



Role of Assessment in Dental Foundation Training

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AIMS

To provide insight into reasonable expectation of a 'safe practitioner' and the pathway required for a foundation dentist to satisfactorily complete foundation training.

To provide information on the role of assessment in dental foundation training and the methods used to ensure standards are achieved and maintained.

Learning Objectives

At the end of this session the learner should be able to

- Explain the purpose of assessment in dental foundation training
- List the 4 domains of competency in the DFT Competency Framework
- Describe the various assessment tools used.

GDC Development Outcomes

B - Effective management of self and effective management of others or effective work with others in the dental team, in the interests of patients; providing constructive leadership where appropriate.

D - Maintenance of skills, behaviours and attitudes which maintain patient confidence in you and the dental profession and put patients' interests first.

The Purpose of Assessment in Dental Foundation Training includes the ability to:



identify an individual's strengths and weaknesses, and progress towards the standard of performance expected upon completion of training.



demonstrate achievement and readiness to progress to the next stage of training.




inform the public and the appropriate authorities that the individual is ready for independent practice.




provide feedback to enhance individuals' reflection upon and motivation towards achieving personal learning and career goals.

Assessment Framework

needs to support foundation dentists throughout their training in order to **identify their strengths and areas needing improvement**



whilst being sufficiently robust to **identify those who cannot demonstrate the standards of competence** required for independent practice,



protecting patients.



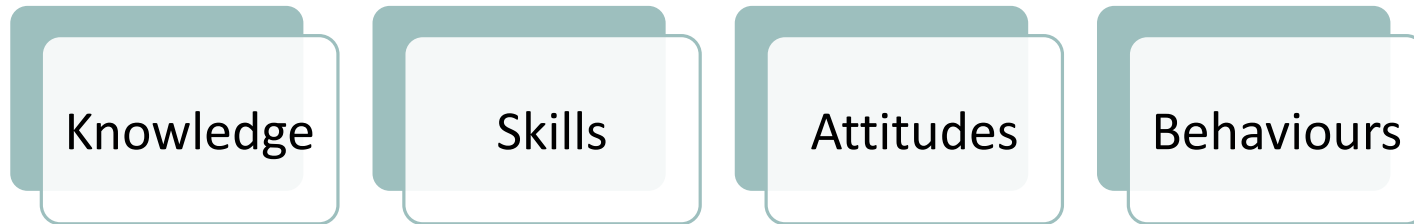
Dental Foundation Training Curriculum 2015

Committee of Postgraduate Dental Deans and Directors (COPDEND) UK

Dental Foundation Training Curriculum, COPDEND



The Competency Framework describes the expected outcomes of the training, upon completion of the programme, in terms of:



The
Competency
Framework

The competency framework is organised into four 'Domains' of competency

Clinical

1. Patient examination & diagnosis
2. Treatment planning & patient management
3. Health promotion & disease prevention
4. Medical & dental emergencies
5. Anaesthesia, sedation, pain & anxiety control
6. Periodontal therapy & management
7. Hard & soft tissue surgery
8. Non-surgical management of the hard & soft tissues of the head & neck
9. Management of the developing dentition
10. Restoration of teeth
11. Replacement of teeth

