

Dental Foundation Training in Yorkshire and the Humber



September 2023 Cohort

This guide is a Yorkshire and the Humber document to supplement the National Starter Pack for Foundation Dentists

Welcome – Dental Dean



I would like to welcome you to the Yorkshire and the Humber's Dental Foundation Training (DFT) Scheme. Having completed your undergraduate studies, you are as a Foundation Dentist being given an opportunity, to build on the clinical skills and knowledge you have acquired in a supported clinical environment. You have successfully completed your studies during the disruption to clinical care the Covid pandemic caused and will recognise the extensive impact it has had across the whole of dentistry.

I am extremely proud of the training that our DFT programme provides and the enthusiastic, committed, and motivated team that support foundation training across the region.

As I am sure you will, it is important that you take every opportunity to develop your clinical skills and knowledge and seek to develop other wider skills as a registered professional. The aim of DFT is to help you become a highly professional, ethical, compassionate, and caring independent NHS practitioner.

Each scheme is run by a Training Programme Director (TPD) who is an experienced educator who has intimate knowledge of DFT. They are responsible for the study day programme and will support you, together with your Educational Supervisor (ES), in the transition from undergraduate to independent professional. Jason Atkinson, Associate Dean for Dental Foundation Training, oversees all our schemes to ensure the quality of training but he is also there to support you and offer his experience.

You are now a registered professional in your own right and as such need to abide by the GDC standards. If you have concerns regarding any issues in your practice that you feel may affect the safety of patients, you have a professional responsibility to raise these concerns with your ES. If, however you would find it difficult to raise an issue with your ES you should approach your TPD, Jason as Associate Dean, or myself. Remember you have a statutory duty as a dentist to be open and honest with patients when things go wrong with their treatment that may have the potential to cause harm or distress (Statutory Duty of Candour).

I am sure you will find the year challenging and rewarding and so above all, ensure that you make the most of the opportunities available to you.

Best wishes for the year ahead and your future career

James Spencer
Postgraduate Dental Dean
NHSE Yorkshire and Humber

Welcome - Associate Dean



Dear Colleagues,

Can I firstly congratulate you on behalf of WTE NHSE Yorkshire and Humber for both successfully completing your undergraduate journey, gaining registration as a Dentist with the GDC and for joining the Dental Foundation Training programs in Yorkshire.

The past few years have been understandably difficult for you all, with necessary restrictions because of COVID influencing the clinical experience you have gained at Dental School; however, within a relatively short period of time your confidence and clinical experience will start to improve as you start working with your training practice teams to deliver care and treatment for the patients you will soon be seeing.

Dental Foundation Training however is not just about gaining more clinical experience, to demonstrate your ability to work independently; other skills and behaviours will need to be developed during the next 12 months, to demonstrate what it means to be a Health Care Professional. These skills and behaviours relate to insight, agency, and integrity.

Developing insight amongst professionals, relies on the ability to critically reflect and learn from your own experiences, to recognise when you have achieved a good standard of care and importantly know when you need further support and guidance. Increasingly, developing insight also involves looking inwards at your own attitudes, behaviours and responses to challenges that are an inevitable part of life and DFT.

Agency relates to the ability to take control, ownership and responsibility for your own learning and development. You are moving from a directed and supportive Dental School environment to a more self-directed and supportive Dental Practice environment. The responsibility for seeking out opportunities for development, maintaining professional records of your own learning within a portfolio and meeting deadlines will rest with yourself; these are key skills to demonstrate your ability to work and behave as an independent dental practitioner.

Finally, integrity, a behaviour expected of all professionals, being honest with colleagues, patients and importantly, yourself.

Finally, although my role is to support you in your transition to become an independent dental practitioner, I cannot stress enough how important it is for you to plan time away from the challenges of being a dentist; please spend time on yourself, enjoying and perhaps taking up new hobbies, socialise with your friends, family and peers and remember to enjoy the journey!

Best wishes

Jason Atkinson

**Associate Postgraduate Dental Dean for DFT / DTFT and PLVE
Workforce Training and Education (WTE) Yorkshire and Humber**

Yorkshire and the Humber DFT/DTFT Team



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Please ensure that the above email contacts are saved to your email contacts list to avoid emails being filtered into your junk folder

DFT Admin support – contact for general enquiries, ePortfolio concerns/troubleshooting
Email: dentalsupport.yh@hee.nhs.uk
Tel: 0114 3991972

Introduction to the NHS and the WTE Directorate

Working for the NHS

The NHS constitution establishes the principles and values of the NHS in England. It sets out rights to which patients, public and staff are entitled, and pledges which the NHS is committed to achieve, together with responsibilities which the public, patients and staff owe to one another to ensure that the NHS operates fairly and effectively.

As a dentist in training within the NHS, you agree to adhere to the values of the NHS constitution in your service to patients and approach to colleagues, click [here](#) for the handbook.

Workforce Training and Education (WTE NHSE)

WTE is part of NHSE and works with partners to plan, recruit, educate and train the health workforce. Read more about WTE <http://hee.nhs.uk/about/> The seven WTE Dental Deans in England work closely together to co-ordinate NHS education and training at all stages, including Dental Foundation Training.

WTE working across Yorkshire and the Humber

Workforce Training and Education working across Yorkshire and the Humber (WTE YH) is the local delivery arm of WTE. WTE YH operates in accordance with the standards as defined by WTE as well as the relevant regulatory bodies. The Department of Health is the government body responsible for the strategic leadership of the NHS and social care organisations in England.



Committee of Postgraduate Dental Deans (COPDEND)

COPDEND comprises all the Postgraduate Dental Deans in the UK. Postgraduate Dental Deans commission and manage the delivery of postgraduate dental education and training for the dental team. They are charged with developing and quality managing training in primary and secondary care so that Dentist in trainings can reach their full potential and meet the future oral healthcare needs in the UK.

COPDEND meets formally at least three times each year and also has regular meetings with the Chief Dental Officer (CDO) England, the GDC and the Chairs of the Specialty Advisory Committees (SACs). COPDEND organises an annual Educators Conference for TPDs and Tutors and additional educational meetings throughout the year.

Important Information

What we require from you so that we can issue a Certificate of Satisfactory Completion of Dental Foundation Training in August 2024

- Attendance at all designated study days
- Completion of the Dental Foundation e-Portfolio
- Completion of all Milestone and APLAN submissions
- Completion of Community Engagement Project
- Completion of all eLearning activities (SCRIPT, eLfH, DentAIM)
- Participation in a minimum of 40 Tutorials in your training practice
- Completion of a minimum of 18 ADEPT and 10 CBDs
- Completion of a minimum of 10 Guided Reflective Logs
- Completion of a minimum of 9 DOPS (New adult exam, simple restoration plus the listed 7 generic DOPS)
- Completion of two cycles of a Clinical Audit
- Completion of a broad range of NHS clinical activities throughout the year

Dental Foundation Training – Scheme Reps

All dentists in trainings are able to have the opportunity to input into the training schemes as part of the quality management process of the Dental Directorate of WTE YH. Each scheme will have both a Foundation Dentist and Educational Supervisor Rep. The role of the Rep is to liaise with your colleagues to bring ideas, suggestions, and comments to the attention of WTE. Being a scheme Rep is a rewarding role and position that is excellent to have on your CV.

Nominations for FDs who are willing to volunteer to be their scheme will be sought at the first study day by your Training Programme Director. If there are more than one volunteer, a vote will then take place to elect the scheme representatives.



Study Days

Please note that attendance at all study days is mandatory. The scheme specific study day planner will be available soon alongside instructions for BlackBoard. Once notified via email we strongly advise FDs enrol onto all courses (both virtual and F2F) via BlackBoard. Once live the study day planners will be found [here](#).

Study days should be booked via [Accent Leave Manager](#).



Annual leave cannot be granted by your practice if this means you will be absent from a study day. *Swapping study days with friends in other schemes is not permissible under normal circumstances.* If you have an exceptional reason for needing to change a study day session, please raise this with your TPD at the earliest possible opportunity.

The Purpose of DFT

The purpose of dental foundation training is to enhance clinical, communication, management and professional competence, promote high standards and to introduce the foundation dentist to general dental practice in a protected environment, while enhancing skills.

This excerpt from The National Health Service (Performers Lists) (England) Regulations 2013 defines Foundation Training as follows:

<http://www.legislation.gov.uk/ukxi/2013/335/made>

“Foundation Training” means a relevant period of employment during which a dental practitioner is employed under a contract of service by an approved trainer to provide a wide range of dental care and treatment and to attend such study days as that contract provides, with the aims and objectives of enhancing clinical and administrative competence and promoting high standards through relevant postgraduate training and in particular to: -

- a) Enable the dental practitioner to practice and improve the dental practitioner’s skills;
- b) Introduce the dental practitioner to all aspects of dental practice in primary care;
- c) Identify the dental practitioner’s personal strengths and weaknesses and balance them through a planned program of training;
- d) Promote oral health of, and quality dental care for, patients;
- e) Develop and implement peer and self-review and reflection, and promote awareness of the need for professional education, training and audit as a continuing process;

Enable the dental practitioner to: -

- i. Make competent and confident professional decisions including decisions for referrals to other services,
- ii. Demonstrate that the dental practitioner is working within the guidelines regarding the ethics and confidentiality of dental practice,
- iii. Implement regulations and guidelines for the delivery of safe practice,
- iv. Know how to obtain appropriate advice on, and practical experience of, legal and financial aspects of practice, and
- v. Demonstrate that the dental practitioner has acquired skill and knowledge in the psychology of care of patients and can work successfully as a member of a practice team.

The assessment of foundation dentists’ competence needs to take place using a robust process that is valid, reliable and feasible within the context of DFT. The assessment process needs to support foundation dentists throughout their training in order to identify their strengths and areas needing improvement, whilst being sufficiently robust to identify (upon completion of DFT) those who cannot demonstrate the standards of competence required for independent practice, thus protecting patients.



It is neither feasible nor appropriate to assess every competency within the framework separately by adopting a 'tick box' approach. As indicated above, whilst competencies need to be written down separately in order to convey the detail expected, Foundation Dentists are demonstrating several of these areas at the same time during a single patient encounter. In order to be valid, the assessment of DFT will be at the level of 'whole' performance, rather than attempting to dissect practice into separate parts that would not reflect authentic care in a primary care setting.

The main assessment tools used are

- A Dental Evaluation of Performance Tool (ADEPT)
- Case-based Discussion (CbD)
- Multi Sourced Feedback
- Patient Satisfaction Questionnaire
- Clinical Audit
- Clinical Case Presentation

Satisfactory Completion of Dental Foundation Training (SCDFT)

Satisfactory Completion of Dental Foundation Training is assessed by means of a Review of Competence Progression (RCP) model based on the Annual Review of Competence Progression (ARCP) process used throughout Dental and Medical Specialty Training.

Satisfactory completion of Foundation Training is dependent not only upon the assessment process, but also upon working in your Training Practice for 12 months; maintaining and keeping your E-Portfolio up-to-date; attending the Study Days; completing eLearning clinical case-studies and project work during the year.

