for this Portfolio

Bhogal P et al (2010) Effective Medical Teaching Skills: A Practical Guide to Medical Education London, BPP Learning Media (Author's Note: written for doctors and easy read, Chapters 1-6 and Chapter 9 are quite helpful, but you will have to provide your own dental examples).

Gardner J (2011) Assessment and Learning London, SAGE (Authors Note: A general education text that is a bit weighty, but does have some good information if you pick through. Parts of this book are available free, on-line).

Harden R M, Laidlaw J M (2012) Essential Skills for a Medical Teacher Edinburgh, Churchill Livingstone (Author's note: Available as an e-book and much more thorough than Bhogal et al cited above – this is the recommended text, although still aimed at doctors).

Heick, T (2013) 20 Ways to provide Effective Feedback for Learning available via www.teachthought.com) (Authors Note: This website is predominantly for school teachers, but it does have some helpful hints and tips).

Higher Education Academy visit their Resources Centre to find scholarly articles and other educational resources at www.heacademy.ac.uk

Kirkpatrick's Learning and training evaluation theory available from www.businessballs.com

(Author's Note: Businessballs is described as "a free ethical learning and development resource for people and organizations", run by Alan Chapman, in Leicester, England. It gives bite sized chunks of information and is a good starting place for ideas about communication skills and business practice).

Mind Tools - Giving Feedback available from www.mindtools.com (Author's Note: Mind Tools was started in 1996 and gives very helpful practical information about leadership and management skills and problem solving).

Race P (2010) Making Learning Happen, 2nd Edition London, Sage (Chapter 2, Ripples model of learning: seven factors underpinning successful learning is particularly helpful and can be accessed on-line at www.phil-race.co.uk/most-popular-downloads/) (Author's Note: Phil Race is an education "guru" and unusually, his work is quite readable!).

The Learning Institute: Good Practice on Writing Aims and Learning Outcomes available from www.learninginstitute.qmul.ac.uk (Author's note: The Learning Institute is Part of Queen Mary's University, London and will soon become the Centre for Academic and Professional Development.

VARK: A guide to Learning Styles, available from www.vark-learn.com is a simple introduction to learning styles. Author's Note: The Learning Styles Literature is immense and interesting, but this is a good basic introduction to one popular model.

Appendix 3

References

COPDEND UK (2013) Standards for Dental Educators Oxford: COPDEND.

Honey P, Mumford A (1982) The Manual of Learning Styles (Maidenhead: Peter Honey).

Zubizaretta J (2008) The Learning Portfolio: A Powerful Idea for Significant Learning: Idea Paper 44 Idea Center
available from <http://www.theideacenter.org>