Communication

12. Patients, carers & the public

13. Clinical team & peers

14. Other professionals

Professionalism

15. Ethics

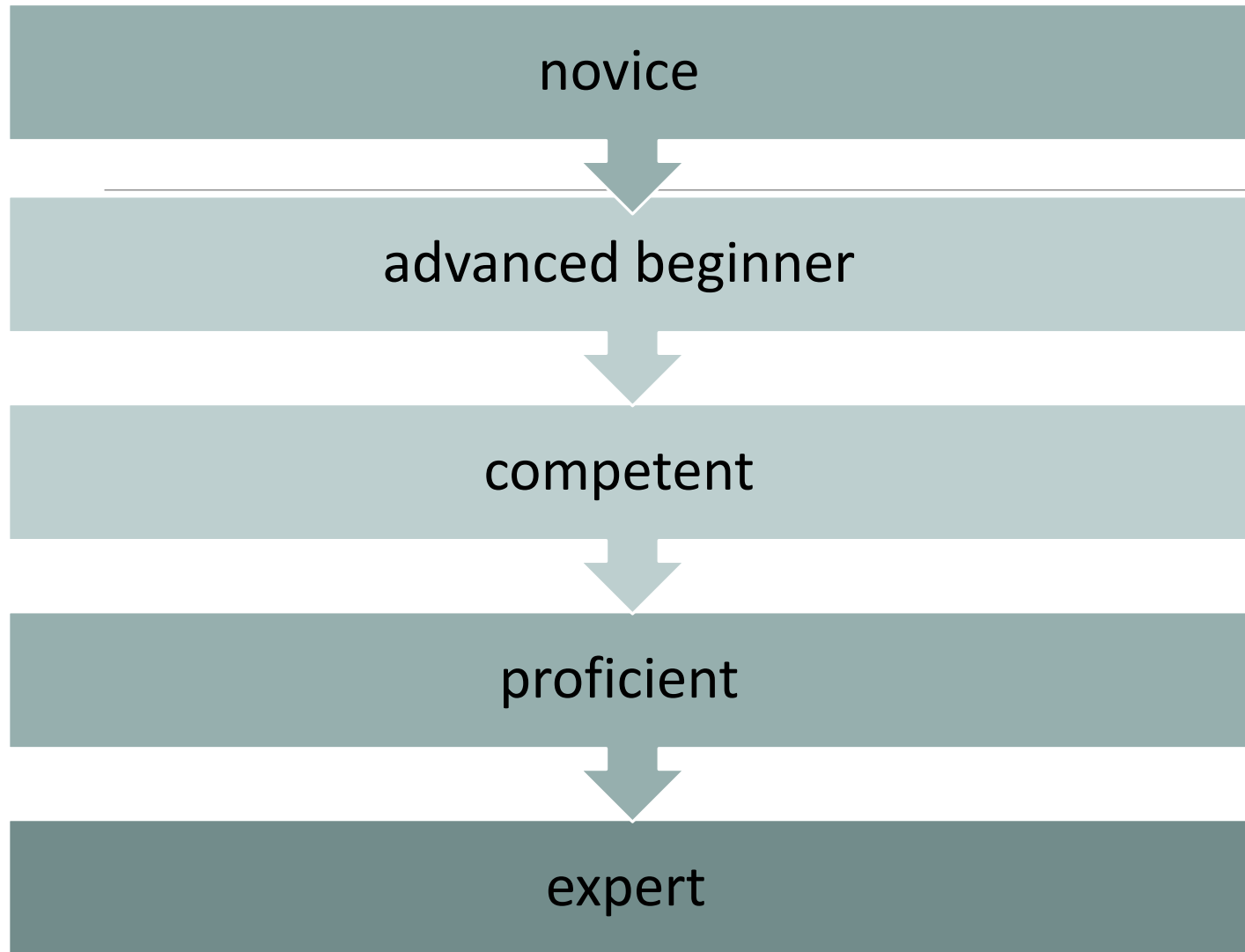
16. Patients, carers & the public

17. Self

18. Clinical team & peers

Management & Leadership

- 19. Personal and practice organisation & management
- 20. Legislation & regulation
- 21. Financial management
- 22. Clinical leadership