The main components are:

- Early-Stage Review first 8 weeks of the training year
- Interim RCP at 6-7 months
- Final RCP at 11 months with defined outcomes

There is a Panel structure to support both Interim and Final Reviews with increasing externality at each stage.

Progress and development and assessments throughout the year will be recorded in an Electronic Professional Development Portfolio (E-Portfolio) which must be maintained regularly throughout the year.

Yorkshire and the Humber RCP dates are as follows: -

IRCP: 29th Feb and 1st March 2024

FRCP: 25th and 26th July 2024

Getting Started



This handbook will have been sent to you after you have accepted a training place on a WTE YH Dental Foundation Training Scheme. Detailed information with regards to GDC registration, contracts, registration with PCSE, DBS checks and Indemnity can be found in the ***National Starter Pack for Foundation Dentists.***

Overview

Prior to commencing practice you should have:

- Satisfied yourself and your Educational Supervisor that you can complete the attendance at the practice and study day course for the 365 days as detailed in your contract
- Ensured that you comply with all other terms of the national contract and Directorate Educational Agreement
- received and electronically signed a copy of your contract and Educational Agreement (the contract can only be signed once you are GDC registered). The completed documents should be completed and uploaded to the e-Portfolio as soon as possible and also emailed to dentalsupport.yh@hee.nhs.uk
- Provided WTE with a non-university email address email notify your TPD and dentalsupport.yh@hee.nhs.uk
- Register with BlackBoard on our digital study day platform

By the time your contract commences you must:

- Be fully registered with the General Dental Council.
- Have adequate indemnity cover from a recognised defense society
- Started your application to join the national Performers List, including Disclosure and Barring Service (DBS, formerly CRB) clearance, to enable an NHS performer contract to be set up.



By the end of your first two weeks in practice you must have:

- Attended the WTE DFT Regional and Scheme Inductions
- Received a formal induction into your training practice
- Become familiar with your e-Portfolio and completed the relevant initial sections (including the Educational Agreement)
- Been introduced to the workings of the practice – this varies between practices, but should form a major part of your first few days in practice

Study Days

The study day programme is an essential part of Dental Foundation Training and therefore holidays must **NOT** be taken during the study day programme. In exceptional circumstances (e.g. illness or family bereavement) the Associate Dean for DFT will need to approve all applications for Exceptional Leave. Please contact your TPD if you believe you have an exceptional circumstance.

In the event of illness please contact your TPD at the earliest possible opportunity to notify them of unavoidable absence.

Attendance at study days will be recorded via a QR code which will be provided by your facilitators during your study day sessions. A pin will be provided for each course to record accurate attendance. This is applicable to both virtual and F2F sessions.

Please note the attendance on study days is mandatory for all dentists in training. A record of attendance will be kept, non-attendance could prevent certification of completion of the programme.

Online event etiquette

When joining an online event, please adhere to the following:

- Use a desktop, laptop or tablet, a mobile phone is not a suitable device
- Enter your full name and GDC number in the chat function of the online meeting and log in five minutes before the session begins
- Be professional with your background
- Be appropriately dressed
- Have your camera on throughout the event
- Have the sound muted whilst the speaker is presenting
- Use the 'chat' or polling functions when asked questions

Punctuality

For start and end times of study days, please consult your scheme study day planner. Punctuality at events (both face-to-face and virtual) is essential to the smooth running of the programme.



Study programme evaluation and CPD certificate

On completion of each BlackBoard course, you will be asked to evaluate the training by completing an end of course feedback survey.

Once the evaluation is complete a CPD certificate will become available to you. Please note if you do not complete an evaluation form, you will not receive a CPD certificate.

The completion of study day evaluations is an important component of the Dental Foundation year which ensures that the course has been appropriate to your needs, and we value your co-operation with this process. The summarised evaluations are considered by the Dental Foundation Training team in curriculum planning and are sent to the speaker concerned so they are aware of how their course was received.

Dress code

Professional standards of dress are expected at the study days, conferences and when visiting other dental practices as part of the Buddy process.



Unless otherwise advised by the Training Programme Director "smart casual" is the accepted dress code and this should be appropriate for the environment. If you are inappropriately dressed, you may be asked to leave the study day or away day.

The start time for each study day is indicated in the programme. Please remember that this is the time at which the first session will begin and that you will be expected to be present before the start time. Late arrival at a session may mean that you are recorded as being 'not present' for the session.

Politeness and respect for speakers, colleagues, administrative staff and the general public who may be present at the venue is an absolute requirement. Mobile devices such as tablets and laptops may be used to take notes or complete evaluations only. Using these devices for anything else may result in you being asked to leave. It is not acceptable to use mobile phones at all during the educational aspects of the day-release programme and these should be switched off except during break times. Please respect the wishes of speakers who do not want notes taken during their session.

Speakers

We choose the speakers for the study days with the aim of providing the most relevant experience for dentists in trainings. Please treat all speakers with the respect and courtesy due to a fellow professional. Mobile phones and other electronic devices should be switched off (or set to silent in exceptional circumstances) when taking part in an educational event. If there is a reason why you may need to respond to a call or message during an event, please inform the speaker or your TPD, in advance, that this is a possibility.

Problem solving

An essential component of a dentist in training's practice life should be the opportunity to discuss any problems with their Educational Supervisor or Training Programme Director. During the year there will be formal sessions of problem solving as indicated in the programme.



Problems of a confidential nature can be discussed with the Training Programme Director in private during study days, or by telephone if the problem is of an urgent nature.

Health and Wellbeing

As Yorkshire and Humber, we regard Health & Wellbeing as foundational to our performance in the workplace and recognise that many of us are on this journey.

In a fast moving, social media driven culture, anxieties and lack of confidence can sometimes be overwhelming and we look to support any of our workforce team going through this. It's important that we don't bottle this up or ignore our inner emotional state and we aim to provide a safe non-judgemental training journey within Y&H DFT.

If you have any health or wellbeing concerns whilst you are in training, we encourage you to talk to your Educational Supervisor and TPD.

There are several other resources available to support your health and wellbeing including:

- <https://www.england.nhs.uk/supporting-our-nhs-people/support-now/staff-mental-health-and-wellbeing-hubs/>
- <https://www.supportfordentalteams.org/>
- NHSE have their own coaching service that all our trainees are able to access
- https://www.yorksandhumberdeanery.nhs.uk/learner_support/coaching
- <https://www.practitionerhealth.nhs.uk/> is also an excellent support service for Dentists who would benefit from support with their mental wellbeing
- Confidential Counselling and Support
<https://www.yorksandhumberdeanery.nhs.uk/dentistry/health-and-wellbeing>

Training Programme Director Review

Mandatory Dental Foundation Training with final certification places great responsibilities upon all parties involved, but especially the Educational Supervisor/dentist in training partnership, and problems must be identified early. The TPD has an important part to facilitate the implementation of the requirements of the training agreement and will visit the training practice during the first term (subject to Covid restrictions) to discuss the level of support for your training. TPD visits usually take place between December and February.

Help and Support

If you have a problem, clinical or non-clinical your Educational Supervisor is there to assist – do use their experience to help, particularly in the first few weeks. Your TPD is also available to give help and advice on any problems throughout the year and can be contacted directly by e-mail or telephone.



The Associate Dean for Dental Foundation Training is also available if problems cannot be resolved at a more local level.

Like most things – the more you put into it the more you will get out. Problems can and will be sorted out quickly if they are identified, so speak to your Educational Supervisor, TPD or Associate Dean for Dental Foundation Training – they are there to help.

After Dental Foundation Training

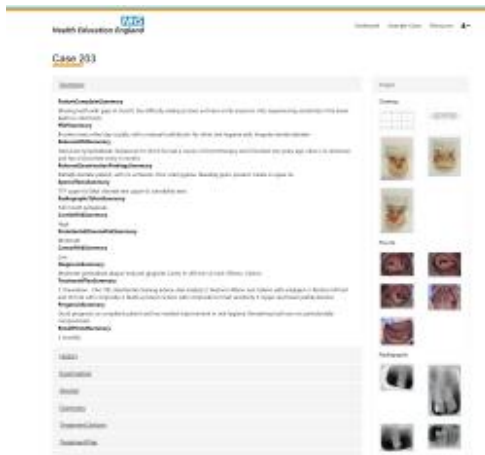
As a registered dentist, to comply with current GDC regulations on the enhanced CPD scheme, you must be able to demonstrate your participation in Lifelong Learning through Continual Professional Development (CPD). https://www.gdc-uk.org/docs/default-source/enhanced-cpd-scheme-2018/pdp-examples-final.pdf?sfvrsn=f29d8aa5_2

NHS Primary Care dentists are required to undertake clinical audit and/or peer review as part of their contractual obligations. Some dentists in trainings have benefitted from the company of colleagues on their scheme so much that they have continued to meet as a peer review group after Dental Foundation Training.

Dental Milestones and APLAN

Overview

Dental Milestones are essentially Clinical Case Reports that are representations of the clinical records and treatment that the Foundation Dentist has completed for patients under their care during DFT. The purpose of taking part in the Milestone process is to help demonstrate essential clinical skills and provide opportunities for increased sources of feedback, to help formatively with the Foundation Dentists clinical insight, reflection and self-assessment skills, which are essential skills for the continued professional development after DFT.



You will be asked to complete four clinical cases and provide feedback on your peer's cases via APLAN during the DFT year. Foundation Dentists will need to upload their case onto APLAN at specific times, completing feedback on cases that have been assigned to them from Foundation Dentists from different study schemes.

Your TPD will also provide a forum for you to discuss your clinical case during a peer reviewed Milestone Study Day.

Foundation Dentists will need to produce and present a PowerPoint of the case that they have uploaded to APLAN, The PowerPoint presentation will demonstrate Clinical Communication to your TPD and peers and provide an opportunity for you to defend and reflect on the specific decisions you made during the treatment that was provided for patients.



Please see the FD user guide within APLAN for more detailed information https://aplan.heyh.org.uk/Downloads/User_Guide_Foundation_Dentist.pdf

Milestone 1a: Urgent Dental Care

This case is based on the treatment you provided for a patient and the steps and decisions you made to alleviate their symptoms and prevent their return. Typically, this case would involve a triage process, urgent examination, diagnosis, special tests, treatment options, consent, treatment plan, treatment and prognosis and future options.

| Case Submission Date (APLAN) | Feedback on Cases (APLAN) | Case Presentation to own Study Group |
|------------------------------|---------------------------|--------------------------------------|
| 21/11/23 | 27/11/23 | From 28/11/23 |

Milestone 1b: Treatment of Dental Disease

This case is based on the treatment you provided for a patient and the steps and decisions you made to treat dental disease (caries / periodontal disease). Typically, this case would involve an examination, special tests, treatment options, consent, treatment planning, treatment carried out including prevention and prognosis/maintenance and recall intervals.

| Case Submission Date (APLAN) | Feedback on Cases (APLAN) | Case Presentation to own Study Group |
|------------------------------|---------------------------|--------------------------------------|
| 29/01/2024 | 05/02/2024 | 09/02/2024 |

Milestone 2: Molar Endodontics

This case is based on the treatment you provided a patient and the steps and decisions you made to treat and execute molar endodontics for a patient. Further details and exemplars for this case can be found in separate guidance within APLAN

| Case Submission Date (APLAN) | Feedback on Cases (APLAN) | Case Presentation to own Study Group |
|------------------------------|---------------------------|--------------------------------------|
| 13/05/2024 | 28/05/2024 | From 29/05/2024 |

Milestone 3: Complex Case

This case is based on the treatment you provided for a patient and the steps and decisions you made to treat a patient who required cast restorations and replacing missing teeth. It demonstrates more complex treatment planning decisions across a multiple of disciplines. Further details and exemplars for this case can be found in separate guidance within APLAN.

| Case Submission Date (APLAN) | Feedback on Cases (APLAN) | Case Presentation to own Study Group |
|------------------------------|---------------------------|--------------------------------------|
| 24/06/2024 | 08/07/2024 | From 09/07/2024 |

eLearning and Script

eLfh

All Foundation Dentists need to register for an account with eLfh, you may have already have one from your undergraduate studies. If so, ensure you update your personal and employment details to reflect your new professional status as a qualified dentist.

