



Education and Culture DG

Lifelong Learning Programme



DentCPD: Guidelines for Harmonisation and Standardisation of Continuing Professional Development

Terhi Karaharju-Suvanto¹, Kimmo Suomalainen¹, Sarah Bailey², Alison Bullock³, Jon Cowpe⁴, Emma Barnes⁴, Hannah Thomas⁴, Richard Thomas⁴, Argyro Kavadella⁵, Anastasia Kossioni⁵, Henk Kersten⁶, Eva Povel⁶, Majella Giles⁷, Damien Walmsley⁸, Una Soboleva⁹, Andra Liepa¹⁰ & Ilza Akota⁹

¹ University of Helsinki, Institute of Dentistry

² Peninsula Medical School, Child Health Group (PenCRU) [formally at ³]

³ Cardiff University School of Social Sciences

⁴ Cardiff University School of Postgraduate Medical and Dental Education

⁵ The National and Kapodistrian University of Athens, School of Dentistry

⁶ Academic Centre for Dentistry, Amsterdam

⁷ Association for Dental Education in Europe,

⁸ University of Birmingham, Dental School

⁹ Riga Stradins University, Faculty of Dentistry

¹⁰ Cardiff University, Dental School

Objectives: Free movement of dental professionals across the European Union calls for more uniform continuing education in dentistry to ensure up to date high quality patient care and patient safety. One of the aims of the DentCPD programme (#509961-LLP-1-2010-1-UK-ERASMUS-EMHE) is to provide guidelines for the management and delivery of high quality continuing professional development (CPD) by all European dental CPD providers and, thus, make dental CPD more transparent to all relevant parties and to facilitate the transferability of earned credits.

Methods: These guidelines are based on an extensive literature inventory and survey of existing practices in dental CPD. Drafts of this document have been presented and discussed during meetings of the Association for Dental Education in Europe in 2010 and 2011.

Results: These guidelines include the following suggestions for structure, pedagogical elements including assessment, and quality assurance of CPD. (i) Every dentist should actively seek for up-to-date knowledge, understanding and skills improvement throughout the career. Opportunities to achieve this aspiration should be made readily available for all dentists. (ii) The providers and educators of CPD should be quality-approved and impartial. (iii) The mode of CPD delivery should suit the educational intentions with clear learning objectives, forming larger learning entities extending over a longer time period. (iv) The quality assurance of CPD activities should generally include an assessment of the learning objective(s). Participant feedback should be collected, analyzed and reported to providers and educators to inform future developments and improvements. (v) A pan-European system of credit points should be used and recorded using a clear certificate.

Conclusion: These guidelines - directed to aid all dental professionals, learners and educators as well as providers of dental CPD, and authorities - enable better quality control within dentistry, resulting in enhanced dental care and improvement of patient safety.

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

© 2008 Copyright Education, Audiovisual & Culture Executive Agency. The document may be freely copied and distributed provided that no modifications are made, that the source is acknowledged and that this copyright notice is included.