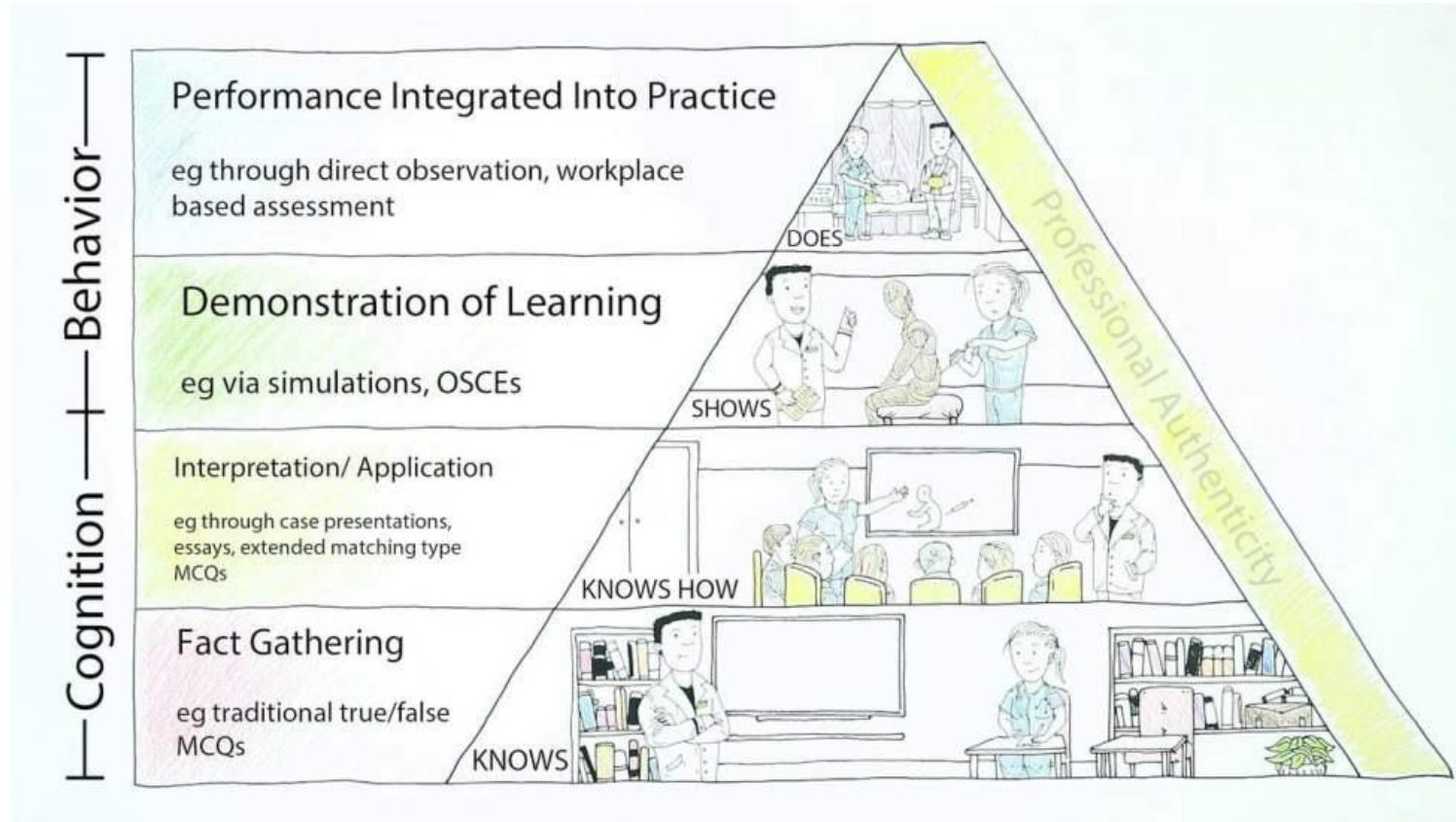


Foundation
Dentist's
Journey

Miller's pyramid of competence

Walking the walk

Shows How



Talking the talk

Knows How

The trainee must



Possess a concept of the goal / standard or reference level being aimed for



Compare the actual or current level of performance with that goal or standard



Engage in appropriate action which leads to some closure of the gap

Workplace Based Assessment (WBA)

WBA has been defined as the ‘assessment of day-to-day practices undertaken in the working environment’.

WBAs in DF training by the use of feedback and reflection in directing the learning can lead to improved clinical practise and patient care”.

[Br Dent J.](#) 2011 Aug 26;211(4):E8. doi: 10.1038/sj.bdj.2011.681.

Evaluation of workplace based assessment tools in dental foundation training

Workplace-based assessments are used to inform important decisions about:



Fitness to practice



Readiness to assume greater responsibility



Working independently



And as the basis for a meaningful dialogue about current performance in order to support further development or to support a remediation programme

WBAs available can be broadly categorised into three types.

1

Observation of clinical encounters, e.g. mini-cex, direct observation of procedural skills (DOPS) and A'DEPT'S.

2

Case-based discussions.

3

Multi source feedback

Mini-CEX and DOPS

Designed to **assess** a trainee's **practical** skills in a real-world clinical setting, ensuring they can **safely** and **effectively** perform various dental procedures.

Supervised Observation:

A supervisor observes the trainee performing a procedure or part of a procedure and provides immediate feedback, focusing on areas of strength and areas needing improvement.

scored against all the **major competencies**

allows **assessment over a wide range of attributes** in a single assessment

Mini-CEX and DOPS

Assessed by Educational Supervisor

Undertaken during the first 8 weeks

Must include:

- **New Patient Assessment**
- **Simple restoration**
- **New child exam**
- **ID Block**
- **Rubber dam placement**
- **Extraction**
- **Endodontic access cavity**
- **Pulp extirpation**

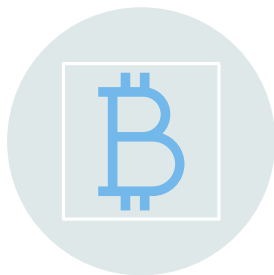
A Dental Evaluation of Performance Tool (A'DEPT'S)



designed specifically for the **assessment of practical skills.**



score performance in several clinical and generic areas.



each ADEPT takes a **“snapshot” of performance** against the standard expected upon completion of training.



minimum of 18 ADEPTS are completed in **DFT.**

A Dental
Evaluation of
Performance
Tool
(A'DEPT'S)

Undertaken by:

Educational Supervisor

Visiting ES (Buddy Adept)

TPD - Adviser

DOP V ADEPT –
what is the
difference?

ADEPTS focus on assessing performance against a standard expected at the end of training, while DOPS are used to evaluate specific clinical skills.