There is a lot of content to get through on eLfh but the good news is that it can be done in bite sized chunks. With most modules take under 30 mins to complete. These courses are ideal activities to be completed in downtime when patients FTA or in your protected study time allocated around sessions with BlackBoard Collaborate courses that don't fill the whole session.

<https://portal.e-lfh.org.uk/Login>



Search for eDen

Dentistry (e-Den)

The screenshot shows the 'My e-Learning > Dentistry (e-Den)' page. On the left is a navigation menu with items like 'Alcohol Identification and Brief Advice (ALC)', 'Dentistry (e-Den)', 'HEE Star Tool (STC)', 'Induction for International Doctors (NT)', 'Management and Leadership Skills (MLS)', 'Mental Capacity and Consent (MCC)', 'Radiation Safety for Staff (RSS)', 'Safeguarding Adults (SGA)', 'Safeguarding Children and Young People (SGC)', and 'Statutory and Mandatory Training 2017 (SMT)'. The main area displays a list of 13 e-Den modules, each with a star icon and an information icon. The modules are: e-Den Module 1 - Patient Assessment, e-Den Module 2 - Human Diseases and Medical and Dental Emergencies, e-Den Module 3 - Anxiety and Pain Control in Dentistry, e-Den Module 4 - Periodontal Disease and Management, e-Den Module 5 - Hard and Soft Tissue Surgery, e-Den Module 6 - Surgical and Non-Surgical Management of Head and Neck Disease, e-Den Module 7 - Management of the Developing Dentition, e-Den Module 8 - Restoration of Teeth, e-Den Module 9 - Replacement of Teeth, e-Den Module 10 - Communication, e-Den Module 11 - Professionalism, e-Den Module 12 - Management and Leadership (Last accessed: 05 Nov 2016), and e-Den Module 13 - Sustainable Dentistry. At the bottom of the list, 'e-Den Learning Paths' is highlighted with a red box.

Select e-Den Learning Paths and complete the following

1. [Yorkshire and humber - Dental foundation trainees](#)

[Statutory and mandatory content](#) (courses = 21)

[Dentistry content](#) (course = 7)

2. [Yorkshire and humber - Prevention programme pathway](#)

[Safeguarding adults](#) (should auto complete as covered above)

[Safeguarding children](#) (should auto complete as covered above)

[Children's oral health advice](#) (course = 4)

[Dementia awareness](#) (course = 1)

All modules need to be completed by **20th February 2023** with certificate upload to your ePortfolio ready for your TPD to check compliance prior to IRCP

SCRIPT



SCRIPT is an e-learning programme to improve safety and competency among healthcare professionals around prescribing, therapeutics and medicines management.

Medication prescribing errors are those that have specifically occurred during the prescribing process, where there is a failure to order the right drug at the right dose at the right frequency for the right patient. In the UK, medication errors account for 10–20% of all adverse events in the National Health Service (NHS) and preventable harm from medicines is estimated to cost more than £750million each year. A quarter of litigation claims in the NHS also stem from such errors.

As a result of the EQUIP study, in 2010 Health Education West Midlands and the Humber (or then the Strategic Health Authority) commissioned the Universities of Birmingham, Warwick and Keele to develop an online eLearning programme to improve prescribing competency of trainee doctors and dentists. The overall aims of the project were to:

- Encourage safe, effective, and rational prescribing by developing learning modules that reflect current prescribing practice in the NHS.
- Improve the prescribing knowledge and skills of newly qualified doctors/dentists during the formative years of their professional development, in order to reduce medication errors and improve patient safety.

SCRIPT was created in 2011 by a team of clinical pharmacists and clinical pharmacologists working in both education and healthcare.

Key Info

- Please access SCRIPT via the ePortfolio direct link on your home page
- Once completed – please check completion status on the ePortfolio.
- If status update is not correct (it has been an issue for some FD in previous cohorts), please upload module completion certificates to the FD uploads section of the ePortfolio
- All 7 modules need completing by Dental Trauma and Dental Emergencies Day 2 on **6th November 2023**

Medical Emergency Course for FDs

Step 1

Dental Acute Illness Management (DentAIM) online programme via Athena (**LEEDS university platform**)

- Enrolment and provision of candidate logins and instruction issued to FDs by **01/09/2023**
- This login is unique to this course and is **different** to your NHSE BlackBoard login
- Candidates to complete DentAIM asynchronously by **8/09/2023. This work is assessed.**



Step 2

ABCDE interactive lecture via ATHENA BB Collaborate

On 14/09/2023 10-11am. Attendance is recorded.

Step 3 – Face-to-face simulation for 6 candidates per session

Check your study day planner for specific information as you will only attend one of the face-to-face session.

Matthew Milbourn TPD for SY7 leads the on this workstream

Blackboard Learn



Blackboard Learn is a Learning Management System which is used within Schools to delivery and support teaching and training. Our aim is to develop and support a learning environment for the 21st Century that improves on existing methods and outcomes, and by diversifying its delivery methods makes learning more accessible and equitable.

Blackboard Learn was created 'Mobile First' meaning it has been specifically designed to work seamlessly with your mobile device or tablet. You can download the Blackboard App for your mobile and tablet devices through the Apple App Store and Google Play App Store

When asked to enter your School, please enter **Health Education England**

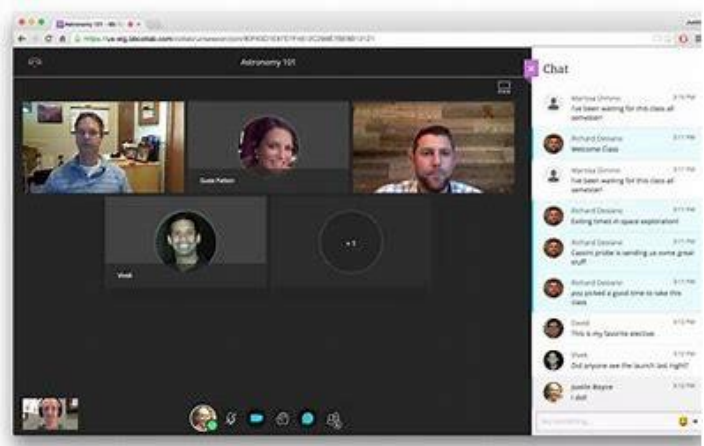
Please note that some Blackboard accounts may have been created using an out-of-date email address. If this is the case, please inform your School Administrator who will be able to update these details on the Trainee Information System (TIS).

If you experience any issues accessing your School's Blackboard platform or require further support, please email blackboardsupport.yh@hee.nhs.uk

Collaborate

Collaborate is the Video Conferencing solution that is provided by Blackboard.

When you first join a Collaborate session, you may be asked to test your audio and video settings. We would recommend that you join your Collaborate sessions early in order to ensure it is set up correctly and in time for you to join your teaching or training session.



Please note that as Collaborate is a browser-based platform, your overall experience is based on your internet connection. This may mean that your audio and video experience is affected if your internet connection is poor.

Code of Conduct for Remote Teaching and Learning



Education is an important part of your training. A great deal of time and effort is put into producing and delivering medical education. The time released for teaching sessions (from a one-hour journal club/lunchtime teaching to multi-day courses and conferences) are an important part of your development as a doctor and assist in fulfilling your learning curriculum.

Thank you for agreeing to support everyone's educational development and making the most of these virtual learning opportunities by adhering to these principles. Engagement will lead to a more rewarding experience for everyone.

It is important that you maximise training and education opportunities and are also respectful of others. It's important to recognise that participating virtually is different to joining teaching in person, and with that brings both positive impact and at times the risk of negative impact. For all junior doctors and dentists who are part of programmes within Health Education England, we ask that you observe the following principles when attending and participating in virtual educational activities:

When you have been released to attend teaching then it is mandatory that you attend, as it forms part of your educational and employment contracts. Both employers and trainees should respect the requirement for teaching. Despite teaching sessions occurring virtually, study leave should be approved for these study days and trainees are not expected to attend virtual teaching days whilst at work, after night shifts or on days off as this is protected study leave (unless exceptional circumstances highlighted by a trainee's request and no impact on safety at work). Where there are missed opportunities, trainees should consider reporting this through the educational exception reporting process within their training provider (e.g. Trust).

Remote teaching sessions should be afforded the same priority and focus as face-to-face sessions.

Trainees should respect the facilitators and other participants throughout the session. That respect is shown by following the following principles.

Trainees should prepare appropriately for virtual educational activities by ensuring they have access to the relevant platform, checking they can access the platform well in advance, including resolving any access issues with IT/admin in good time. This includes video access. If there are issues with accessing a web camera, then trainees should inform the facilitator prior to the teaching event. They should ensure they are familiar with the key functionality, including how to "raise their hand".

Punctuality is vital, and trainees are expected to log into the session promptly. We recommend you aim to log in 10-15 minutes before the session starts in case you experience any technology or internet issues on the day.

The nature of the content means that trainees should access the session from a private location where they will not be disturbed. It is important the location you select has

adequate internet connectivity. If trainees have issues with access to private IT equipment or adequate internet, then please contact your local employer's learning space (GP and community placements) or Trusts' local learning centre to help arrange appropriate private learning facilities for you to undertake your teaching sessions at your place of work.

Children should not be present during the session, and adequate arrangements for childcare should be made, as they would be for any other working day. This is to ensure you and the other participants can focus on the teaching but also because some content, images and discussions are not suitable for children to be present.

Confidentiality should be maintained throughout, and trainees should not access the sessions from public spaces. Confidentiality extends to discussions between participants so that a safe, confidential and supportive environment exists to allow trainees to learn from one another and to share experiences and thoughts openly.

Trainees should participate / engage in the session as fully as possible.

Please mute your microphone when not talking, so background sound is minimised. Please also use the raise hand functionality and chat as required and interact appropriately throughout the session.

Cameras should remain on throughout the session unless requested otherwise by the facilitator. Class registers are taken by teachers at different stages of teaching sessions and confirmation of your presence can only be done if you are visibly seen via camera link.



Please be present and give virtual education activities your full attention by not completing other tasks whilst at home or tasks on the computer/laptop as these activities impacts on your learning. This is distracting for the teacher and other participants and as this is protected study leave work, emails or other administrative work should not be completed during this time.

