



Update and Discussion on a European System for Continuing Educational Activities of Dentists

Jonathan Cowpe

Emeritus Professor

School of Dentistry, Cardiff University, Wales, UK



ADEE Annual Conference: Vilnius, Lithuania

Learning together to improve oral health and quality of life

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Project Partners

Partner Institutions

There are six partner institutions:

- **Cardiff University** Dental School, U.K. - Main applicant and Coordinator.
Representatives: Jon Cowpe and Alison Bullock
- **Athens University** School of Dentistry, Greece
Representatives: Argyro Kavadella and Anastasia Kossioni
- **Helsinki University** Institute of Dentistry, Finland
Representatives: Terhi Karaharju-Suvanto and Kimmo Suomalainen
- **ACTA**, Amsterdam, The Netherlands
Representatives: Henk Kersten and Eva Povel
- **Rīga Stradiņš University** Dental School, Latvia
Representatives: Una Soboleva, Iize Akota and Andra Liepa
- **ADEE** - Association for Dental Education in Europe
Representatives: Damien Walmsley and Majella Giles

People



Jon Cowpe



Alison Bullock



Argyro Kavadella



Anastasia Kossioni



Terhi Karaharju-Suvanto



Kimmo Suomalainen



Henk Kersten



Eva Povel



Una Soboleva



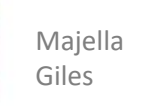
Iize Akota



Andra Liepa



Damien Walmsley



Majella Giles



Sustainability of the DentCPD project 2012 - onwards

- Celebrates 5 years following the completion of the *DentCPD* project.
- Issues of quality assurance and accreditation were identified as needing addressing.
- Regulatory bodies are stressing the need for 'Providers' of CPD and Registrants (Users), who are required to commit to continuing education to remain on the register, to both demonstrate the quality of their activities and how it impacts on clinical practice.
- A 'QA framework' and the planned ADEE-led 'Accreditation process' fill a gap that should enable the strength and robust nature of CPD of dental registrants across the EU and beyond.
- These have demonstrated how the comprehensive achievements of *DentCPD* have been sustained and strengthened well beyond the projects duration

Europe – CPD?



**Harmonization & Standardization
of
Continuing Professional Development for Graduate Dentists**

Review

Inventory 3 publications

survey

Core Topics

Guidelines for CPD for Dental Graduates

- Based on the Inventory
- Discussion at SIG – ADEE 2012

Core Topic, Exemplar Teaching Module.

Sterilization and cross-infection control in the dental practice

Introduction

Sterilization and cross-infection control is a core compulsory or recommended dental CPD topic in most European countries. The e-module available here has been developed by the Dent CPD project to serve as an exemplar module for the continuing education of European dentists.

Users

This e-module is intended for dental professionals, dental hygienists and auxiliary staff working in a dental health care facility.

Reading Instructions

- The menu on the left includes different topics of the sterilization procedures in a dental office/health care centre
- The topics can be read sequentially or in random order
- The frame on right includes links to related information
- Users are encouraged to perform the self-assessment quizzes to test their knowledge acquisition
- You can click on the images to enlarge them
- All prevention measures indicated in this module reflect the present scientific data on the subject. They may be amended in the future, according to the future evidence-based scientific data.

Guidelines for Delivery of competence-based CPD modules

- Discussion at SIG, ADEE 2012
- Used in parallel with core topic exemplar module

Harmonisation & Standardisation of European Dental Schools' Programmes of Continuing Professional Development for Graduate Dentists – DentCPD

Cowpe J, Bailey S, Bullock A, Barnes E, Thomas H, Thomas R, Kavadella A, Kossioni A, Karaharju-Suvanto T, Suomalainen K, Kersten H, Povel E, Giles M, Walmsley D, Soboleva U, Liepa A, Akota, I. A.3. 3-7- Understanding Bologna in context A 3.3-7. The recognition of professional qualifications linking the Bologna process and other European processes. EHEA 1-26 <http://www.ehea.europaunit.ac.uk/> http://www.ehea-journal.eu/index.php?option=com_steckbriefe&task=view&contact_id=249&Itemid=143, 2011

Core Topic Proposals

Four core compulsory CPD topics:

- medical emergencies
- cross-infection control
- the medically compromised patient
- radiation protection (for those taking Xrays, using scanners).

