What it takes to be an Dental Educational Supervisor now and going forward...

December 2015
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The role of the Dental Educational Supervisor.

The Dental Educational Supervisor is responsible for the clinical supervision and overseeing the educational progress of the foundation dentist during their foundation year. Duties involve agreeing treatment plans, undertaking tutorials, appraisals, reviews, carrying out work based assessments, providing feedback and recommendation for satisfactory completion of the foundation training. Completion of the E Portfolio and the educational tools within it is essential whilst supporting the foundation dentist (COPDEND, 2015).

The Dental Foundation Programme is for one year and satisfactory completion will allow the foundation dentist to be issued with and NHS performer number which will enable them to practice NHS dentistry.


- The practice and the ES must demonstrate a substantial commitment to NHS dentistry.
- Have been working in NHS primary care for at least four years as a performer post DFT (VT) with some managerial experience.
- Provide a dedicated surgery and suitably experienced/registered nurse for a Foundation Dentist for 35 hours per week for 48 weeks of the year to treat adults and children under the NHS.
- Have an appropriate educational qualification or be enrolled and undertaking an externally accredited postgraduate educational course.
- Have evidence of appraisal and continuous professional development contributing to education competencies.

The appointment process of a Dental Educational Supervisor.

The appointment process for the Dental Educational Supervisor is competitive and is managed in three stages.

Stage 1
Applications are received.

Stage 2
A practice inspection will take place by two members of the HENW team to ensure the practice and staff are a safe clinical and effective educational environment for the foundation dentist to practice. An inspection of clinical records will also take place at the practice visit. We will request to see various policies within the practice. The ES must be available at the practice visit.

Stage 3
The interview will consist of a presentation and questions. Applicants will also be asked to provide evidence of a professional development portfolio showing evidence of a minimum of 3 years Continuous Professional Development of the current GDC cycle of the applicant alongside evidence of a current appraisal. The whole interview process should take no longer than half an hour.
Educational requirements of Dental Educational Supervisors.

In July 2016 the National mandatory register for approved trainers working in Postgraduate Medical Education will be enforced. Work has been carried out aligning educational processes in line with the implementation plan to recognise and approve trainers for medical training (GMCUK, 2012).

It is recognised that there is a need within Postgraduate Dental Education to have a process to ensure current competencies of educators. In January 2016 HENW Postgraduate Dentistry will begin the process of introducing a local register to ensure that all educators have the appropriate competences to support and deliver Postgraduate Dental Education. This will be developed using the HENW processes and COPDEND Educational Standards (2013). These Standards will act as a validation tool and allow Educational Supervisors to be self-accountable for their own educational performance and commitment to continuous professional development within the education arena.

Working alongside our medical colleagues we will share good practice to ensure consistency around quality improvement supporting the education process. It has been agreed to enter the process via the recognition route. We will adopt the principles of the AoME Professional Standards Framework and COPDEND Education Standards, because the two interlink with each other and set the criteria for educational requirements and expectations of educational supervisors.

Why are we doing this?

To protect and enhance training and education within our dental education programmes and activities, which will ultimately protect and improve patient care. It is important to recognise the role of the Educational Supervisor in its entirety. By using the framework criteria this will ensure consistency and monitoring to be achieved by all involved. Working within the framework guidelines will enable clear development structures, which can support and act as evidence at appraisal and enable’s the delivery of training programmes through CPD activities. The outcomes can then be mapped to the workforce which will benefit not only the learners but the educators themselves.

How are we going to do this?

We will be working towards a programme and timescale, which will enable all educational supervisors to be fully recognised by July 2016. We will support all current and future Educational Supervisors with this process.

All Educational Supervisors will be entered into a North West data base which will allow us to monitor educational competencies to be assessed, this data base will act as the register.

All current Educational Supervisors that have an educational qualification/module will be provisionally recognised by December 2015.

To become fully recognised by 2016 and to retain recognition thereafter Educational Supervisors will need an annual appraisal, which includes a minimum of one piece of evidence demonstrating educational competency. This should be mapped to any of the educational domains, over a five year
cycle it is expected that you would collate different evidence to support all the domains within the standards. All evidence will have to be presented at appraisal and support your personal development plan (pdp).

**What about New Educational Supervisors?**

From 2016 all newly appointed Educational supervisors will need to do the following in order to be placed on the local register:

- Hold a current Postgraduate Education Qualification and
- provide one piece of evidence from domains 1 – 5 for Educational Supervisor.

or

- be enrolled or be prepared to complete an externally accredited taught Postgraduate Education Course and
- provide one piece of evidence from domains 1 – 5 for Educational Supervisor.

Support and guidance with regards to Appraisal will be provided by HENW Postgraduate Dentistry if required. If you are not an existing Educational Supervisor you can request an appraisal through the Individual peer review scheme [https://www.nwpgmd.nhs.uk/Dental_Appraisers_Form](https://www.nwpgmd.nhs.uk/Dental_Appraisers_FORM).