Please dress appropriately as you would for a face-to-face session.

Regular breaks will be scheduled throughout teaching sessions, so please do not eat meals during the teaching session. This can be distracting for other participants and may prevent you focusing on the teaching.

Trainees and facilitators should be mindful when screen sharing, particularly if all the screen is shared. This is to avoid breaches of confidentiality or privacy, because if the whole screen is shared participants will be able to see everything which appears on your screen.

Copyright material should not be used in any presentation, nor should materials used in the session be plagiarised.

Core Clinical Modules

Overview

Core clinical modules is the umbrella term we use to describe the clinical teaching during DFT. Our clinical teaching has evolved to maximise the educational aspect of your training as you work towards independent practice. The modules are designed to help you develop your existing knowledge, build on your experience, challenge your understanding and reflect on your performance. They include elements of linear learning, where you will be expected to engage with the modules at specific points and also non-linear learning, where you can use the material as a reference and support when learning needs are highlighted or clinical cases require.

Core Clinical Modules

Core clinical modules are found on Blackboard, our Virtual Learning Environment. Many of you will have used Blackboard before, but please take time to familiarise yourself with it, as NHSE have set it up in a different way than you may have been used to.

On the Blackboard site, the Core clinical modules course is clearly labelled. The courses mainly cover Direct Restorations, Indirect Restorations and Endodontics, though they have expanded to cover other areas as well. When you access the course, the different areas and material will be clearly labelled with an explanation for each section.

As part of your timetable, you have clinical sessions set aside to complete the modules. These will be signposted in your timetable and will link to your Blackboard course. They consist of questions to be answered on a clinical scenario, short lectures to watch related to the scenario and an exercise to be carried out using your Phantom Head. This work may need to be recorded and uploaded to Blackboard, but the instructions will indicate this and guide you as appropriate.

Q&A Sessions & Practical Hands-On sessions

These sessions follow on from the core clinical modules that will allow you to ask questions and discuss cases related to Direct Restorations, Indirect Restorations and Endodontics. In addition there will be hands-on courses planned in Leeds to enable you practical simulation and advice in endodontics.

Other Material

There are also lectures uploaded in the classic format, similar to study days that we have previously held. These may also be useful as they cover topics in more depth and may suit your learning style. These are particularly useful to refer to before clinical cases, reflect on after clinical cases or to help address learning needs raised.

If you encounter any issues, please contact your TPD or **Mark McAlister** who leads on the CCM sessions mark.mcalister@hee.nhs.uk

Core Clinical Modules Key Dates / Periods

| Date | Time | Module Description | Practical Requirements | Training Practice Preparation and ES Involvement |
|--|-----------|--|---|---|
| | | Blackboard Course : In Practice Clinical Skills Assessment (Asynchronous) | | |
| w/c 18/09/2023 | 3.5 hours | In practice clinical skills assessment (composite and amalgam) Blackboard Activity / Asynchronous Lecture / In Practice Clinical Skills Assessment (caries removal and restoration with Amalgam and Composite) | 3D Carious Teeth UL5 and UR5 | Please book out 4 hours within FD and ES diary for FD/ES to watch Asynchronous Lecture and complete Clinical Skills Assessment on Phantom Head) Pre-requisite before progressing to using handpieces with patients |
| Duplicate Planning Sessions for ES's and TPD's available on Blackboard | | | | |
| | | Blackboard Course : Core Clinical Modules (Asynchronous Sessions) | Requirements | Training Practice Preparation |
| w/c 19 Sep 2022 | 3.5 hours | Session One : Trauma to Upper Central and Restoration | 3D Teeth UL1 | IN PRACTICE :Please book out 3.5 hours (1 session) within FD diary for FD to complete Blackboard Session (Asynchronous Activities and complete Clinical Simulated Task). Please book 1 hour out of ES diary coincident with this session, to observe Clinical Simulated Task and provide feedback |
| w/c 02 Oct 2023 | 3.5 hours | Session Two : Emergency Access / Anterior Endodontics (Linked to Dental Trauma and Emergency Study Day on the 5th October 2023) | Utilise Extracted Incisor or Canine / single rooted tooth | IN PRACTICE :Please book out 3.5 hours (1 session) within FD diary for FD to complete Blackboard Session (Asynchronous Activities and complete Clinical Simulated Task). Please book 1 hour out of ES diary coincident with this session, to observe Clinical Simulated Task and provide feedback |
| w/c 16 Oct 2023 | 3.5 hours | Session Three : Anterior Post / Cores / Crowns | Utilise Extracted Incisor or Canine / single rooted tooth | IN PRACTICE :Please book out 3.5 hours (1 session) within FD diary for FD to complete Blackboard Session (Asynchronous Activities and complete Clinical Simulated Task). Please book 1 hour out of ES diary coincident with this session, to observe Clinical Simulated Task and provide feedback |
| w/c 30 Oct 2023 | 3.5 hours | Session Four : Molar Direct Restorations | 3D Carious Teeth UL6 or UR6 | IN PRACTICE :Please book out 3.5 hours (1 session) within FD diary for FD to complete Blackboard Session (Asynchronous Activities and complete Clinical Simulated Task). Please book 1 hour out of ES diary coincident with this session, to observe Clinical Simulated Task and provide feedback |
| w/c 13/11/2023 | 3.5 hours | Session Five : Molar Endodontics | Extracted Molar | IN PRACTICE :Please book out 3.5 hours (1 session) within FD diary for FD to complete Blackboard Session (Asynchronous Activities and complete Clinical Simulated Task). Please book 1 hour out of ES diary coincident with this session, to observe Clinical Simulated Task and provide feedback |
| w/c 27/11/2023 | 3.5 hours | Session Six : Molar Indirect Restorations | 3D Carious Teeth UL6 or UR6 | IN PRACTICE :Please book out 3.5 hours (1 session) within FD diary for FD to complete Blackboard Session (Asynchronous Activities and complete Clinical Simulated Task). Please book 1 hour out of ES diary coincident with this session, to observe Clinical Simulated Task and provide feedback |
| | | Blackboard Course : Core Clinical Modules (Synchronous Collaborate Sessions) | Requirements | Training Practice Participation (ES to attend one session to support debate, please inform Dental Support of the session you will be attending) |
| 06 Dec 2023 | 2.5 hours | Direct Restorations Q&A / Scenarios - all schemes AM Session 9-11:30 AM (NY1/NY2/JDFCT1/SY5) PM Session 1:30 - 4:00pm (WY3/WY4/SY6/SY7) | FD Prepare Case Questions | ES Participation in Q&A Discussions/Debate |
| 08 Dec 2023 | 2.5 hours | Endo Q&A / Scenarios- all schemes AM Session (9-11:30AM WY3/WY4/SY6/SY7) PM Session 1:30pm - 4:00pm (NY1/NY2/SYS/JDFCT1) | FD Prepare Case Questions | ES Participation in Q&A Discussions/Debate |
| 12 Dec 2023 | 2.5 hours | Indirect Restoration Q&A - all schemes AM Session (9 - 11:30AM NY1/NY2/JDFCT1/SY5) PM Session (1:30pm - 4:00pm WY3/WY4/SY6/SY7) | FD Prepare Case Questions | ES Participation in Q&A Discussions/Debate |
| | | Blackboard Course : Core Clinical Modules (Face to face days) | | |
| Feb/Mar TBC | 9-5pm | Hands - On Clinical Skills Update (Bately Eclipse) | NY1 / NY2 | |
| Feb/Mar TBC | 9-5pm | Hands - On Clinical Skills Update (Bately Eclipse) | WY3 / WY4 | |
| Feb/Mar TBC | 9-5pm | Hands - On Clinical Skills Update (Bately Eclipse) | SYS / SY6 | |
| Feb/Mar TBC | 9-5pm | Hands - On Clinical Skills Update (Bately Eclipse) | SY7 / JDFCT | |

Core Clinical Modules are broken into three stages.

The first stage – Clinical Skills Assessment, involves the in practice use of a Phantom Head, utilising 3D-printed carious teeth (supplied by WTE NHSE). This simulated learning event (SLE) will utilise the FDs own surgery, working with their usual assigned dental nurse completing composite and amalgam restorations.

The second stage – Asynchronous Core Clinical Modules, involves the in practice use of a Phantom Head (and where indicated extracted teeth), the FD will work their way through the Blackboard module, which should be planned and started according to the Date guides. As part of each module a practical simulated task will be completed, with their Educational Supervisor providing feedback on the task. Uploaded images from this stage will also be reviewed by external clinicians, with feedback provided.

The final stage – Synchronous Core Clinical Modules and Face to Face Clinical Skills Update courses, involves the FD attending Q&A/Scenario Workshops (ES participation is expected in at least one of these sessions), followed by a practical hands-on workshop which is to be held during February and March 2024.

Community Projects and Engagement

All Foundation Dentists are expected to participate in a least one community project

Community and Volunteer Opportunities

There is a strong history of volunteer opportunities for Dental Foundation Training in the Yorkshire and Humber region. This has continued to grow and develop, not only providing opportunities for the Foundation trainees to become involved in this type of work but more importantly, delivering care opportunities to some of the region's most vulnerable groups.



Dentaid



The association with Dentaid, where a mobile dental surgery is positioned at various locations regionally offering point of care facilities for some of most vulnerable in society, mainly by way of dental extraction and relief from acute dental pain and infection. In the 2021/2022 a nationally reported school project in association with Dentaid was established in Calderdale, West Yorkshire. This gave a couple of



Foundation Dentists excellent experience in taking the clinical lead opportunity which allowed many of Y&H region's Foundation Trainees the opportunity to become involved in providing clinical care for hundreds of children in the school who otherwise would not have received treatment.



There are some very rewarding volunteer opportunities to become involved with that will broaden the Trainee's experience, help the most vulnerable in our communities, and also add something interesting to the CV.

Andy Harrison TPD for SY6 leads the Community and Volunteering Opportunity offering for DFT in Yorkshire and the Humber

Bevan

Bevan House is a flagship medical practice based in Bradford which provides a range of integrated medical and social care to refugees, asylum seekers and unregistered patients. It is a medical outreach centre where FDs support the practice by providing dental education, basic prevention and screening following a medical examination for those refugees and asylum seekers just entering the country.

Ian Wilson TPD for JDFCT leads the Bevan Outreach Project

Refugee and Asylum Seekers

North Yorkshire DFT practice support the access to emergency care and treatment for Refugees and Asylum seekers, taking part in this project will provide FDs with experience in working with translation services, understanding the many challenges this vulnerable group experiences and importantly provide dental treatment to some of the most vulnerable patients in our communities.

Teeth Team

Teeth Team is an opportunity for FDs to become involved in Oral Health promotion and supervised brushing within primary schools in North Yorkshire. This evidence-based approach is designed to tackle the considerable problems children and families face with oral disease in our most vulnerable communities. For more details of inclusion in this project please contact Laura Masham laura@543dentalcentre.co.uk

Simon Hearnshaw TPD for NY1 leads the Refugee Project and Teeth Team projects.

Community Health Care Workers Project

Foundation Dentists will be working within their local communities, supporting health care workers provide preventative advice to vulnerable patient groups and patients who traditionally struggle to access dental care. This can involve being part of local campaigns, designed to promote oral health care amongst nursing mothers and young children.

