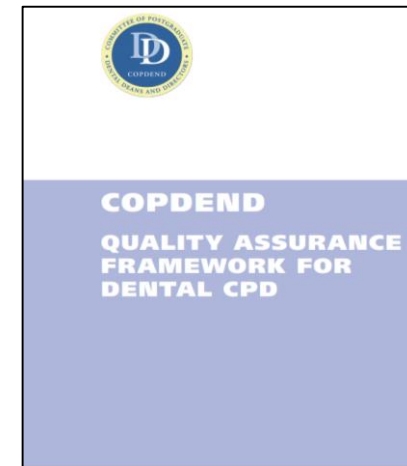
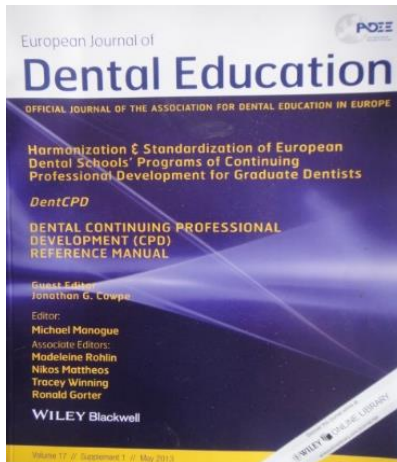




A Quality Assurance Framework for Dental CPD



***Special Interest Group
Life Long Learning***

Szeged 2015

Thursday 27th August 2.30 pm to 4.30 pm-ish



A Quality Assurance Framework for Dental CPD

Linda Prescott-Clements¹ & Tony Anderson²

Northumbria University, UK¹ NHS Education for Scotland, UK²
On behalf of
Committee of Postgraduate Dental Deans & Directors
(COPDEND)



1. Results from a systematic review of the CPD quality literature and an audit of the QA processes in place from >50 CPD 'Providers' was used as an evidence-base to inform the development of a draft '*QA Framework*' suitable for different types of CPD (including face-to-face, online, journal and conference CPD).
2. Draft '*QA Framework*' was subjected to a national consultation exercise including review by the Life-Long Learning SIG at ADEE (Riga 2014), and revised accordingly.
3. Draft '*QA Framework*' was extensively discussed by the UK Expert Advisory Group.

Riga ADEE 2014



Quality Assurance Framework for Dental CPD

Definition of CPD

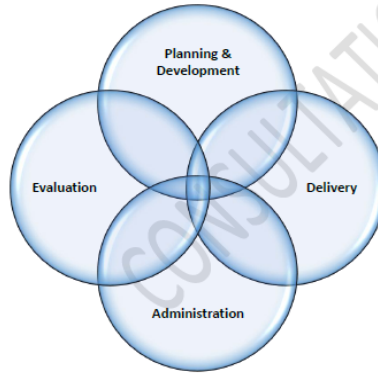
CPD has been defined by the GDC as follows: "CPD for dental professionals is defined in law as lectures, seminars, courses, individual study, and other activities, that can be included in your CPD record if it can be reasonably expected to advance your professional development as a dentist or dental care professional, and is relevant to your practice or intended practice".

Scope of the Framework

This generic framework encompasses different types of CPD provision (face to face, online, journal and conference formats), from a range of different providers (private / commercial providers, academic institutions and postgraduate deaneries).

Framework Overview

The Framework is structured around four principle areas vital to quality CPD: Planning and Development, Delivery, Evaluation and Administration.



