Promoting Quality Assurance and Accreditation
of
Dental Workforce Educational Activities

Professor J G Cowpe

Emeritus Professor

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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, Ilze 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
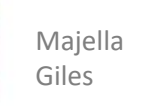
Kimmo Suomalainen

Henk Kersten

Eva Povel

Una Soboleva

Ilze Akota

Andra Leipa

Damien Walmsley

Majella Giles

Europe – CPD?

Harmonization & Standardization
of
Continuing Professional Development for Graduate Dentists

DentCPD publications

DentCPD

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

Guidelines for Delivery of competence-based CPD modules

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

DentCPD website
www.dentcpd.org

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

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.
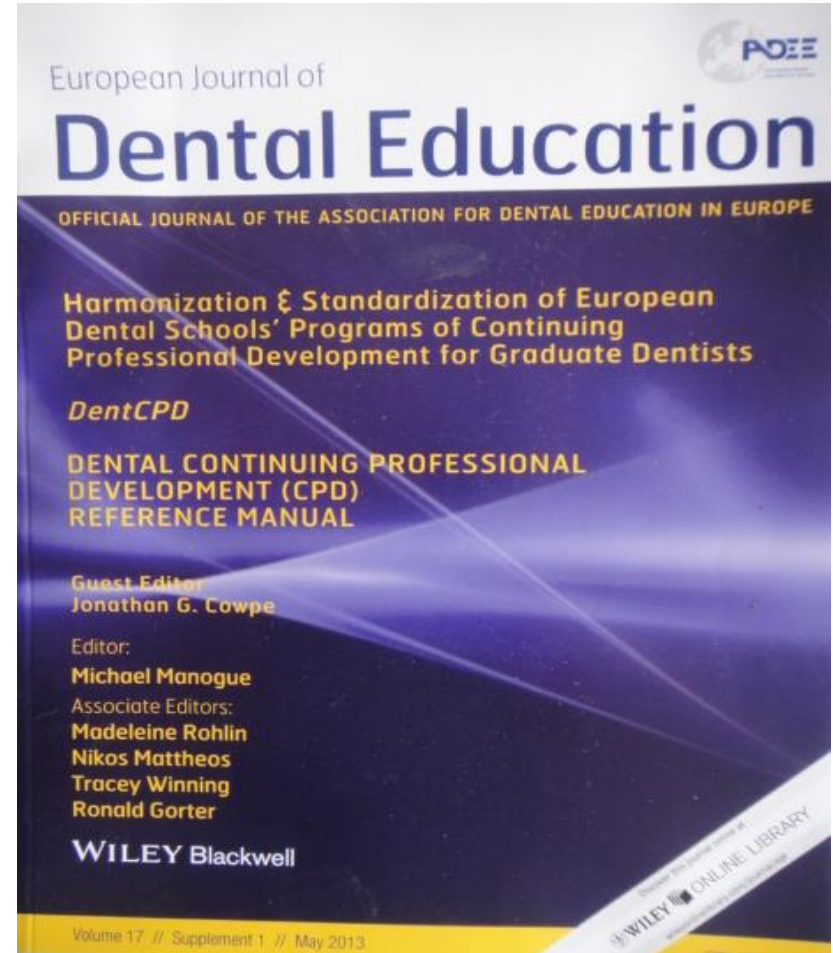
Project Rationale

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
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Nikos Mattheos
Tracey Winning
Ronald Gorter

WILEY Blackwell

Volume 17 // Supplement 1 // May 2013

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?**

QA Framework for Dental Workforce Development

Standards for Dental Educators

'*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**

QA Framework for Dental Workforce Development

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.

COPDEND
Standards for
Dental Educators

www.copdend.org

TEACHING AND LEARNING — ASSESSING THE LEARNER — GUIDANCE FOR PPD — QUALITY ASSURANCE — MANAGEMENT

CORE VALUES

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(S) (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

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.

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	☐ STUD ☐ hands ☐ confe ☐ works ☐ 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:

1. that the EdA(s) has been prepared in order to fulfil stated educational needs, and indicate how this will be achieved.
   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).
   Open response box

2. the expected educational learning outcome(s) of the EdA(s).
   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.
   Open response box

3. and clearly define the "target audience" for whom the EdA(s) is most likely to be suitable.
   This must be explained in terms of the topic(s)/speciality(s) and seniority/role of the dental professional (dentists/allied dental professional etc.) - henceforth referred to as the "Learner" most likely to benefit.
   Open response box

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.

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**

https://www.omd.pt/europa/**cedmanual/2015/**
ced-manual-2015-completo.pdf

workforce/docs/ev_20141124_co01_en.pdf

http://www.copdend.org/data/files/Downloads/**Quality**%20**Assuran
ce**%20**Framework**%20for%20**Dental**%20**Workforce**%202016.pdf
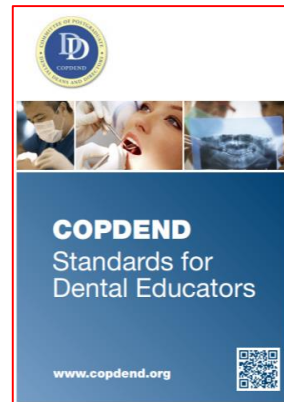
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loads/**COPDEND_Standards**%20high%20r
esolution.pdf

Special Issue: Implant Dentistry University Education: Opportunities and
Challenges

March 2014

Volume 18, Issue Supplement s1
Pages 1–69

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Developing a Quality Assurance Framework for Dental CPD: Results from a National Consultation Exercise

Linda Prescott-Clements[1], Jonathan Cowpe[2], Helen Falcon[3], Tony Anderson[4]
Wales Deanery, PGMDE, Cardiff University, UK[1]. Health Education Thames Valley, UK[2]. NHS Education for Scotland, UK[3]. Northumbria University, UK[4]

Introduction: The UK Committee of Postgraduate Dental Deans and Directors (COPDEND) plays a major role in promoting best practice in education & training of dentists and allied professionals, including continuing professional development (CPD). Quality Assurance (QA) processes for Dental CPD activities need strengthening. This was identified through the DentCPD project (www.DentCPD.org)

Aim: To describe the process, results and outcomes of a national stakeholder consultation exercise to validate the COPDEND 'Quality Assurance Framework for Dental CPD'.