Raised in Yorkshire

This is a schools-based approach to sustainable student-led oral health education, this involves both teaching opportunities for FDs to train 6th formers and school-based field work, to measure the impact of oral health measures for children. Importantly this opportunity provides young adults from disadvantaged schools a chance to consider a career in health care.

Jason Atkinson APD for DFT and DTFT leads both the HCW and RiY Projects

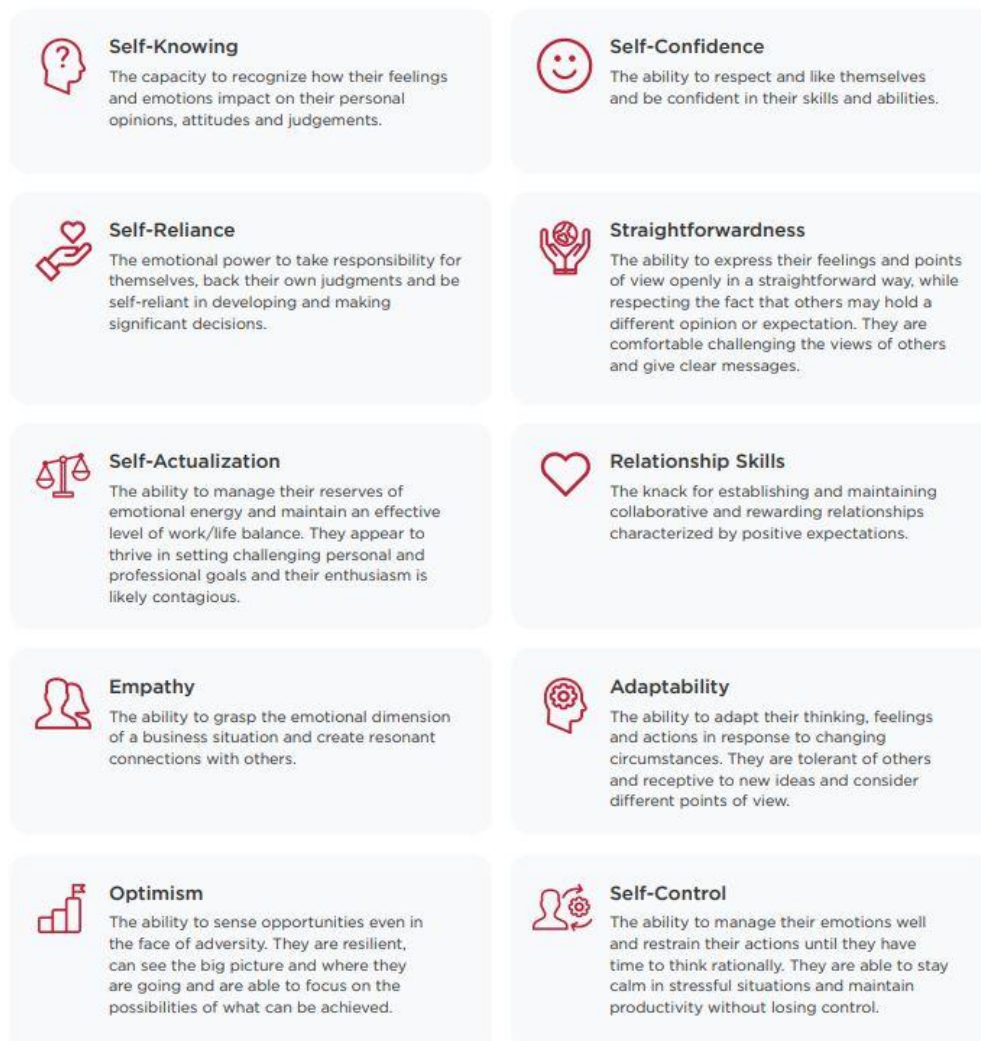
Emotional Intelligence within Dental Foundation Training

Introduction

Dental professionals today will not only need to have excellent clinical skills but also skills in leadership. One of the foundations of any leader is their ability to manage emotions in themselves and in others, and to recognize the impact that they have on those around them and their community. (Fig1)

Building their Emotional Intelligence Capital is a key component of the challenge that is being demanded by our students and Dental Professionals.

Fig 1



Bringing Emotional Intelligence Capital into Dental Foundation training will help us to do this in a robust, evidence-based process to equip both FDs, ESs and TPDs.

Rationale behind Emotional Intelligence Capital



To be an effective leader and team member we need the skills to manage our emotions well and influence the emotions of other people toward positive outcomes. Health Education England YH Foundation Dentists will gain a solid understanding of emotional intelligence and its relationship to key challenges such as leadership, communication, cultural transformation and diversity and inclusion. In a rapidly changing landscape within Dentistry this must be a priority.

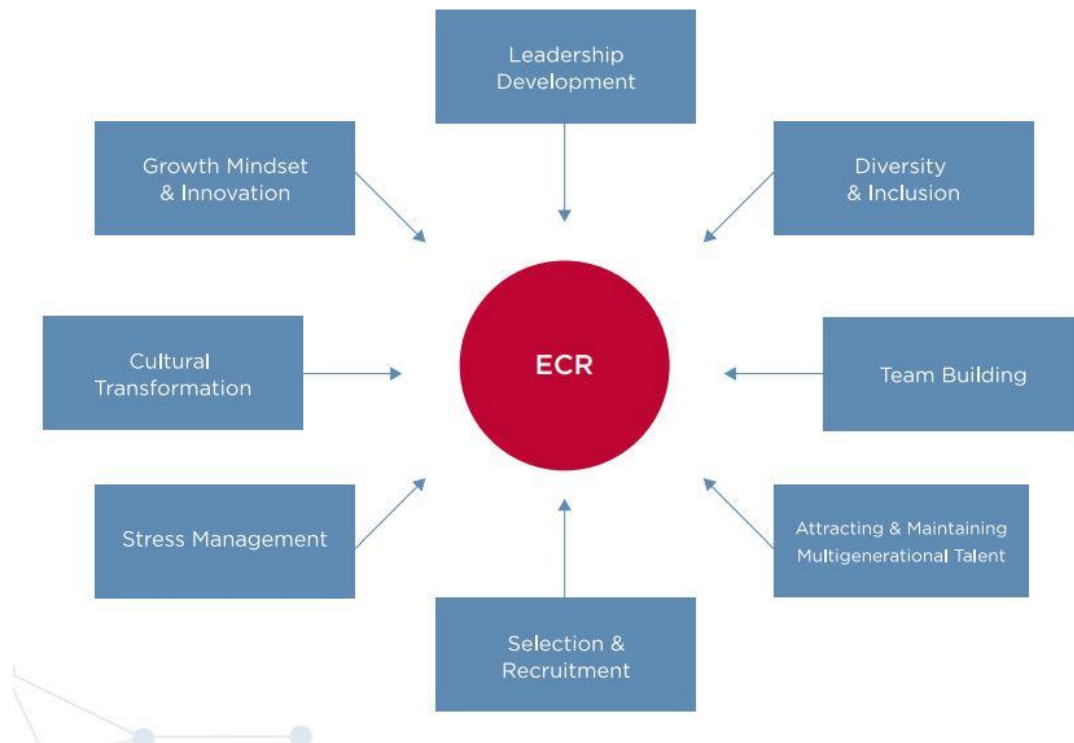
Current Dental Professionals demand flexible working arrangements. They want flexibility in both their working hours and the location that they work from. Millennials as an example are the first generation to grow up fully immersed in technology with flexibility at their fingertips. In addition, they are unconvinced that it is worth sacrificing their personal lives for their jobs, so they greatly value a strong work-life balance. Organisations need to be led by emotionally intelligent leaders who are Adaptable and who understand the need for Self-Actualisation & Awareness.

Benefits of ECR to DFT

Running alongside the current Dental Foundation curriculum, having the opportunity to produce Emotional Capital reports (ECR) for our FDs, ESs and TPDs will.

- Provide a baseline understanding for FDs and ESs of their Emotional intelligence and how this can affect their role in the workplace [see diagram below]
- Assist the ES with a framework of how to effectively mentor/coach the ES in practice and secondary care
- Provide framework to assist those FDs who may struggle throughout DFT
- Provide coaching solutions if there are performance issues due to relational conflict, stress or mental health.
- Provide the FD with evidence of EQ awareness and development into their next career opportunity.
- Provide the ESs with evidence of EQ awareness and development as part of their appraisal and re-approval process
- Provide an additional evidence-based approach to the quality and innovation of DFT within Health Education England YH





As well as the above benefits

This Emotional Intelligence Capital process will help Health Education England YH to build great teams that can:-

- Increase the ability to influence others for positive change
- Resolve conflicts and increase cooperation
- Develop growth mindset and innovation
- Increase adaptability to take advantage of a changing marketplace
- Understands how to manage multigenerational talent

Ian Wilson TPD for JDFCT leads the Emotional Intelligence Programme and is supported by **Tony Kilcoyne** TPD for WY3

Clinical Experience and Activity Logs

Keeping your portfolio update is an essential for the smooth running of the DFT year. In this next section you will find check lists and resources that will help you keep on top on of ePortfolio tasks.

NHS Dental Services is part of the NHS Business Services Authority. They responsible for processing NHS dental claims and paying NHS Dentists. The NHSBSA manage the NHS contracts through a system called Compass. More information can be found by following this link

<https://www.nhsbsa.nhs.uk/information-foundation-dentists>

Compass gives you access to:

Pay statements

Whilst you're a Foundation Dentist you're salaried and employed by your lead employer. You'll find details of your monthly pay and pension contributions on your pay statement. These will be paid to you by your employer who'll provide you with a payslip.

You may also be reimbursed for travel and subsistence by your employer. These details will also be included in your statement.

Your NHS COMPASS statement also includes a summary of processed claims. This will list details of all the patients you have seen, together with the band of treatment claimed. You can view a short video to find out how to view your pay statement. Please liaise with your Practice Manager to review this information regularly.

<https://www.youtube.com/watch?v=vZv6qPB4GM8>

Activity

During your training year, you have an estimated number of Units of Dental Activity (UDA) that you're expected to achieve. You'll be required to record these figures monthly in your e-portfolio and also upload documentary proof of these figures from Compass.

Although the information is included in your Monthly Pay Statement you should not upload the details of the patients and treatments you've provided. You can find a more suitable record of UDAs achieved in the Activity Actuals report. You can view a short video to find out how to access the Activity Actuals report

https://www.youtube.com/watch?v=tYnj_mKQzpo

Reports

Twice a year, NHS Dental Services provides an FD report for you and your trainer. This report provides you with a breakdown of the clinical data set, the number of claims for the various treatments and, where recorded, the number of teeth treated.

It also gives a breakdown of activity by adult and child and analysis of patients treated by age. You can view a short video to find out how to access these reports.