The sections within the framework are as follows:

1. Planning & Development
 - 1.1. Educational aims & learning outcomes
 - 1.2. Educational design & development
2. CPD Delivery
 - 2.1. Teachers & Trainers
 - 2.2. Delivery methods
 - 2.3. Assessment of participants' learning
3. CPD Evaluation
4. CPD Administration

1. CPD Planning and Development

1.1 Educational Aims, Objectives and Learning Outcomes	Bronze	Silver	Gold
Clear and concise educational aims, objectives and learning outcomes are available for the CPD activity.	✓	✓	✓
Educational aims, objectives and learning outcomes are published in advance and are easily accessible by potential participants of the CPD activity, so that the content and relevance of the activity can be considered before registering.	✓	✓	✓
Educational objectives and learning outcomes are specific, measurable, achievable relevant and time-bound (SMART).	✓	✓	✓
Participants have an opportunity to provide feedback regarding whether the educational aims, objectives and learning outcomes for the CPD activity have been achieved. (see also section 3)	✓	✓	✓
Educational aims, objectives and learning outcomes are recorded on certificates provided for the CPD activity.	✓	✓	✓
Educational aims, objectives and learning outcomes are written by an appropriate individual with subject-matter expertise, and reviewed by a third party with appropriate expertise, to ensure they are appropriate and relevant for the target audience.	✓	✓	✓
Educational aims, objectives and learning outcomes for the CPD activity address a pre-determined training need for the target audience.			✓
Educational aims, objectives and learning outcomes are reviewed (and if appropriate, revised) following evaluation of the CPD activity (including participants' feedback on their relevance).	✓	✓	✓
The review of educational aims, objectives and learning outcomes are integrated into the providers' formal quality assurance and improvement strategy.		✓	✓



Riga 2014 SIG debate

Discussed Draft QA Framework for Dental CPD

- How could this help
 - CPD 'Users' identify and target high quality effective CPD
 - support CPD 'Providers' in the development, delivery and maintenance of high quality effective CPD
- Discussed
 - Implementation of the Framework
 - Measuring Quality
 - Barriers to using the Framework



Quality Assurance Framework for Dental CPD

- Its needed and definitely useful for *'providers'* to support delivery of high quality effective CPD - The benefits lie in its transparency
- Useful but challenging for *'users'* - abridged version for *'users'*
- Can framework be used across the different forms of CPD delivery ?
- Question over the grading - *bronze, silver, gold* - who will certify or verify this classification?
- Some sort of framework will help *'users'* to identify appropriate CPD activities to address their needs.
- There needs to be an overarching body or authority to provide *'accreditation'* - and the framework could be used by them to validate CPD.
- Need to get support and sign up from relevant authorities - professional dental associations, regulatory bodies etc
- Consultation – launch in UK in November 2014
 - <http://www.copdend.org/default.aspx?Group=home>
- SIG in Hungary ADEE 2015 – QA Framework for Dental CPD – EU wide ?



ADEE Life Long Learning Special Interest Group

1. DentCPD 2010-2012
2. Quality Assurance and Accreditation of Dental CPD 2013
3. Draft Quality Assurance Framework for Dental CPD 2014




<http://onlinelibrary.wiley.com/doi/10.1111/ej.e.2013.17.issue-s1/issue-toc>

QA Framework for Dental CPD

Definition of CPD

CPD has been defined by the GDC as follows: "CPD for dental professionals is defined in law as lectures, seminars, courses, conferences and other activities, that can be included in your CPD record if it can be reasonably expected to advance your professional development, and is relevant to your practice or intended practice".

Scope of the Framework

This generic framework encompasses different types of CPD provision (face to face, online, journal and conference formats), from a range of different providers (private / commercial providers, academic institutions and postgraduate deanseries).

Framework Overview

The framework is structured around four principle areas vital to quality CPD: Planning and Development, Delivery, Evaluation and Administration.

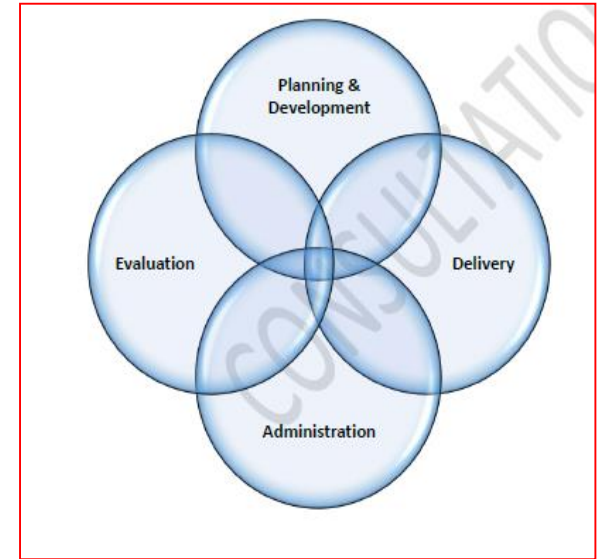
The sections within the framework are as follows:

1. Planning & Development
 - 1.1. Educational aims & learning outcomes
 - 1.2. Educational design & development
2. CPD Delivery
 - 2.1. Teachers & Trainers
 - 2.2. Delivery methods
 - 2.3. Assessment of participants' learning
3. CPD Evaluation
4. CPD Administration



COPDEND

QUALITY ASSURANCE FRAMEWORK FOR DENTAL CPD





The 'QA Framework' comprises a range of Quality Criteria within Four Sections

1. Planning & Development

- i. Educational Aims & Learning Objectives
- ii. Educational Design & Development

2. CPD Delivery

- i. Teachers & Trainers
- ii. Delivery Methods
- iii. Assessment of Participants' Learning

3. CPD Evaluation

4. CPD Administration



Two Standards are described for each Quality Criterion:

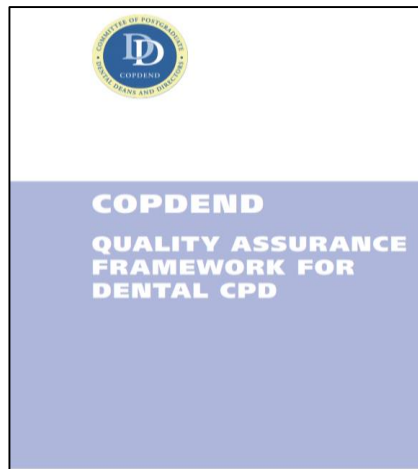
‘Expected Standard’

‘Enhanced CPD’

A ‘QA Framework’ “App” has been developed.



QA Framework for Dental CPD



1. CPD PLANNING AND DEVELOPMENT

1.1	EDUCATIONAL AIMS AND LEARNING OUTCOMES	Expected Standard	Enhanced Provision
1.1.1	Clear and concise educational aims, objectives and learning outcomes are available for the CPD activity.	✓	✓
1.1.2	Educational aims, objectives and learning outcomes are published in advance and are easily accessible by potential participants of the CPD activity, so that the content and relevance of the activity can be considered before registering.	✓	✓
1.1.3	Educational objectives and learning outcomes are specific, measurable, achievable relevant and time-bound (SMART).	✓	✓
1.1.4	Participants have an opportunity to provide feedback regarding whether the educational aims, objectives and learning outcomes for the CPD activity have been achieved. (see also section 3)	✓	✓
1.1.5	Educational aims, objectives and learning outcomes are documented, e.g. on certificates provided for the CPD activity.	✓	✓
1.1.6	Educational aims, objectives and learning outcomes are written by an appropriate individual with subject-matter expertise, and reviewed by a third party with appropriate expertise, to ensure they are appropriate and relevant for the target audience.	✓	✓
1.1.7	Educational aims, objectives and learning outcomes for the CPD activity address an identified training need for the individual.		✓
1.1.8	Educational aims, objectives and learning outcomes are reviewed (and if appropriate, revised) following evaluation of the CPD activity (including participants' feedback on their relevance).	✓	✓
1.1.9	The review of educational aims, objectives and learning outcomes are integrated into the providers' formal quality assurance and improvement strategy.		✓

Two levels of quality are described within the framework: "Expected standard" and "Enhanced provision".

Expected Standard

Describes the minimum required quality criteria considered appropriate to ensure effectiveness in terms of educational impact.

Enhanced CPD

Describes enhanced provision that encompasses processes that demonstrate improvements in the quality of provision beyond the 'expected standard'. Activities are developed and delivered using evidence based educational strategies. CPD activities within this category have been shown through evaluation to lead to high levels of satisfaction from participants, and have a demonstrable positive educational impact on participants' practice and / or patient outcomes.