Three core recommended CPD topics:

- health and safety
- pain management
- safeguarding children and vulnerable adults

DentCPD website
www.dentcpd.org

DentCPD Reference Manual
<http://onlinelibrary.wiley.com/doi/10.1111/eje.2013.17.issue-s1/issuetoc>



DentCPD

Education and Culture DG
Lifelong Learning Programme

Home | Objectives & Outcomes | Timeline | Project Partners | WorkPackages & Deliverables | Project Team Area | Contact

Welcome to DentCPD

Introduction and Aims

DentCPD is a two year European project entitled 'Harmonisation and standardisation of European Dental Schools programs of continuing professional development for graduate dentists'. This project aims to identify agreed essential CPD requirements of an EU graduate dentist and provide guidelines for the management and delivery of high quality CPD by European dental schools.

The project, initiated by the Association for Dental Education in Europe - ADEE is co funded by the EU under the Lifelong Learning Programme, Erasmus sub-programme, 'Modernisation of higher education'. The project which began on October 2010 will end in September 2012.

Project Rationale

Continuing Professional Development (CPD) is essential to the maintenance of dentists' knowledge and skills, underpinning safe clinical practice. In the context of free movement, EU-citizens need assurance that dental practitioners have a license to practice that meets EU-standards. There is a need for harmonisation of CPD across the EU, supporting the safe management of patients and promoting mobility of practitioners. Currently, dental CPD is provided by a range of bodies and the quality of courses is variable and unregulated. EU Dental schools have a strategic role to play and this innovative CPD project, which is the first of its kind in the global educational arena, will support the modernisation of their role in postgraduate education.

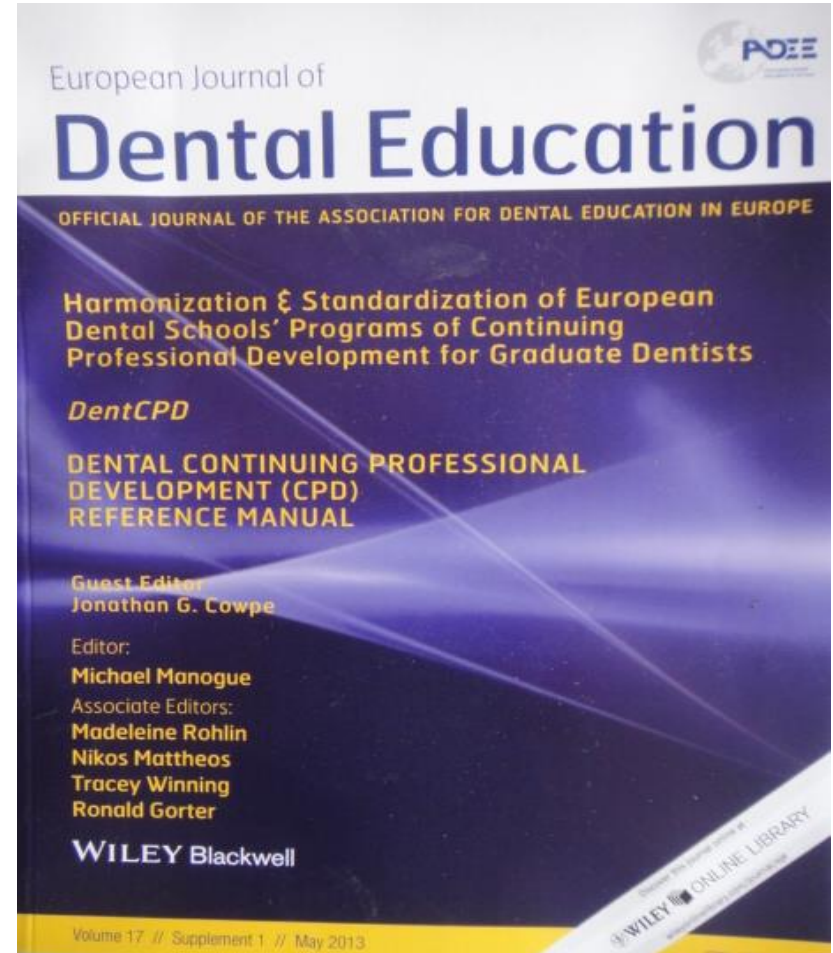








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European Journal of
Dental Education

OFFICIAL JOURNAL OF THE ASSOCIATION FOR DENTAL EDUCATION IN EUROPE

Harmonization & Standardization of European Dental Schools' Programs of Continuing Professional Development for Graduate Dentists