<https://www.youtube.com/watch?v=ifmeek3LXtc>

Portfolio Requirements

September

| Completed | Portfolio Task |
|-----------|--|
| | Learning Agreement to complete and upload ready for viewing |
| | 3 x Simulation Learning exercise report following your buddy assessment session <ul style="list-style-type: none"> - Amalgam - Composite - Crown Prep (part of Core Clinical Modules) |
| | Values and Expectations |
| | Induction to the Practice |
| | Pre-DFT Clinical Experience Review |
| | DOPS: - To be done within first 8 weeks Assessed to the standard of a new graduate |
| | <ul style="list-style-type: none"> o Triage (Optional) |
| | <ul style="list-style-type: none"> o Rubber dam placement |
| | <ul style="list-style-type: none"> o Urgent dental care face to face |
| | <ul style="list-style-type: none"> o Simple extraction |
| | <ul style="list-style-type: none"> o Endodontic access |
| | <ul style="list-style-type: none"> o ID block being performed |
| | <ul style="list-style-type: none"> o Pulp Extirpation |
| | <ul style="list-style-type: none"> o Child examination |
| | <ul style="list-style-type: none"> o Crown / Onlay prep & Temporary Crown <i>(to be done by IRCP)</i> |
| | <ul style="list-style-type: none"> o <i>Simple restoration- ensure you use appropriately labelled tab in the portfolio</i> |
| | <ul style="list-style-type: none"> o <i>Adult examination- ensure you use appropriately labelled tab in the portfolio</i> |
| | Non-Working Days Log – ESs to complete. <i>FD's must contact their TPD if sickness prevents attendance at a study day</i> |
| | ES to sign off Reflective Logs and Tutorial Logs |
| | Foundation Dentist's Details |
| | Clinical Experience Log- <i>Ensure you keep accurate daily figures to complete at the end of the month – see monthly clinical experience log section</i> |
| | Reflective Log one - Transition from undergrad to foundation |

| | |
|--|--|
| | Study days logs- ensure completed after each study day within 4 weeks of the course |
| | Tutorial Logs - for each tutorial once a week |
| | September Clinical Activity log- <i>Remember put 0 if applicable- don't leave blank.</i> |
| | October Clinical Activity Log (UDA) |
| | Learning needs- <i>add remember to prioritise and complete in appropriate time frames. Add from within other part of the portfolio as well as independently.</i> |
| | Ensure you have access to an NHS.net email address (your practice will arrange this for you) |
| | Submit your application to join the Performers List (if not done so already) |
| | Apply for your DBS (if not done so already) |
| | Work through eLearning – SCRIPT (needs completion by 06/11/23), eLfH (needs completion by 20/2/23), DentAIM (27/09/22) |

October

| Completed | Portfolio Task |
|-----------|--|
| | Complete any outstanding DOPS from September |
| | ADEPTS 1 and 2 - <i>To complete all clinical competencies prior to FRCP</i> Assessed standard should be that of a competent dentist at the completion of DFT |
| | CbD 1- <i>To complete all clinical competencies prior to FRCP</i> Assessed standard should be that of a competent dentist at the completion of DFT |
| | Early-Stage Review: <i>ES and FD reports to be completed by 31/10/23</i> |
| | MSF 1 – please launch w/c 09/10/23 <i>should be ready for your TPD to publish by ESR (Early Stage Review)</i> |
| | Non-Working Days Log – ESs to complete. <i>FD's must contact their TPD if sickness prevents attendance at a study day</i> |
| | ES to sign off Reflective Logs and Tutorial Logs |
| | October Clinical Activity log- <i>Remember put 0 if applicable- don't leave blank.</i> |
| | October Clinical Activity Log (UDA) |
| | Reflective Log two - How do I react and respond to feedback |
| | Study days and Tutorial Logs |
| | Learning needs added where applicable from within Work Based Assessments (mandatory for ay WBA with a score of 1 or 2) and reflections |
| | Continue to work through eLearning – SCRIPT (needs completion by 06/11/23) and eLfH (needs completion by 19/2/24) |
| | Ensure Buddy CbDs |

November

| Completed | Portfolio Task |
|-----------|---|
| | ADEPTS 3 and 4 - <i>To complete all clinical competencies prior to FRCP</i> Assessed standard should be that of a competent dentist at the completion of DFT |
| | CbD 2- <i>To complete all clinical competencies prior to FRCP</i> Assessed standard should be that of a competent dentist at the completion of DFT |
| | Non-Working Days Log – ESs to complete. <i>FD's must contact their TPD if sickness prevents attendance at a study day</i> |
| | ES to sign off Reflective Logs and Tutorial Logs |
| | November Clinical Activity log- <i>Remember put 0 if applicable- don't leave blank.</i> |
| | November Clinical Activity Log (UDA) |
| | Study days and Tutorial Logs |
| | Learning needs added where applicable from within Work Based Assessments (mandatory for any WBA with a score of 1 or 2) and reflections |
| | Continue to work through eLearning – eLfH (needs completion by 19/02/24) |
| | SCRIPT needs completing by 06/11/23 |
| | ESR Meeting with TPD (if needed) – TPD will alert you |
| | Reflective Log three - Working independently and providing clinical care. How do I feel after 2 months of training? |
| | Milestone 1a APLAN case submission deadline – 20/11/23 APLAN Feedback on cases allocated - 21/11/23 to 27/11/23 Case presentation – see scheme study day planner <i>Upload APLAN feedback and PDF of presentation to “Presentations & Projects” section of your ePortfolio</i> |

December

| Completed | Portfolio Task |
|-----------|---|
| | <p>ADEPTS 5 and 6 - <i>To complete all clinical competencies prior to FRCP</i></p> <p>Assessed standard should be that of a competent dentist at the completion of DFT</p> <p>Please note an ADEPT of a surgical extraction MUST be completed by the end of the month four</p> |
| | <p>CbD 3 (Buddy CbD 1) - <i>To complete all clinical competencies prior to FRCP</i></p> <p>Assessed standard should be that of a competent dentist at the completion of DFT</p> |
| | <p>Non-Working Days Log – ESs to complete.</p> <p><i>FD's must contact their TPD if sickness prevents attendance at a study day</i></p> |
| | <p>ES to sign off Reflective Logs and Tutorial Logs</p> |
| | <p>December Clinical Activity log- <i>Remember put 0 if applicable- don't leave blank.</i></p> |
| | <p>December Clinical Activity Log (UDA)</p> |
| | <p>Study days and Tutorial Logs</p> |
| | <p>Reflective Log four - How do I feel after the first four months of intense training? How do I ensure my own well-being?</p> |
| | <p>Learning needs added where applicable from within Work Based Assessments (mandatory for ay WBA with a score of 1 or 2) and reflections</p> |
| | <p>Continue to work through eLearning – eLfH (needs completion by 19/2/24)</p> |
| | <p>Complete Record Card Review</p> |
| | <p>TPD mid-year visits – you will be notified by your TPD when this is happening</p> |

January

| Completed | Portfolio Task |
|-----------|---|
| | ADEPTS 7 and 8 - <i>To complete all clinical competencies prior to FRCP</i> Assessed standard should be that of a competent dentist at the completion of DFT |
| | CbD 4 (Buddy CbD 2) - <i>To complete all clinical competencies prior to FRCP</i> Assessed standard should be that of a competent dentist at the completion of DFT |
| | DOP Preparation of Crown / Onlay if not already completed |
| | MSF 2 – please launch w/c 08/01/24 <i>should be ready for your TPD to publish by the 29/01/24</i> |
| | PSQ - please launch w/c 09/01/23 Your portfolio will need to be linked to a reception team member Reception team members can create an account from the ePortfolio login page by clicking on the link “ <i>Register Team Member Account</i> ” |
| | Non-Working Days Log – ESs to complete. <i>FD’s must contact their TPD if sickness prevents attendance at a study day</i> |
| | ES to sign off Reflective Logs and Tutorial Logs |
| | January Clinical Activity log- <i>Remember put 0 if applicable- don’t leave blank.</i> |
| | January Clinical Activity Log (UDA) |
| | Study days and Tutorial Logs |
| | Reflective Log five - Reflective log on working with the dental team and comparison with dental school experiences |
| | Learning needs added where applicable from within Work Based Assessments (mandatory for any WBA with a score of 1 or 2) and reflections |
| | Continue to work through eLearning – eLfH (needs completion by 19/02/24) |
| | Milestone 1b APLAN case submission deadline – 29/01/24 APLAN Feedback on cases allocated – 30/01/24 to 05/02/24 Case presentation – see scheme study day planner <i>Upload APLAN feedback and PDF of presentation to “Presentations & Projects” section of your ePortfolio</i> |
| | For those FDs interested in Dental Core Training – applications portal will open in Oriel in Mid-January. Please check the COPDEND website for a detailed breakdown of the 2024 timeline. |
| | TPD mid-year visits – you will be notified by your TPD when this is happening |
| | Check with ES that you are on target to complete IRCP requirements – see next page |

IRCP Clinical requirements

| Clinical Requirements | |
|--|---|
| Crowns/Onlays (Cast Restorations) | 3 or more from any type |
| Dentures | 4 or more from any type |
| Completed endodontic procedures | 4 (one a multi-rooted tooth) |
| Surgical extraction (observed) | 1 or more (section of tooth and division of roots), observed by ES as an ADEPT |
| Restorations | 40 or more restorations (not including GIC) - to include minimum of 5 paediatric restorations (not including GIC) |
| Stainless Steel crown placement (non AGP) for Paediatric patient | 1 or more |
| Routine extractions | 20 or more with at least 75% of these as adult extractions |
| Recommended UDAs and patient consultations | 300 or more |
| Non-Clinical requirements | |
| Direct Observed Procedures (DOPs) | New patient Examination (Adult and Child) |
| | ID Block |
| | Placement of rubber dam |
| | Simple Restoration |
| | Extraction (Simple) |
| | Endodontic Access |
| | Pulp Extirpation |
| | Surgical / Root division extraction |
| | Preparation of tooth for crown / onlay |
| | Triage |

February

| Completed | Portfolio Task |
|-----------|---|
| | ADEPTS 9 and 10 - <i>To complete all clinical competencies prior to FRCP</i> Assessed standard should be that of a competent dentist at the completion of DFT |
| | CbD 5- <i>To complete all clinical competencies prior to FRCP</i> Assessed standard should be that of a competent dentist at the completion of DFT |
| | Non-Working Days Log – ESs to complete. <i>FD's must contact their TPD if sickness prevents attendance at a study day</i> |
| | ES to sign off Reflective Logs and Tutorial Logs |
| | February Clinical Activity log- <i>Remember put 0 if applicable- don't leave blank.</i> |
| | February Clinical Activity Log (UDA) |
| | Study days and Tutorial Logs |
| | Reflective Log six - Reflection on dealing with 'difficult patients' |
| | Learning needs added where applicable from within Work Based Assessments (mandatory for ay WBA with a score of 1 or 2) and reflections |
| | Continue to work through eLearning – eLfH (needs completion by 19/02/24) |
| | Upload Compass report evidencing monthly Performer UDA totals Sept to end of Feb – see page 28 |
| | ES IRCP Report (inc FD comments) to be completed by 19/02/24 |
| | TPD mid-year visits – you will be notified by your TPD when this is happening |