- This “*QA Framework for Dental CPD*” provides a suitable measure of what one should expect of activities enhancing the continuing education of the dental workforce.
- It can be utilised by ‘*CPD Users*’ to measure the value of a CPD activity and by ‘*CPD Providers*’ to strengthen their portfolio of CPD activities.
- In addition, the aspiration is that this will promote mobility of dental professionals with appropriately quality assured records of their continuing education and development.

köszönöm



Thank YOU

What evidence would we need for each criteria ?
 Where will difficulties be in addressing each criteria ?
 Record views on templates – report two/three main issues

1. CPD PLANNING AND DEVELOPMENT

1.1	Educational Aims, Objectives and Learning Outcomes	Expected Standard	Enhanced Provision	APPROPRIATE EVIDENCE TYPES
1.1.1	Clear and concise educational aims, objectives and learning outcomes are available for the CPD activity.	✓	✓	
1.1.2	Educational aims, objectives and learning outcomes are published in advance and are easily accessible by potential participants of the CPD activity, so that the content and relevance of the activity can be considered before registering.	✓	✓	
1.1.3	Educational objectives and learning outcomes are specific, measurable, achievable relevant and time-bound (SMART).	✓	✓	
1.1.4	Participants have an opportunity to provide feedback regarding whether the educational aims, objectives and learning outcomes for the CPD activity have been achieved. (see also section 3)	✓	✓	

Name	Session A	Session B	Session C
Group 1	Domain - subsection	Domain - subsection	Domain - subsection
Ágnes Ágnes	CPD P & D – 1.1	CPD Delivery – 2.1&2.2	CPD evaluation - All
Maria Chomyszyn-Gajewska			
Atif Hussain			
Evaggelia Papia			
Telle Salmela			
Georgia Trimpou			
Group 2			
Camilla Ahlgren	CPD P & D – 1.2	CPD Delivery – 2.3	CPD Admin - All
Gerrit Jan Deenen			
Meric Karapinar Kazandag			
Paul Milward			
Burkhard Selent			
Paula Vassallo			
Group 3			
Ilze Akota	CPD Delivery – 2.1&2.2	CPD evaluation - All	CPD P & D – 1.1
Dragoslav Djukanovic			
Paulo Melo			
Sonja Pezelj-Ribaric			
Paul Speight			

ADEE SIG – Life Long Learning – Thursday 27th August 2015

WORKSHOP: Implementing the QA Framework for Dental CPD

Time: 14.30 – 15.30

Format: 2-4 Groups of approx. 7 delegates

Aim: To obtain feedback on the types of evidence which would be appropriate to demonstrate the different criteria within the framework, highlighting differences across delivery formats if appropriate.

The workshop will be run with tasks rotating around different groups. The schedule will be:

The Framework has been split to accommodate the different groups:

Groups 1 & 3 – review subsections 1.1; 2.1 & 2.2; and CPD evaluation

Groups 2 & 4 – review subsections 1.2; 2.3; and CPD administration

Timetable:

14.30 – 14.45 Introduction and description of tasks

14.45 – 15.00 Session A

15.00 – 15.15 Session B

15.15 – 15.30 Session C

15.30 – 15.40 Feedback from groups (highlights – written feedback forms to be completed and handed in from each table).

Task Allocation / Rotation

Criteria Domain	Sub-sections	Group			
		1	2	3	
CPD Planning & Development	1.1	A		C	
CPD Planning & Development	1.2		A		
CPD Delivery	2.1 & 2.2	B		A	
CPD Delivery	2.3		B		
CPD Evaluation	All	C		B	
CPD Administration	All		C		

Issues identified for further investigation from *DentCPD*

- A **Quality Assurance Framework** for CPD activities
- A Process for '**Accreditation**'
- Development and utilisation of a uniform pan-European system of 'learning' **Credit Points**
- Evaluation of learning outcomes and application of acquired skills
 - **Do CPD activities improve everyday clinical and professional practice?**