DentCPD

DENTAL CONTINUING PROFESSIONAL DEVELOPMENT (CPD) REFERENCE MANUAL

Guest Editor:
Jonathan G. Cowpe

Editor:
Michael Manogue

Associate Editors:
Madeleine Rohlin
Nikos Mattheos
Tracey Winning
Ronald Gorter

WILEY Blackwell

Volume 17 // Supplement 1 // May 2013

WILEY ONLINE LIBRARY

Issues identified for further investigation

- Process for **accreditation and quality assurance of CPD activities**
- 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 practice?**

Quality Assurance of Dental CPD

- Inadequate, variable and lack of clarity
 - QA needs to be addressed
 - Regulatory body or commissioned body to monitor?
- Significant resource implications
- Are learning outcomes achievable and measurable?
- QA guidance/framework
 - Criteria to cover variable CPD activities
- Registrant CPD portfolio
 - Reflection on impact on clinical practice
 - Patient input?

Accreditation/recognition of CPD

- limited responses - accreditation criteria description
- lack of clarity on the issue of accreditation
- degree of confusion about the criteria used when accrediting CPD activity.
- lack of clarity over how CPD activity is measured
 - in terms of hours of activity or credits for an activity.

CPD Accreditation

Q5: For each organisation, please indicate which activities it is engaged in.

CPD providing organisation	Provides CPD (n*)	Accredited to offer CPD points (n*)	Accredits providers (n*)
University dental school	28	16	0
Professional dental association	26	18	8
Scientific dental society	26	13	1
Commercial company	21	3	0
Private education org	20	8	0
Dental postgraduate organisation	17	11	0
National regulatory body	10	7	9
State organisation	8	2	6

* Number of countries naming the organisation as engaging in each activity.

QA Framework for Dental Workforce Development



QA Framework for Dental Workforce Development



‘QA Framework’ - 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



Main Messages





- “*QA Framework for Dental Workforce Development*” 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.
- The aspiration is that this will promote mobility of dental professionals with appropriately quality assured records of their continuing education and development.

standards for Dental Educators



Standards for Dental Educators

- widely used by dentists and allied professionals in annual appraisal processes.
- They can map their activities across the criteria to demonstrate:
 - Evidence of educator status
 - Support promotion to a senior position in education and training

COPDEND Standards for Dental Educators

www.copdend.org

Description and organisation of the Standards

The Professional Standards are divided into the core values and five domains. Within the five domains, the core knowledge required of all dental educators has been set out.

Beyond the core values and core domain specific knowledge, the standards are arranged into two levels which broadly reflect the roles of dental educators (level one) and the strategic leaders and managers of dental education (level two).

Not all standards are relevant to all educators; rather the application of standards should reflect the individual educator's role. For example, for the DF1

trainer, the standards related to level one in the domains "Teaching and Learning", "Assessing the Learner" and "Guidance for Personal and Professional Development" will be most relevant, together with some of the standards in level one of the "Quality Assurance" domain. It is possible that some in an "advisory" role (for example, training programme directors) might have some standards applicable at both levels one and two, depending on the relevance of the domain. However, all dental educators are expected to demonstrate that they understand and share the core values and core knowledge set out in the standards.

http://www.copdend.org/data/files/Downloads/COPDEND_Standards%20high%20resolution.pdf

Pan European
Framework for Accreditation
Of
F2F & e-Learning
Educational Activities

A PAN-EUROPEAN ACCREDITATION FRAMEWORK for the GRADUATE DENTIST

CRITERIA to support ACCREDITATION of FACE-TO-FACE (F2F) EDUCATIONAL ACTIVITY(IES) (EdA(s))

A PAN-EUROPEAN ACCREDITATION FRAMEWORK for the GRADUATE DENTIST

Essential Criteria for Accreditation of F2F Dental EdA(s) which contribute to CPD for graduate dentists - **debated at LLL SIG Barcelona 2016 Agreed 10.5.17**

A. Educational Objectives (Learning Outcomes)

The 'Provider' must clearly state in a readily-accessible manner:

1. that the EdA(s) has been prepared in order to fulfil stated educational needs, and indicate how this will be achieved.
2. the expected educational outcome(s) of the EdA(s).
3. and clearly define, the 'target audience' for whom the EdA(s) is most likely to be suitable.