March

| Completed | Portfolio Task |
|-----------|--|
| | <p>Review IRCP Panel report and Outcome with ES</p> <p>If an Outcome 2 was awarded, the FD must contact their TPD to book an Action Plan Review meeting between FD, ES and TPD (this could be scheduled for a tutorial slot if your TPD is available)</p> |
| | <p>ADEPTS 11 and 12 - <i>To complete all clinical competencies prior to FRCP</i></p> <p>Assessed standard should be that of a competent dentist at the completion of DFT</p> |
| | <p>CbD 6- <i>To complete all clinical competencies prior to FRCP</i></p> <p>Assessed standard should be that of a competent dentist at the completion of DFT</p> |
| | <p>Non-Working Days Log – ESs to complete.</p> <p><i>FD's must contact their TPD if sickness prevents attendance at a study day</i></p> |
| | <p>ES to sign off Reflective Logs and Tutorial Logs</p> |
| | <p>March Clinical Activity log- <i>Remember put 0 if applicable- don't leave blank.</i></p> |
| | <p>March Clinical Activity Log (UDA)</p> |
| | <p>Study days and Tutorial Logs</p> |
| | <p>Reflective Log seven - IRCP – reflections on MSF and PSQ as well as any identified learning needs and proposed action plan</p> |
| | <p>Learning needs added where applicable from within Work Based Assessments (mandatory for any WBA with a score of 1 or 2) and reflections</p> |

April

| Completed | Portfolio Task |
|-----------|--|
| | Follow IRCP Action plan (if applicable) |
| | ADEPTS 12 and 13 - <i>To complete all clinical competencies prior to FRCP</i> Assessed standard should be that of a competent dentist at the completion of DFT |
| | CbD 7- <i>To complete all clinical competencies prior to FRCP</i> Assessed standard should be that of a competent dentist at the completion of DFT |
| | Non-Working Days Log – ESs to complete. <i>FD's must contact their TPD if sickness prevents attendance at a study day</i> |
| | ES to sign off Reflective Logs and Tutorial Logs |
| | April Clinical Activity log- <i>Remember put 0 if applicable- don't leave blank.</i> |
| | April Clinical Activity Log (UDA) |
| | Study days and Tutorial Logs |
| | Reflective Log eight - Reflective log on phasing of treatment in the NHS –in line with guidelines |
| | Learning needs added where applicable from within Work Based Assessments (mandatory for ay WBA with a score of 1 or 2) and reflections |

May

| Completed | Portfolio Task |
|-----------|--|
| | Follow IRCP Action plan (if applicable) Meet with TPD towards the end of the month for an IRCP action plan review (please contact TPD to schedule a time) |
| | Review progress against FRCP “Recommended Minimum Clinical Requirements” with ES – alert TPD if concerns arise |
| | Check with your ES that you have completed all “ <i>Management and Leadership Evidence</i> ” – see report section of ePortfolio. Plan tutorials/reflections to map any missing areas. |
| | Check with your ES that you have covered all “ <i>Clinical Competencies</i> ” and “ <i>Clinical Categories</i> ” – see reports section of the ePortfolio. Plan ADEPTS/CbDs to map any missing areas. |
| | ADEPTS 14 and 15 - <i>To complete all clinical competencies prior to FRCP</i> Assessed standard should be that of a competent dentist at the completion of DFT |
| | CbD 8- <i>To complete all clinical competencies prior to FRCP</i> Assessed standard should be that of a competent dentist at the completion of DFT |
| | Non-Working Days Log – ESs to complete. <i>FD’s must contact their TPD if sickness prevents attendance at a study day</i> |
| | ES to sign off Reflective Logs and Tutorial Logs |
| | May Clinical Activity log- <i>Remember put 0 if applicable- don’t leave blank.</i> |
| | May Clinical Activity Log (UDA) |
| | Study days and Tutorial Logs |
| | Reflective Log nine - Reflective log on volunteering / DFT projects |
| | Learning needs added where applicable from within Work Based Assessments (mandatory for ay WBA with a score of 1 or 2) and reflections |
| | Milestone 2 APLAN case submission deadline – 13/05/24 APLAN Feedback on cases allocated – 14/05/24 to 28/05/24 Case presentation – see scheme study day planner <i>Upload APLAN feedback and PDF of presentation to “Presentations & Projects” section of your ePortfolio</i> |
| | Check with ES that you are on target to complete FRCP requirements – see page 41 |

June

| Completed | Portfolio Task |
|-----------|--|
| | Follow IRCP Action plan (if applicable) |
| | ADEPTS 16 and 17 - <i>To complete all clinical competencies prior to FRCP</i> Assessed standard should be that of a competent dentist at the completion of DFT |
| | CbD 9- <i>To complete all clinical competencies prior to FRCP</i> Assessed standard should be that of a competent dentist at the completion of DFT |
| | Non-Working Days Log – ESs to complete. <i>FD's must contact their TPD if sickness prevents attendance at a study day</i> |
| | ES to sign off Reflective Logs and Tutorial Logs |
| | June Clinical Activity log- <i>Remember put 0 if applicable- don't leave blank.</i> |
| | June Clinical Activity Log (UDA) |
| | Study days and Tutorial Logs |
| | Reflective Log ten - Reflective log on becoming an independent practitioner, what progress have you made since the start of DFT? |
| | Learning needs added where applicable from within Work Based Assessments (mandatory for any WBA with a score of 1 or 2) and reflections |
| | Milestone 3 APLAN case submission deadline – 24/06/2024 APLAN Feedback on cases allocated – 25/06/24 to 08/07/24 Case presentation – see scheme study day planner <i>Upload APLAN feedback and PDF of presentation to “Presentations & Projects” section of your ePortfolio</i> |

FRCP Requirements

Complex treatments - activity should include:

- Twelve indirect restorations (e.g. crowns, inlays, onlays and veneers). To include at least one of each type, if possible
- Two bridges. To include one conventional bridge, if possible
- Twelve acrylic prostheses
- Two Co-Cr prostheses
- Twelve endodontic cases – to include both single-rooted (incisors and/or canines) and multi-rooted endodontic cases (molars and/or premolars)
- Four extractions of special difficulty (which may involve bone removal and/or flaps): one undertaken as ADEPT with ES by the end of Month 4

| Assessment | Minimum Requirement | Notes |
|--|---|---|
| Significant Events | Reporting required in e-portfolio and ESs' Structured Reports | <ul style="list-style-type: none"> • Panels will take account of the evidence and its relevance to Satisfactory Completion in reaching their recommendations |
| Complaints | Reporting required in e-portfolio and ESs' Structured Reports | <ul style="list-style-type: none"> • Panels will take account of the evidence and its relevance to Satisfactory Completion in reaching their recommendations |
| Sickness absence | Reporting required in e-portfolio and ESs' Structured Reports | <ul style="list-style-type: none"> • Panels will take account of the evidence and its relevance to Satisfactory Completion in reaching their recommendations |
| Annual leave | Reporting required in e-portfolio and ESs' Structured Reports | <ul style="list-style-type: none"> • Annual leave should be taken in accordance with the national FD Contract and any NHSE Local Office/Deanery requirements |
| Clinical Audit | Delivered as a presentation during Audit Day 2 scheme study day | <ul style="list-style-type: none"> • Two audit cycles to be completed |
| MSF(s) | Completed in Month 4 (and Months 8/9 if required) | <ul style="list-style-type: none"> • Must include ES(s), FD's Dental Nurse, Practice Receptionist • Repeated in Months 8 or 9 if required by Interim Panel |
| PSQ(s) | Completed in Month 4 (and Months 8/9 if required) | <ul style="list-style-type: none"> • Minimum of 20 submitted forms required • Repeated in Months 8 or 9 if required by Interim Panel |
| Professionalism and Management & Leadership | | <ul style="list-style-type: none"> • All areas completed – please use the report of the ePortfolio to check |
| Study Day attendance | All NHSE Local Office/Deanery Study Days (or approved alternatives) attended, recorded and evaluated reflectively | <ul style="list-style-type: none"> • Normally 30 Study Days in 12 months period • Study Days held after Final RCP recommendation must be attended and evaluated for Certificate of Satisfactory Completion of DFT to be issued |
| Educational Supervisor Tutorial Programme | All Tutorials required by NHSE Local Office/Deanery completed, recorded and evaluated reflectively | <ul style="list-style-type: none"> • Normally 40 Tutorials in 12 months period • Tutorials scheduled after Final RCP recommendation must be attended and evaluated for Certificate of Satisfactory Completion of DFT to be issued |

July

| Completed | Portfolio Task |
|-----------|---|
| | ADEPTS 18 - <i>To complete all clinical competencies prior to FRCP</i> Assessed standard should be that of a competent dentist at the completion of DFT |
| | CbD 10- <i>To complete all clinical competencies prior to FRCP</i> Assessed standard should be that of a competent dentist at the completion of DFT |
| | Non-Working Days Log – ESs to complete. <i>FD's must contact their TPD if sickness prevents attendance at a study day</i> |
| | ES to sign off Reflective Logs and Tutorial Logs |
| | July Clinical Activity log- <i>Remember put 0 if applicable- don't leave blank.</i> |
| | July Clinical Activity Log (UDA) |
| | Study days and Tutorial Logs |
| | Learning needs added where applicable from within Work Based Assessments (mandatory for any WBA with a score of 1 or 2) and reflections |
| | Audit presentations – see Term 2 scheme study day planner for specific dates <i>Upload a PDF of your audit presentation to “Presentations & Projects” section of your ePortfolio</i> |
| | Upload Compass report evidencing monthly Performer UDA totals March to 15 th July – see page 28 |
| | Complete End of training year survey – link to be provided |
| | ES FRCP Report (inc. FD comments) to be completed by 15/07/2024 |

August

| Completed | Portfolio Task |
|-----------|---|
| | Non-Working Days Log – ESs to complete. <i>FD's must contact their TPD if sickness prevents attendance at a study day</i> |
| | ES to sign off Reflective Logs and Tutorial Logs (if applicable) |
| | August Clinical Activity log- <i>Remember put 0 if applicable- don't leave blank.</i> |
| | August Clinical Activity Log (UDA) |
| | Study days and Tutorial Logs |
| | Learning needs added where applicable from within Work Based Assessments (mandatory for any WBA with a score of 1 or 2) and reflections |