To retain recognition thereafter Educational Supervisors will need an annual appraisal, and provide a minimum of one piece of evidence demonstrating educational competency. This should be mapped to any of the educational domains within the COPDEND standards, over a five year cycle it is expected that you should collate different evidence to support all the domains within the standards.

**Role requiring recognition:**

Educational Supervisors

**Moving forward.**

All current Educational Supervisors will be regarded as provisionally recognised and will enter onto the local database to ensure current compliance with the process by December 2015.

In order to be fully recognised and retain recognition thereafter a mandatory annual appraisal, which includes evidence of educational CPD, must be undertaken. This fits with the principles of the GDC CPD annual declaration - **February 2016.**

Anyone not on the North West database of provisionally recognised, will have to be enrolled or have completed a taught course that is externally accredited and mapped to Postgraduate level 7. In
addition as a continuum they will need to provide a minimum of one piece of evidence from each of the domains 1 – 5 to be fully recognised. - April/May 2016.

*If an Educational Supervisor is returning to the role after a period of time out subsequent of the Recognition database being introduced, it is the responsibility of the Associate Dean for Dental Foundation Training to assess the education portfolio and evidence presented to show skills and competencies are current and up to date.

**What classes as evidence?**

HENW have produced guidance, which gives specific ideas for the types of evidence that may be collected and presented at appraisal. You and your appraiser will analyse the evidence collected to allow a judgement to be made as to whether it is sufficient for each domain.

It is important to recognise that this is not a tick box exercise. The emphasis is on reflection and learning from practice and evidence collected rather than just documenting course attendance.

To be fully recognised, Educational Supervisors are required to document evidence from the COPDEND Standards for Dental Educators domains to demonstrate their engagement in educational activity.

HENW state this is not an exhaustive list and emphasises that evidence collected can be part of the documentation used to support the development of the foundation dentist.
<table>
<thead>
<tr>
<th>Domain</th>
<th>Standard</th>
<th>Example of evidence across these domains, this list is not exhaustive (taken from COPDEND Dental Educators Standards (2013))</th>
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| Domain 1  
Teaching and Learning | 1.1 | An example of how you have assessed learners learning style e.g. a completed VARK questionnaire ([available from www.vark-learn.com](http://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. |
| | 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. Power point Presentation or a chart, graph or photograph of other resources. |
| | 1.5 | A copy of the official syllabus or curriculum or learning programmes relating to 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. |
| Domain 2  
Assessing the Learner | 2.1 | Details of two different assessments conducted with a learner (*The learner should be anonymised*). |
| | 2.2 | Information about the types of assessment conducted e.g. extract from the learner’s portfolio explaining the assessments. |
| | 2.3 | The criteria used to make a judgement about the learner’s performance. |
| | 2.4 | A written summary of the oral feedback given to the learner, following the assessments. |
| Domain 3  
Guidance for Personal Development | 3.1 | Evidence of awareness of current guidance relating to ethical and professional conduct e.g. GDC Standards for the Dental Team. |
| | 3.2 | Evidence of 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 awareness of current educational and professional requirements for initial, postgraduate and continuing registration. |
|   |   | Evidence of PDP documentation used in the practice.  
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<th>A summary of PDP for the year.</th>
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| **Domain 4**  
Quality Assurance | 4.1 | Evidence of the way you have conducted and then acted on formal or informal evaluation of an educational activity delivered. |
|   | 4.2 | A completed practice audit on (a subject of choice) OTHER THAN radiography or record keeping. |
|   | 4.3 | Evidence of awareness of local and national quality assurance and improvement systems and processes related to education and training. |
|   | 4.4 | Evidence of encouragement to a learner to participate in audit, evaluation or research. |
| **Domain 5**  
Management | 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 involvement in in local/national committees, organisations, and/or discussion groups on dental education e.g. LDC membership. |
|   | 5.3 | Evidence of how the practice manages resources for dental education. |
|   | 5.4 | Evidence of how the ES manages a team and how the 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. |
**HENW Postgraduate Dentistry responsibility.**

As part of our continuing support to enable Educational Supervisors to be fully converse with the COPDEND Educators Standards (2013) and the requirements needed to enter on to the educator database HENW have devised an annual Continuous Programme of Development to allow ES’s to map to their own personal GDC CPD cycle. Future courses will be development in line with the development needs identified through the appraisal process.

**Courses include:**

- **Producing an Outstanding Portfolio** - half day programme
- **So you want to be an Educational Supervisor** - full day programme
- **Management Teaching and Learning for Educational Supervisors (Domain 1 & 5)**
  - full day programme
- **Assessing the Learner and Professional Development for Educational Supervisors (Domain 2 & 3)**
  - full day programme
- **Quality Assurance for Educational Supervisors (Domain 4)** - full day programme

**NB**  These courses are provided as a resource to support personal development, they are not part of the contractual 14 sessions as a Dental Educational Supervisor. We will provide additional courses when identified through the appraisal process.