Case based Discussions

Ten CbDs are to be completed by end of the ninth month of Dental Foundation Training

A minimum of 3 are to be completed by Interim RCP Stage.

Completed in fourth month of DF training

A minimum of eight completed and submitted forms are required

The FD discusses a clinical case with their ES. The discussion focuses on the trainee's clinical judgement, decision-making, and application of knowledge in managing a specific patient's care. It's a formative assessment, meaning it's designed to provide feedback and facilitate learning, rather than just grading performance

Multi-source feedback (MSF)



A combination of clinical and non-clinical colleagues who have observed the trainee in the workplace – DCPS, receptionists, other dentists, lab technicians, cleaning staff.



collect attitudes and opinions of colleagues on the trainee's clinical performance, professional behaviour, communication and team-working skills on a daily basis over time



moving beyond a 'moment in time' snapshot offered by most workplace-based assessment tools

Multi-source feedback (MSF)

A link to the questionnaire via email is sent to participants to complete

The questionnaire is anonymised

Holistic Assessment:

Provides a comprehensive view of the trainee's performance

Identifies Strengths and Weaknesses:

Helps trainees understand their strengths and weaknesses, guiding their development.

Promotes Professional Development:

Encourages reflection on performance and promotes a culture of continuous improvement.

Enhances Teamwork:

Fosters collaboration and communication among team members.

Patient Satisfaction Questionnaires (PSQ)

A standard PSQ is to be completed in the fourth month of Dental Foundation Training

A minimum of 20 completed and submitted forms are required with a report and reflective summary to be uploaded to the e-Portfolio

This will be repeated in the eighth or ninth month if required by the Interim RCP Panel

The PSQ asks patients to anonymously provide ratings on a 9-point scale for areas of communication skills and professionalism.

Someone other than the trainee should give QR code invites to a group of consecutive patients.

Evidence of practice based activity

Tutorial Programme

Provided by Educational Supervisors and others as required by the Postgraduate Dental Dean

Recorded and evaluated via a reflective log on the e-Portfolio

Normally 40 Tutorials should be carried out in a 12 month period

Topics are FD led – can be clinical, management, hands-on or theoretical

Can be front loaded in the start of the year

Clinical Audit



A minimum of **two audit cycles** are to be completed by the ninth month of DF training

Radiography Quality Assurance Audit



Audit **topics and timings** are set by individual **Postgraduate Dental Deans**

Record Keeping Audit

Patient Record Review



Completed during the **third month** of Dental Foundation Training



10 clinical records are to be reviewed by the **Foundation Dentist** and the outcome and action plan to be **documented in the e-Portfolio**



A minimum of **3 clinical records** are to be reviewed by **Educational Supervisor** and the outcome and action plan to be **documented on the e-Portfolio.**

Clinical Activity Records

Requirements for recorded treatment activity includes specific clinical procedures. Ranges and targets will be specified by individual Postgraduate Dental Deans for:



Crowns, inlays, onlays and veneers



Bridges



Acrylic prostheses



Cobalt -Chrome prostheses



Single-rooted endodontic cases (incisors and/or canines)



Multi-rooted endodontic cases (molars and/or premolars)



Surgical extractions

Evidence of competence in Professionalism and Management & Leadership Domains

Required evidence submitted by Foundation Dentist by end of the ninth month

See matrix in the Dental Foundation Training “**Blue Guide**” for assessment evidence options

Study Day Attendance

All required Study Days (or approved alternatives) **must be attended** and evaluated reflectively

Normally a **minimum of 30 Study Days** must be attended in a 12 month period (may be local variation).

E-Portfolio



must be maintained and is used to **support** their **educational** and **professional development** and career planning.



the primary purpose is to help dentists **record and reflect** on their **progress** and achievements and provide a portfolio of evidence of same.

LEARNERS NEED HELP TO RECOGNISE NEEDS



LEARNERS NEED HELP TO FORMULATE OBJECTIVES



LEARNERS NEED TO KNOW WHAT IS AVAILABLE



LEARNERS NEED SUPPORT FROM SUPERVISORS



Trainee - led process?

Can it be? To what degree?

THINKING POINT

In what ways might your **relationship** with a learner **impact** upon the way in which you **grade their performance** and your approach to feedback?



What steps might you take to ensure that **learners** are **responsive to feedback** and are clear about how to act upon it?

Reflection



How do you view getting feedback on performance at work?



From a patient perspective, does it reassure you that there are expected standards to maintain?



Are we ever the finished product – is there always room for improvement?



It is expected that an FD will be given feedback that includes suggestion on improvement

REFERENCES

An explanation of workplace-based assessments in postgraduate dental training and a review of the current literature H. K. Kalsi,*1 J. S. Kalsi2 and N. L. Fisher3

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