Dental ePortfolio

NIMDTA
Northern Ireland
Medical & Dental Training Agency

GIG
CYMRU
NHS
WALES
Addysg a Gwella Iechyd
Cymru (AaGIC)
Health Education and
Improvement Wales (HEIW)

NHS

NIMDTA ePortfolio

SLEs, PDPs, Logbooks, and CPD

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Supervised Learning Events (SLEs)

- A formal workplace-based assessment recorded in an e-portfolio that provides feedback on a trainee dentist's clinical skills and practice

- Real clinical setting

- Formative – not exams

- Case Based Discussion, Developing the Clinical Teacher, Direct Observation of Procedural Skills and Mini-Clinical Evaluation Exercise

Types of SLEs: CBD

- Structured discussion on a case
- Focus: decision-making & guidelines
- Reflection on reasoning & management
- Example: extraction in anticoagulated patient

Title of Case Based Discussion *

Here you can record a brief, anonymous history to allow the SLE to be contextualised *

Setting *

- ○ A&E
- ○ Clinical
- ○ Ward
- ○ Theatre
- ○ Home Visit
- ○ Other

If other please specify

Clinical Problem Category

- ☐ New Patient
- ☐ Follow up
- ☐ Adult
- ☐ Child
- ☐ Special Care
- ☐ Pain/Emergency
- ☐ Other (if other please specify)

Focus of encounter

- ☐ Medical record keeping
- ☐ Clinical assessment
- ☐ Investigations and referrals
- ☐ Treatment
- ☐ Follow-up and future planning
- ☐ Professionalism
- ☐ Other (if other please specify)

If other please specify

Feedback based on the behaviours observered *

Agreed action *

Assessor's Position *

If other please specify

Reflection

Types of SLEs: Developing the Clinical Teacher

- Observation of your teaching activity
- Assesses ability to explain, engage, and give feedback
- Opportunities: small group teaching, tutorials, on-the-job teaching
- Feedback helps improve your teaching style

Title of Developing the Clinical Teacher *	
Here you can record a brief, anonymous history to allow the SLE to be contextualised *	

Setting *

- ○ Clinical based
- ○ Ward based
- ○ Journal club
- ○ Lecture
- ○ Tutorial
- ○ Other

If other please specify

Audience *

- ○ Undergraduate students
- ○ Dental core trainees
- ○ Mixed clinical
- ○ Multidisciplinary team
- ○ Other

Focus of encounter

- ☐ Preparation and setting (creating an appropriate environment for teaching, utilisation of resources)
- ☐ Teaching (clarity, logical sequence)
- ☐ Subject knowledge
- ☐ Ability to answer questions
- ☐ Interaction with group (gained their attention, facilitated group participation)
- ☐ Other

If other please specify

Feedback based on the behaviours observed *

Agreed action *

Assessor's Position *

If other please specify

Reflection

Types of SLEs: DOPS

- Observed procedural skill
- Assesses technique & patient safety
- Covers simple to complex procedures
- Example: biopsy, suturing, I&D abscess

Title of Direct Observation of Procedural Skills *

Here you can record a brief, anonymous history to allow the SLE to be contextualised *

Setting *

- ○ A&E
- ○ Clinical
- ○ Ward
- ○ Theatre
- ○ Home Visit
- ○ Other

If other please specify

Procedure *

Focus of encounter

- ☐ Demonstrates understanding of indications/anatomy/technique
- ☐ Obtains informed consent
- ☐ Preparation pre-procedure
- ☐ Appropriate analgesia
- ☐ Safe sedation
- ☐ Technical ability
- ☐ Clinical safety
- ☐ Post procedure management
- ☐ Communication skills
- ☐ Consideration of patient/professionalism
- ☐ Other

If other please specify

Feedback based on the behaviours observed *

Agreed action *

Assessor's Position *

If other please specify

Reflection

Types of SLEs: Mini-CEX

- Observed clinical encounter
- Focus: communication, professionalism, reasoning
- 10–15 mins with feedback
- Example: explaining risks of wisdom tooth surgery

Title of Mini-Clinical Evaluation Exercise	
Here you can record a brief, anonymous history to allow the SLE to be contextualised	
Setting	
If other please specify	
Problem category	
If other please specify	
Focus of encounter	·
If other please specify	
Feedback based on the behaviours observed	
Agreed action	
Assessor's Position	
If other please specify	
Reflection	

Linking to the Curriculum

- Select cases that clearly map to curriculum domains
- Use the tagging function in the ePortfolio to link outcomes
- Cover a range of domains (clinical, professional, teaching, leadership)
  - Professional behaviour and Trust
  - Communication, Teamworking and Leadership
  - Clinical safety and Quality
  - Clinical Care

Tips for SLEs

- Ask early – don't leave it last minute
- Vary assessors
- Quality > quantity
- Refer to IRCP and FRCP minimum requirements

IRCP and FRCP minimum requirements

ICRP

A **minimum** of 12 completed (signed and saved) supervised learning event entries • **at least 4 DOPS** • **at least 2 CEX** • **at least 2 CBDs**	Supervised learning events section	☐

RCRP

A **minimum** of 24 completed (signed and saved) supervised learning event entries • **at least 8 DOPS** • **at least 4 CEX** • **at least 4 CBDs** • **At least 1 SLE – Developing the Clinical Teacher**	Supervised learning events section	☐

Personal Development Plans (PDPs)

- SMART objectives (Specific, Measurable, Achievable, Relevant, Time-bound)

- Link to curriculum

- Examples: surgical extractions, attend a conference

Learning or development need	How does this relate to my field of practice?	Which GDC development outcome(s) does it link to? (A, B, C, D) ℹ	What benefit will this have to my work?	How will I meet this learning or maintenance need?	When will I complete the activity?	How I have met this learning or development need?

Clinical Logbook

- Update regularly – not at the end
- Record procedure, role, complexity
- Helps for interviews, audits, confidence
- Digital logbooks easier than paper – elogbook.org

eLogbook - the Pan-Surgical Electronic Logbook for the United Kingdom & Ireland

CPD Record

- Log teaching, courses, conferences, audit days
- Reflect: how does it link to GDC development outcomes and curriculum
- Update monthly