B. Description of the Educational Activity (EdA)

The 'Provider' must clearly state in a readily accessible manner:

4. and clearly explain, in a brief summary, the 'content' of the EdA(s). This will include the title of the EdA(s) and the latest version of the programme, at the time of application.
5. information regarding the expected number of attendees/'Learners' and scheduled fees - if applicable.
6. that they respect and confirm how the privacy and confidentiality of the 'Learner' will be respected, and how they will make sure that any information provided by the 'Learner' will only be utilised for the specific purposes of completing the EdA(s).
7. the duration of the EdA(s) in order to fulfil the educational 'learning outcome'(s).
8. compliance of the EdA(s) with all relevant ethical, medico-legal and legal requirements.
9. the format of the EdA(s) – if it is: a. face to face b. workshop c. hands-on/simulation etc. d. conferences/symposium/meetings e. or 'other format'.

C. Content of the Educational Activity (EdA)

The 'Provider' must clearly state in a readily accessible manner:

10. that the 'content' of the EdA(s) is evidence-based and specify the level of evidence (where applicable), and suitable references.
11. how the EdA(s) will encourage the 'Learner' to employ methods of active, adult learning, including reflection on the impact of the EdA(s) to achieve the educational 'learning outcome'(s).
12. that the EdA(s) includes a means of confirming 'Learner' engagement, and achievement of the educational 'learning outcome'(s).
13. that the 'content' of the EdA(s) is free from any commercial or other forms of bias.
14. that the 'content' of the EdA(s) is free of any form of advertising.
15. that the 'content' of the EdA(s) is suitable for an international audience

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D. Details of the 'Provider'

The 'Provider' must clearly state in a readily accessible manner:

16. a short description of the 'Provider' organisation.
17. the names and qualifications of the individual(s) involved in preparing the EdA(s).
18. the name and title of the educator/registered practitioner who will take responsibility for the EdA 'content'.
19. the provision of a full declaration of actual or potential conflict of interest of the individual(s) involved in preparing the content of the EdA(s) and/or responsible for the EdA(s) (including conferences/scientific meetings).
20. a declaration and statement of the source of all funding provided for the preparation of the EdA(s).

E. Quality Assurance by the 'Provider'

The 'Provider' must clearly state in a readily accessible manner:

21. confirmation that they have applied their own 'quality assurance process' to the EdA(s) prior to application to the ADEE for accreditation. Details should be provided
22. that they provide a reliable and effective means for the 'Learner' to provide feedback on the EdA(s). The 'Provider' must make available, to the ADEE, a report on this feedback and on its responses to the feedback.
23. evidence of an evaluation record for previous or on-going modules/courses/programmes is satisfactory. If this is not the case, the 'Provider' must specify how the reasons for unsatisfactory ratings have been addressed.

A PAN-EUROPEAN ACCREDITATION FRAMEWORK for the GRADUATE DENTIST

- provides an Accreditation mechanism for continuing educational activities (EdA(s)) undertaken by graduate dentists in the EU on a Face-to-Face (F2F) basis. As a package with a process for e-learning activities
- For ADEE, this is an opportunity to support international harmonisation and improve the quality of continuing dental education and training delivered through a variety of continuing professional development (CPD) EdAs.

A PAN-EUROPEAN ACCREDITATION FRAMEWORK for the GRADUATE DENTIST

Accreditation of F2F Dental Educational Activities (EdA)

1. Mechanism of Application for Accreditation of F2F Dental EdA(s)

- On application for accreditation by the ADEE, the 'Provider' will provide, 12 weeks in advance of the EdA(s):

2. Criteria and Decision-Making

- The ADEE application form for the EdA(s) will be reviewed by the two designated ADEE assessors/educators.
- **Accreditation Criteria** - for a positive decision to be made by the ADEE assessors/educators, in favour of accreditation, all the 'Essential' Criteria should be addressed and achieved in the application form.

