

1. Early Years Dental Training (EYDT)

Programme & Curriculum Structure Terms

Overview

Programme Structure

- EYDT – New 2-year programme combining DFT + DCT1
- **Foundation-only (12m)** – One-year primary-care pathway

Outcomes-based curriculum

- Training is structured around *what you must be able to do*, not a list of tasks to tick off.

Entrustment-based curriculum

- Progression is judged by how much supervision you still need for key professional activities.

Person-centred practice

- Understanding what matters to the patient and tailoring care accordingly.
- “Enable people to make meaningful decisions... exploring risks, benefits and consequences...”

Trainee - Led

Entrustable Professional Activity (EPA) Terms

- **Entrustment-based** – Progress judged by level of supervision needed
- **EPAs** – Real clinical tasks trainees must perform safely
- These EPAs represent the **minimum safe scope of independent general dental practice**.

They align closely with the GDC's expectations for a dentist at the point of Foundation completion.

- **Levels of Entrustment**
- How closely you need to be supervised:
- **Level 1 – Direct:** Supervisor in the room
- **Level 2 – Reactive:** Supervisor nearby
- **Level 3 – Distant:** Supervisor available remotely
- **Level 4 – Unsupervised:** Independent practice
- **Essential EPAs** – Required for all trainees
- **Enhanced EPAs** – Required only for 24-month trainees

Essential EPAs (for ALL EYDT trainees)

- **EPA 1 — Clinical Assessment & Diagnosis**
 - Full history, examination, radiographs, diagnostic tests, and pre-operative assessment.
- **EPA 2 — Treatment Planning & Shared Decision-Making**
 - Developing, agreeing, and reviewing comprehensive plans with patients.
- **EPA 3 — Oral Health Promotion & Prevention**
 - Providing evidence-based preventive advice, behaviour change support, and population-level health promotion.
- **EPA 4 — Prescribing & Therapeutics**
 - Safe, legal prescribing; analgesia; antimicrobials; sedation referral; pharmacovigilance.
- **EPA 5 — Periodontal Disease Management**
 - Assessment, treatment, behaviour change, maintenance, and referral.

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- **EPA 6 — Non-Surgical Management of Head & Neck Pathology**
 - Oral mucosal disease, TMD, infections, urgent cancer referral pathways.
 - **EPA 7 — Restoration of Teeth**
 - Direct/indirect restorations, caries management, endodontics, pulpal diagnosis.
 - **EPA 8 — Removal of Teeth**
 - Routine and complex extractions, complications, suturing, referral for sedation/GA.
 - **EPA 9 — Replacement of Teeth**
 - Prosthodontics, dentures, implant-related care, lab prescriptions.
 - **EPA 10 — Malocclusion & Developing Dentition**
 - Assessment, interceptive treatment, orthodontic emergencies, referral.
 - **EPA 11 — Dental & Medical Emergencies**
 - Urgent assessment, trauma management, BLS, emergency drugs, team response.

Why EYDT Uses Work-Based Learning ?

Because dentistry is a **practice-based profession**, WBL ensures trainees develop:

Real-world clinical
judgement

Professional behaviours

Communication skills

Leadership and teamwork

Safe, effective patient
care

It also supports
entrustment, allowing
supervisors to gradually
reduce oversight as
competence grows.

WBL ensures these
outcomes are **authentic**,
observable, and **assessed**
in real practice.

How Work-Based Learning Happens

**Supervised Learning
Events (SLEs)**

**Entrustable
Professional Activities
(EPAs)**

Reflective practice -
Trainees analyse their
experiences, decisions,
and outcomes.

**Participation in
multiprofessional
teams -**

Learning from nurses,
therapists, managers,
specialists.

**Exposure to diverse
settings**

Primary care,
community, hospital,
academic, Tier 2.

What Trainees Gain from Work-Based Learning

By the end of EYDT, trainees should be able to:

- Work independently in primary care
- Manage complex patients safely
- Communicate effectively
- Lead and contribute to teams
- Deliver person-centred care
- Understand systems, governance, and quality improvement

Competency in EYDT is demonstrated through:

Workplace-based assessments (Mini-CEX, DOPS, CbD).

Multi-source feedback (including dental nurses).

Reflective logs.

Progression through EPAs.

Dental nurses play a key role in observing non-technical skills (communication, teamwork, safety).

Assessment & Evidence Terms

Supervised Learning Events (SLEs)

The umbrella term for workplace-based assessments.

Mini-CEX (Mini Clinical Evaluation Exercise)

- Observed short clinical encounter.
- “A structured observation of a single patient encounter...”

DOPS (Direct Observation of Procedural Skills)

- Observed clinical procedure (e.g., extraction, restoration).

CbD (Case-based Discussion)

- Structured discussion about a real case focusing on reasoning.

• ...”

MSF (Multi-source Feedback)

Feedback from colleagues on professionalism, communication, teamwork.

PSQ (Patient Satisfaction Questionnaire)

Structured feedback from patients (minimum 20 per year).

Clinical Experience Log

Record of procedures performed.

Reflective Log

Short reflections on learning experiences.

Purpose of SLEs

Provide structured feedback

They are designed to help trainees improve, not just to judge them.

Build evidence for EPAs

Each SLE contributes to entrustment decisions for EPAs.

Support progression panels

RCPs rely heavily on SLE evidence.

Ensure breadth of experience

SLEs must cover:

- Different clinical settings
- Different types of work
- Multiple assessors
- All four domains

“A minimum of **24 SLEs** across assessment types in each 12-month period. Plus:**1 MSF per year1 PSQ per year**

Who Can Assess SLEs?

Not just dentists, the curriculum encourages:

- Hygienists
- Therapists
- Nurses
- Managers
- Other members of the dental team

This supports a **holistic, multiprofessional assessment** approach.

How SLEs Link to EPAs

SLEs provide the **evidence base** for entrustment decisions.

Supervisors use SLEs to determine:

- Level of supervision required
- Readiness for independent practice
- Whether essential EPAs are achieved (for 12-month trainees)

EYDT Expectations for EYDs (NI Scheme)

EYDs must:

- Work within scope of practice
- Seek help appropriately.
- Engage in supervised learning events.
- Demonstrate progression toward essential EPAs.
- Provide safe, person-centred care

Progression & Governance Terms

ESR – Ad Hoc Educational Supervisor’s report

**Review of Competency Progression – IRCP &
FRCP(RCP) Panel**

- Formal panels that review evidence and decide progression.