



THE ROYAL
COLLEGE OF
SURGEONS
OF EDINBURGH

The Faculty of Dental Trainers

Standards for Dental Trainers Across the Dental Team

Leading and Supporting
Training for the Whole
Dental Team



The Faculty of Dental Trainers



“ Upholding patient safety and ensuring the highest standards of patient care are core values of The Royal College of Surgeons of Edinburgh. Accordingly, the Faculty of Dental Trainers has set out in this document the standards that should be reached, or that can be aspired to, by any member of the dental team engaged in teaching and training. Success in becoming a Member or Fellow of the Faculty of Dental Trainers is recognition of engagement, expertise and achievements in training. ”

Professor S Michael Griffin OBE

President of the Royal College of Surgeons of Edinburgh

“ As the importance of teaching and training is being recognised internationally, so too is the need to have an effective and efficient framework for trainers. The Royal College of Surgeons of Edinburgh has set out the standards it expects of dental trainers across the dental team. This guide is essential to all those interested in a commitment to teaching, to developing their skills and to training competent, safe clinicians. ”

Professor Philip Taylor

Dean of the Faculty of Dental Surgery



Foreword

The purpose of the Faculty of Dental Trainers is to enhance patient care and safety by promoting the highest standards of training in dentistry and to support trainers in developing their roles.

In dentistry, successful training of the dental team is delivered by dentists, dental therapists, orthodontic therapists, dental hygienists, dental nurses, dental technicians and clinical dental technicians.

Training and coaching takes place across all healthcare sectors and in multiple settings, including general dental practice, the public and community dental services, hospital dental services, the universities, colleges, specialist societies and the armed forces.

Standards that trainers in dentistry should meet or aspire to are set out in this document within six framework areas. The Standards of the Faculty are intended to act as a guide for trainers at every level. Their aim is to encourage and help target efforts towards reaching higher levels of expertise and engagement in dental education and training.

A key aim of the Faculty of Dental Trainers is to facilitate support for the attainment of its own Standards through education, mentoring and opportunities to network with other trainers from across the dental team.

All trainers must be able to validate their activities and show evidence of their ability to train. By keeping a reflective log of training activities matched against these standards, trainers will be able to display their commitment to training and plan their progress to higher levels within the framework areas.

Framework Area 1

The environment for safe and effective clinical practice and training

The Trainer:

- a. Acts as a role model for safe and effective patient care.
- b. Demonstrates high standards of professionalism.
- c. Ensures that trainees are exposed to clinical experience that is appropriate for their needs and stage of development.
- d. Ensures that the level and availability of supervision is appropriate for the trainee's needs and stage of development.
- e. Develops a culture in which the highest standards of care and dental education are promoted and maintained for the benefit of patients and trainees.
- f. Facilitates the appropriate opportunities to involve patients and the wider workplace team in training.
- g. Involves the trainee in seeking to improve the quality of patient care and the training environment.
- h. Involves the dental team relevant to the sphere of practice in training.
- i. Acts as an advocate for all aspects of training within the wider dental team.

Framework Area 2

Training, teaching and facilitating learning

The Trainer:

- a. Sets learning outcomes for trainees in the context of relevant curricula.
- b. Utilises a range of appropriate methods of teaching and learning to deliver the learning outcomes.
- c. Utilises high quality learning resources and educational materials.
- d. Implements or contributes to courses and programmes of training.
- e. Can describe and use a basic range of educational evaluation tools.
- f. Encourages and facilitates self-directed and reflective learning.
- g. Encourages engagement in relevant external training opportunities.
- h. Applies relevant educational theory to the delivery of training and the facilitation of learning.
- i. Is able to design courses and co-ordinate programmes of training.
- j. Quality manages the delivery of teaching and training, taking into account feedback from trainees, colleagues and external reviewers.
- k. Leads the strategic development of dental education and training.
- l. Engages and appraises dental educators on their performance.

Framework Area 3

Enhancing learning through assessment

The Trainer:

- a. Regularly observes and assesses the trainee's performance across the full range of technical and non-technical knowledge and skills.
- b. Implements a range of assessment tools appropriate to the learning outcomes.
- c. Provides specific and constructive feedback to trainees following each assessment, indicating any action required of the trainee in order to reach the required standard.
- d. Applies marking and rating criteria fairly and consistently, engaging in structured standardisation and calibration processes.
- e. Supports trainees in preparation for external assessment.
- f. Maintains knowledge of current assessment theory and applies it to the creation of assessment materials and the design and quality assurance of assessment.
- g. Contributes to the development and implementation of assessment processes and systems, strategy and policies.

Framework Area 4

Supporting and monitoring progress

The Trainer:

- a. Establishes learning agreements with the trainee in line with the expectations of formal training programmes and/or according to the analysis of their learning needs.
- b. Meets with the trainee as often as required to discuss progress against the set objectives.
- c. According to the trainer's specific role and the context of training:
 - contributes to feedback on progress,
 - gathers, collates and analyses feedback on progress from multiple sources.
- d. Encourages the trainee to self-monitor and to gather evidence on progress by, for example, use of an e-portfolio.
- e. Can explain current requirements and outline best practice for training and education.
- f. Identifies, supports, or refers trainees in difficulty.
- g. Manages programmes of training for more than one trainee, establishing effective mechanisms for monitoring and support.
- h. Contributes to assessment and/or progression panels.
- i. Manages the educational input of others into training.
- j. Manages trainees and/or trainers in difficulty.

Framework Area 5

Mentoring and guiding personal and professional development

The Trainer:

- a. Is familiar with current guidance relating to ethical and professional misconduct and managing poor performance.
- b. Challenges poor practice in the delivery of patient care constructively and sensitively.
- c. Can access and describe the tools and skills required to support professional development and planning.
- d. Guides the formal learning of the trainee through effective performance development review.
- e. Encourages the trainee towards activities that will develop management and leadership skills.
- f. Provides considered career advice, helping trainees to develop and present their CVs with integrity.
- g. Recognises the impact of personal circumstances on trainee performance and guides them to appropriate support.
- h. Co-ordinates wider mentoring programmes.
- i. Acts to facilitate personal development needs for the dental team.

Framework Area 6

Being a professional educator and trainer

The Trainer:

- a. Displays a professional attitude to the training role, maintains knowledge of, and complies with, current best practice.
- b. Actively seeks feedback on their performance as a trainer and acts to improve their performance.
- c. Has undertaken appropriate training in how to be a trainer and maintains these skills.
- d. Seeks formal recognition from an educational organisation to enhance their teaching and training practice.
- e. Sets and maintains appropriate professional boundaries with the trainee.
- f. Actively challenges poor training practice and champions professionalism in dental training.
- g. Contributes to the education of, and support for, other trainers.
- h. Contributes to educational scholarship or research.

The Faculty of Dental Trainers



“There are many recognised and quality assured pathways and opportunities for trainers in dentistry to work towards meeting the standards that they require to achieve for their training practice and career development.

Individuals should build their requirements for progress into a personal development plan and seek professional education and training in the areas that they wish to pursue.

Advice and guidance regarding the standards may be sourced by contacting the Faculty of Dental Trainers at fdt@rcsed.ac.uk or by visiting our website fdt.rcsed.ac.uk”

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