Monthly Clinical Experience Log

Please photocopy or print additional copies

Month =

| | Procedure | Tally |
|--|---|-------|
| DNA numbers | | |
| Number of unbooked clinical hours | | |
| Holidays | | |
| Sick Days | | |
| Patient examination & diagnosis | Examinations | |
| | Radiographs | |
| | Impressions | |
| | Photography | |
| | | |
| Treatment planning and patient management | Adult (routine) | |
| | Children (routine) | |
| | Children in pain | |
| | Adults in pain | |
| | Patients with complex Medical Histories | |
| | Remote Consultation and/or Triage | |
| | Relevant AAA treatment | |
| | | |

| | | |
|---|---|--|
| | Endodontic Access (for drainage etc) | |
| Health promotion/disease prevention | | |
| | Diet analysis | |
| | Fissure sealants | |
| | Fluoride varnish | |
| Medical and dental emergencies | | |
| | BLS/Medical emergencies training | |
| | Dental trauma | |
| Anaesthesia, pain & anxiety control | | |
| | Local anaesthesia | |
| | Anxious patients | |
| | IV sedation | |
| | Inhalational sedation | |
| Periodontal therapy & management soft tissue | | |
| | 6 point periodontal chart | |
| | Detailed oral hygiene instruction | |
| | Simple scale | |
| | RSD | |
| Hard & soft tissue surgery | | |
| | Extraction of permanent teeth | |
| | Extraction of deciduous teeth | |
| | Extraction of buried roots | |
| | Surgical extractions involving suturing | |
| Non-surgical Management | | |
| | Prescribing (antimicrobials) | |
| | Prescribing (other) | |
| | Referrals | |
| | Denture alterations / repairs | |
| Restoration of teeth | | |
| | Rubber dam placement | |

| | | |
|-----------------------------|----------------------------------|--|
| | | |
| | Amalgam restorations | |
| | Anterior composite restorations | |
| | Posterior composite restorations | |
| | GIC | |
| | Sealant restoration | |
| | Replacement restoration | |
| | SS crowns on deciduous teeth | |
| | RCT incisor / canine | |
| | RCT premolar | |
| | RCT molar | |
| | Pulpotomies of deciduous teeth | |
| | Veneers | |
| | Crowns - conventional | |
| | Other indirect restorations | |
| | Posts | |
| | Amalgam cores | |
| | Bridge - resin retained | |
| | Bridge - conventional | |
| Replacement of teeth | | |
| | Acrylic complete dentures | |
| | Acrylic partial dentures | |
| | Cobalt-chrome partial dentures | |
| | Denture reline | |
| | Additions to dentures | |

NHS and Foundation Training Acronyms

The list below is by no means exhaustive, but I hope a useful starting point

| | | |
|----------------|--|--|
| A/L | Annual Leave | Statutory holiday entitlement during employment. |
| APD | Associate Postgraduate Dean | APDs are responsible for the management of the specialty training programmes, whilst providing additional support and practical advice to the Medical Directorate. |
| CCG | Clinical Commissioning Group | Created following the Health & Social Care Act of 2012, CCGs are clinically led statutory NHS bodies responsible for the planning and commissioning of health care services for their local area. As of April 1st, 2020, there are 135 CCGs in England. They are membership bodies, with local GP practices as the members. Responsible for approximately 2/3 of total NHS England budget. Average population is about a quarter of a million people. These are being replaced by ICSs |
| COPDEND | Committee of Postgraduate Dental Deans and Directors | https://www.copdend.org/ |
| CPD | Continual Personal Development/Continuing Professional Development | Personal and Professional development helps staff manage their own learning and growth throughout their career. Continuous learning helps open new career opportunities, keeps skills and knowledge up to date and ensures safe and legal practice. |
| DBS | Disclosure and Barring Service | The <i>Disclosure and Barring Service</i> (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA) |
| DCT | Dental Core Training | DCT is that period of postgraduate development which extends from the end of Dental Foundation Training (DFT)/ Dental Vocational Training (VT) to the start of specialty training, specialist practice, generalist practice or many other possible career options. As such, it is a training period that has multiple endpoints and a varied duration of from one to three years. |
| DFT | Dental Foundation Training | In order to practice in the UK, newly qualified dentists are required to complete a year of Dental Foundation training. During this year Dental Foundation trainees are permitted to practice on NHS patients at an approved dental practice. Trainees are also required to attend a specified number of study days over the 12 months to further expand their knowledge and experience. Trainees are mentored by their Educational Supervisor, who is based at the practice and who has been specially selected by the regional Department of |

| | | |
|-------------|--|---|
| | | Postgraduate Dental Education as an experienced practitioner. |
| ESR | Early-Stage Review | The first 8 weeks of the DFT year |
| FAQs | Frequently Asked Questions | Listed questions and answers that are commonly asked on a specific topic or subject. |
| FRCP | Final Review of Competency Progression (relates to DFT and IRCP) | <p>The Final RCP takes place after ten months in practice. Its purpose is too;</p> <ul style="list-style-type: none"> • Confirm whether the foundation dentist, has completed, or will complete within the training year, the necessary requirements for Satisfactory Completion. • Ensure that any items identified at Interim RCP have been followed through. • Recommend any additional activity to be completed before the end of the programme. <p>Make an Outcome recommendation</p> |
| GDPR | General Data Protection Regulation | <p>A new regulation that will replace the current Data Protection Directive (1995) and will come into effect from 25th May 2018.</p> <p>GDPR protects fundamental rights and freedom of natural person, their 'Right to the protection of Personal Data'</p> |
| GDC | General Dental Council | The General Dental (GDC) is a public body that maintains the official register of dental registrants within the UK. The GDC sets standards for dental schools and is responsible for "protecting, promoting and maintaining the health and safety of the public". |
| GMC | General Medical Council | The General Medical Council (GMC) is a public body that maintains the official register of medical practitioners within the UK. The GMC sets standards for medical schools and is responsible for "protecting, promoting and maintaining the health and safety of the public". |
| HEI | Higher Education Institution | Higher Education Institution refers to universities, colleges and other various professional schools that provide professional preparation in such fields as law, theology, medicine, business, music and art. |
| ICS | Integrated Care Systems | Integrated Care Systems (ICS) are new partnerships between the organisations that meet health and care needs across an area, to coordinate services and to plan in a way that improves population health and reduces inequalities between different groups. |
| IG | Information Governance | The way in which the NHS handles all of its information, in particular the personal and sensitive information relating to patients and employees. |
| IPP | Interim People Plan | The Interim People Plan sets out the vision for people who work for the NHS to enable them to deliver the NHS Long Term Plan. |
| IRCP | Interim Review of Competency Progression (relates to DFT and FRCP) | Takes place after 6 months in practice. Progress and performance are reviewed by a panel that looks at all information and evidence contained in the individuals ePortfolio |
| LETB | Local Education and Training Board | Learning Education & Training Boards (LETBs) are the 13 regional structures in the health education and |

| | | |
|-------------|--|--|
| | | <p>training system of the NHS in England, established in 2013. They are statutory committees of WTE.</p> <p>LETBs have three main functions:</p> <ul style="list-style-type: none"> - to identify and agree the local needs for education and training - to deliver the right people and skills to meet future service needs - to plan and commission high quality education and training in its region in order to secure future workforce supply and improve patient outcomes <p>support national workforce priorities set by Health Education England</p> |
| LTP | Long Term Plan | As medicine advances, health needs change and society develops, the NHS has to continually move forward so that in 10 years' time we have a service fit for the future. The NHS Long Term Plan is drawn up by frontline staff, patients' groups, and national experts to be ambitious but realistic. |
| LTFT | Less Than Full Time | Less than full time (LTFT) is an option for trainees to work less hours (part time) and requires doctors in training to complete an application form. |
| MH | Mental Health | A person's condition with regard to their psychological and emotional well-being. |
| NETS | National Education and Training Survey | The National Education and Training Survey (NETS) offers all students and trainees the opportunity to have their say on their clinical placement experience. The number of learners who took part in the NETS 2020 is up 20%, compared to 2019, with nearly 37,000 respondents. |
| NHS | National Health Service | A publicly funded national healthcare system in the United Kingdom. Funded primarily by taxation, providing free or low-cost healthcare |
| NHSE | NHS England | NHS England lead the NHS in England to deliver high quality services for all. Health Education England merged with NHS England in April 2023. |
| OH | Occupational Health | <p>Providing a range of occupational health support to managers and employees including: -</p> <ul style="list-style-type: none"> • Pre-placement health screening • Short term and long-term sickness absence support • Workstation/workplace assessments • Case Management <p>- The major role of the Occupational Health Service is to provide independent advice to managers on the health of employees</p> |
| PCN | Primary Care Network | Primary Care Networks (PCNs) are a group of services that include GP practices, community groups, mental health, social care, pharmacy, hospital, and voluntary services in their local areas. They build on existing primary care services and enable greater provision of proactive, personalised, coordinated and more integrated health and social care for the local population. |
| PDP | Personal Development Plan | A plan for employees to ensure they are clear as to what their objectives are for the future and how they will achieve them. The development plan is updated |

| | | |
|--------------|---|--|
| | | annually usually with an appraisal. A PDP is expected for all FDs/JDFCTs at FRCP. |
| PGMDE | Postgraduate Medical and Dental Education | Postgraduate Medical and Dental training is available for all doctors and dentists in England. The teams that do this work in NHSE used to be deaneries and are now part of our local teams. They may also be referred to as the PGMDE or Healthcare Education Teams (HET). |
| PHE | Public Health England | Public Health England (PHE) was an executive agency of the Department of Health and Social Care (DHSC) which aimed to protect and improve health and wellbeing and reduce health inequalities On 1 April 2021, Public Health England was replaced by the UK Health Security Agency, a new body created to deal with the threat of infectious diseases by combining PHE with the NHS Test and Trace operation. PHE will continue to have transitional existence until 1 October 2021. |
| PSW | Professional Support & Wellbeing | The PSW offers support such as counselling, coaching and exam support to doctors in training if they experience challenges during their training. NHSE YH are in the process of setting up a PSW. Counselling can be access via add link and Support also can be accessed via NHS Practitioner Health. |
| QF | Quality Framework | <p>A published document that outlines the purpose of the NHSE Quality Framework. The Quality Framework enables NHSE to:</p> <ul style="list-style-type: none"> - Ensure we have a clear focus on the quality of work-based placements to ensure we enable staff to develop the right skills, values and behaviours to deliver high quality, safe patient care. - Embed a shared definition, measurement and benchmarks of quality across England to support quality improvement. - Systematically review our quality activities with local partners, to ensure a proportionate and effective approach. - Establish clear quality governance arrangements, consistent quality management and quality improvement processes across England. <p>Set the national and local ambition for quality in education and training in order to drive innovation and quality improvement.</p> |
| QI | Quality Improvement | A tangible change to an aspect of quality. |
| SBS | Shared Business Services | Is a joint venture company in the United Kingdom between the Department of Health (DoH) and the French IT services company Sopra Steria. It provides back-office services to NHS trust such as payroll, pensions, human resources, recruitment and registration authority services. |
| SOP | Standard Operating Procedure | A SOP is a set of step-by-step instructions compiled by an organisation to help employees carry out complex routine operations. SOPs aim to achieve efficiency, quality output and uniformity of performance. |

| | | |
|------------|-----------------------------|--|
| TBC | To be confirmed | TBC is written in announcements about future events to indicate that details of the event are not yet certain and will be confirmed at a later date. |
| TCS | Terms and Conditions | The current NHS grading and pay system for NHS staff, except for doctors, dentists, apprentices, and some senior managers. |
| TIS | Trainee Information System | TIS is a national solution to support the management and administration of medical trainees. The primary product has been developed in-house, TIS Core Services (TCS). TCS interacts with a series of other products, some internal, some external to produce an overall solution for the stakeholders. Stakeholders currently include NHSE Local Office Programme Teams, along with external trust users. |
| TPD | Training Programme Director | A speciality training programme director (TPD) is a member of the Speciality Training Committee (STC) who is managerially responsible to the Postgraduate Dean for the delivery of training in that speciality according to the standards set by the GDC and relevant Royal College or Faculty |

Notes

Notes continued