3. Essential Criteria for Accreditation of F2F Dental EdA(s) which contribute to CPD for graduate dentists

Essential Criteria (x23)

- 1. Educational Objectives (Learning Outcomes) (3)**
- 2. Description of the Educational Activity (EdA) (6)**
- 3. Content of the Educational Activity (EdA) (6)**
- 4. Details of the 'Provider' (5)**
- 5. Quality Assurance by the 'Provider' (3)**

A PAN-EUROPEAN ACCREDITATION FRAMEWORK for the GRADUATE DENTIST

Accreditation of F2F Dental Educational Activities (EdA)

4. Amendment Procedure

5. Appeal

6. Outcomes of the Application for Accreditation

7. Fees for Accreditation Allocation of European

8. Continuing Education Credits (dentistry) (ECEC(d)s)

ADEE APPLICATION FORM

FOR THE ACCREDITATION OF FACE-TO-FACE (F2F) EDUCATIONAL ACTIVITIES (EDA)

ADEE APPLICATION FORM
FOR THE ACCREDITATION OF FACE-TO-FACE (F2F)
EDUCATIONAL ACTIVITIES (EDA)
PAN-EUROPEAN ACCREDITATION FRAMEWORK FOR GRADUATE DENTISTS

Title of the Educational Activity (EdA)	
Nature of the EdA	<input type="checkbox"/> STUD <input type="checkbox"/> hand <input type="checkbox"/> confe <input type="checkbox"/> work <input type="checkbox"/> Other
Brief description of the EdA – 250 words maximum	
Provider	
Contact person	
e-Mail	
Telephone	
Address	
Invoicing information	
e-Mail	
Telephone	
Address	
VAT number	
Please specify whether you are:	
- EU registered	
- EU not registered	
- EU exempt	
- Non-EU	
Start date	
End date	
Main language of the EdA	
Translations available into	

ESSENTIAL CRITERIA

A. Educational Objectives (Learning Outcomes) fulfilment of the Learning Needs

The 'Provider' must clearly state in a readily accessible manner:

<p>1. that the EdA(s) has been prepared in order to fulfil stated educational needs, and indicate how this will be achieved. <i>This confirmation should demonstrate that a "needs assessment" process has been performed and that these educational needs have been defined, and how the educational needs will be fulfilled through this EdA(s).</i></p> <p>Open response box:</p>
<p>2. the expected educational learning outcome(s) of the EdA(s). <i>These must be explained in terms of the knowledge, skills, attitudinal or behavioural, or ethical lessons that can be learned, and whether these are clinical or non-clinical and how/where it is likely to benefit a professional's practice.</i></p> <p>Open response box:</p>
<p>3. and clearly define the "target audience" for whom the EdA(s) is most likely to be suitable. <i>This must be explained in terms of the topic(s)/specialty(s) and seniority/role of the dental professional (dentists/allied dental professional etc.) - henceforth referred to as the "Learner" most likely to benefit.</i></p> <p>Open response box:</p>

Accreditation of e-Learning EdAs

All Peer review is based on a rigorous assessment of:

- defined learning outcomes
- approach to delivery
- appropriateness of content
- impartiality and balance within content
- academic robustness

Main Message

CPD Accreditation Framework

- provides an opportunity for ADEE, acting as the recognised European dental educational organisation, to accredit a range of F2F & e-learning dental CPD EdAs.

ASSOCIATION FOR DENTAL EDUCATION IN EUROPE
Learning together to improve oral health and quality of life

ADEE Platinum Peer Review

ADEE is the only pan-European association dedicated to representing academic dentistry and the community of dental educators. Since our inception in 1975, through the dedication of our membership, we have directed and overseen huge advances in the field of academic dentistry.

ADEE relies heavily on the support of our Partners to enable our activities on an operational and strategic level. ADEE very much appreciates our PLATINUM partners support as they are a key provider of funding for ADEE activities. ADEE is aware of the challenges faced by our corporate partners as they respond to increasing demands for transparency and accountability within their philanthropic, sponsorship and membership activities. ADEE understands the need to demonstrate a return for such support that is appropriate and tailored to the particular organisation.

ADEE has therefore devised a new benefit to ADEE PLATINUM Partnership (Corporate Membership), the ADEE PLATINUM Peer review programme.



Dissemination

Exploitation

Sustainability

- **Dental CPD Reference Manual**
 - Eur J of Dent Ed, Supplement, **publication**
- **Poster presentations, Oral presentations,**
 - **locally, nationally and internationally**
 - **ADEE, European and International meetings, IADR**

Sustainability of DentCPD

**Reference Manual for Dental CPD
Standards for Dental Educators
QA Framework for Dental
Workforce Development
Pan-European Accreditation
Framework
EU Review of CPD for 5
Healthcare Professions
CPD in Implant Dentistry**

www.dentcpd.org

People



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