

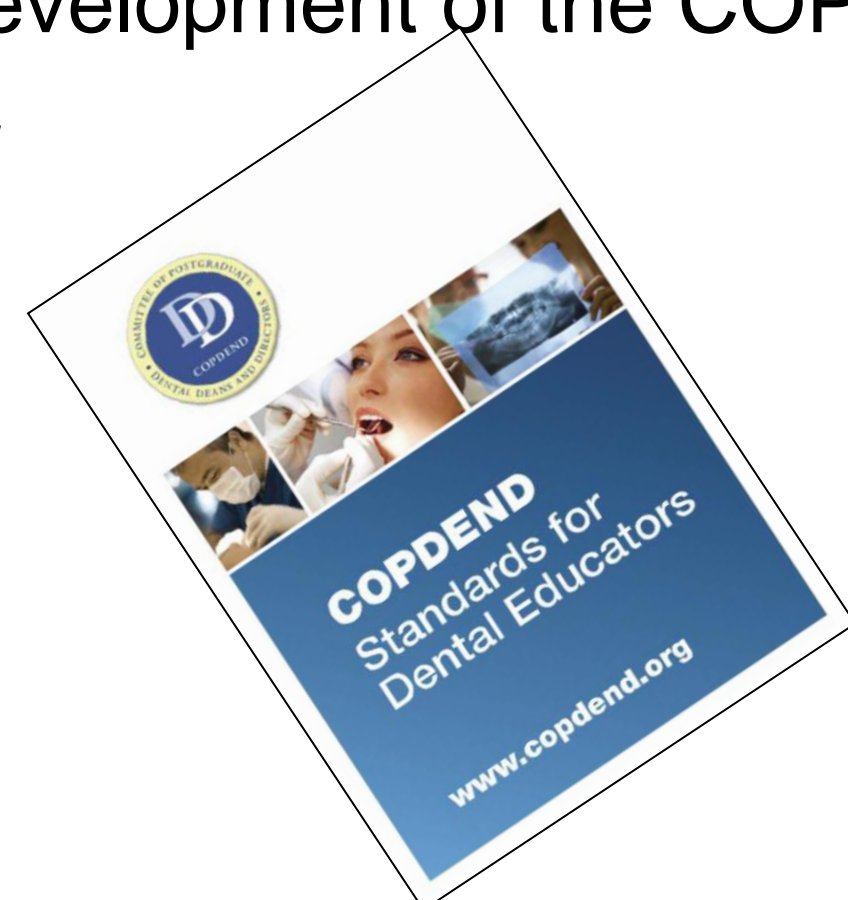
Dental Educators: Responsibilities and Training

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Aim

To report data on the role and training of UK dental educators.

This study was a precursor to development of the COPDEND *Standards for Dental Educators*.



Materials & Methods

1. We distributed a questionnaire using Bristol Online Surveys (BOS) to Dental Educators in June 2012 via the Postgraduate Dental Deaneries, the Dental Schools' Council and other networks (Royal Colleges, Specialist Societies, Professional Organisations), in the UK.
2. We exported BOS data into Excel and analysed in SPSS using chi square test of significance.
3. We held 13 telephone interviews with representatives from Postgraduate Dental Deaneries (including ten Deans/Directors).
4. We identified common themes and summarised responses.

Results

436 dental educators responded to the survey.

Educator roles

Ten educator groups were represented. Largest groups were:

- supervisors of trainees in secondary care (hospitals) (47%)
- dental foundation (DF) trainers (45%)
- undergraduate (18%) and postgraduate (19%) teachers
- CPD tutors (18%)
- College examiners (17%)

Many had more than one educator role.

Responsibilities

For almost all (>95%), the role included

- developing professionalism
- assessing the learner
- providing feedback
- guiding personal and professional development



For many (67-81%), the role included

- supervising clinical work
- quality assuring education/training programmes
- managing education/training programmes

Training

Training in...	Yes %	Over 3 yrs ago %
Equality and diversity	93	8
How to give feedback	85	20
How to assess learning	83	20
How to support learning	80	19
Selection and interviewing	74	22
Managing education & training programs	33	28

- For around 20%, much of their training was dated (undertaken more than 3 years ago)

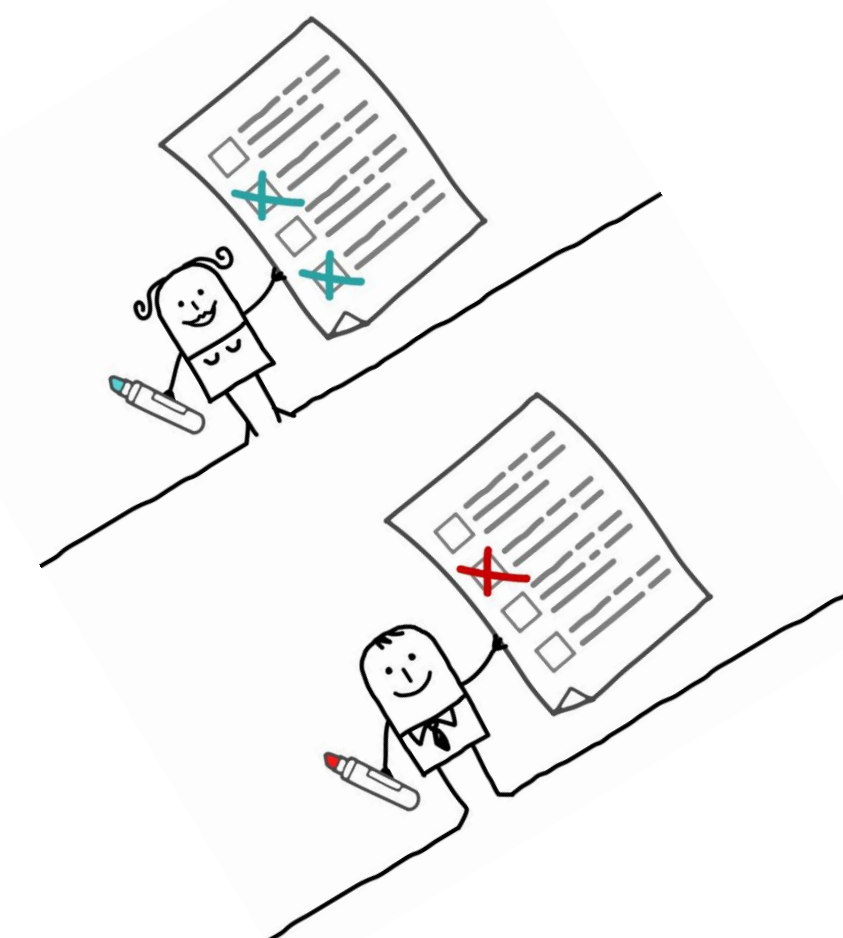
Feedback

Feedback on their educator role was received from:

- learners (73%),
- formal appraisal (54%)
- observation by peers (32%)
- observation by senior staff (27%)

Feedback varied significantly by educator group.

Only 57% had a personal development plan for their educator role.



UK Postgraduate Deans' perspective

In interview, Deans reported a:

- move to require more formal training (postgraduate certificates)
- greater use of appraisal
- more training in mentoring and leadership

Main messages

Dental educators play a central role in developing practitioners who can provide high quality patient care.

Yet as a group they are diverse and have experienced differing amounts of training for their role.

There is scope to further support and develop dental educator roles.

The setting of standards for dental educators is timely.

Acknowledgement

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