Results:
32 responses were submitted by a range of 'Provider' stakeholders. These included: Educational Institutions; Dental Faculties/Surgical Royal Colleges; NHS providers; General Dental Council; British Dental Association; Private Providers; CPD 'Users'

Is the format of the 'QA Framework' such that it will be usable by, and useful for, both CPD 'users' and 'providers'? – there were separate 'User' and 'Provider' versions. CPD was classified as bronze, silver or gold level. (Figure 1)

- Majority of responses regarding the format were positive – welcomed by a range of Users', 'Providers' and other stakeholder organisations.
- Number of respondents noted that the 'QA Framework' was lengthy and potentially too complex, particularly for Users', - more effective if simplified.
- Positive comments and concerns expressed regarding the three tier proposals for Bronze, Silver and Gold.
- Concerns that the 'QA Framework' would increase the administrative burden and staff requirements for some 'Providers', and costs would be passed on to CPD 'Users'.

How should the 'QA Framework' for Dental CPD be implemented?
- Support for implementation via a robust pilot or pilots, to identify issues prior to implementing the 'QA Framework' on a larger scale.
- Mechanisms in place to ensure the 'QA Framework' is implemented consistently which would need to be endorsed by the regulatory body.
- Appropriate regulation, ease of format and sufficient time to embed the 'QA Framework' across providers.

What are the potential barriers to this 'QA Framework' becoming a mechanism to drive up standards of Dental CPD in the UK?
- Costs; Time; Need for a 'Body' to govern the process and maintain standards.

Conclusions:
- 'QA Framework' defines criteria that practitioners ('Users') & CPD 'Providers' should consider in relation to a variety of activities that constitute Dental CPD.
- Can be widely applied to education and training of multi-professional dental teams.
- In evidencing compliance with this 'QA Framework', it is hoped that reflection will identify the impact of CPD activities on dental clinical and professional practice.

Materials & Methods:
1. The Draft 'QA Framework' was developed following a review of the 'international health professions' literature on the quality of dental CPD
2. An audit of the QA processes within the Framework was undertaken using >50 UK CPD 'Providers'
3. An Expert Advisory Group, of key stakeholders, was set up
4. Dental CPD 'Provider' stakeholders were identified by the Expert Advisory Group and by searching private CPD provider networks and websites
5. A personal invitation email was circulated as well as contacts through social media including 'twitter'
6. Responses were collected using Fluidsurvey software or via email

Do you think the 'QA Framework' will support CPD 'Providers' in the development, delivery and maintenance of high quality, effective CPD? (Figure 2)
- Majority of respondents thought the 'QA Framework' would support 'Providers' in the development, delivery and maintenance of high quality, effective CPD.
- Respondents felt that this was timely, although stakeholder engagement would be key.
- Some concerns expressed around the potential for the 'QA Framework' to apply across different modes of CPD, and 'Provider' types.
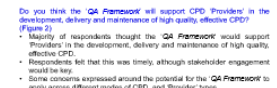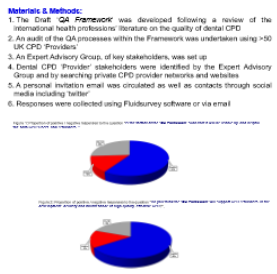- Implementation may increase the administrative burden on some 'Providers' within the industry

Main Messages:

Majority Welcomed the CPD 'QA Framework'

Most suggestions for change related to format and implementation across the sector

Further revision led to the launch of the 'QA Framework' consisting of four interrelating CPD commitments

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A Quality Assurance Framework for Dental CPD

Linda Prescott-Clements[1], Jonathan Cowpe[2], Helen Falcon[3], Tony Anderson[4]
Wales Deanery, PGMDE, Cardiff University, UK[1]. Health Education Thames Valley, UK[2]. NHS Education for Scotland, UK[3]. Northumbria University, UK[4]

The Committee of Postgraduate Dental Deans & Directors (COPDEND) has a major role to play in education and training of the UK dental workforce, including training new graduates, specialty trainees and provision of Continuing Professional Development (CPD). Concerns regarding the quality of CPD across the sector and the need for a robust system of quality assurance, have been expressed by stakeholders, including those leading the DentCPD project (www.DentCPD.org).

Aim
Describe the evidence-base for, and content of, the "QA Framework for Dental CPD' and report how this important development is being promoted.

Materials & Methods
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 Expert Advisory Group, led by the COPDEND Chair.

Results
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. Administration

Two Standards are described for each Quality Criterion:
'Expected Standard' 'Enhanced CPD'

A 'QA Framework' "App" has been developed.

Main messages
Patient care is improved through the maintenance of high professional standards.

High quality education and training relies upon robust and structured quality assurance.

'QA Framework for Dental CPD' supports 'Users' and 'Providers' to demonstrate evidence of good practice

Conclusions
- 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.

Quality Assurance Framework for Dental Workforce Development

Dental Educators: Responsibilities and Training

Alison Bullock, Julie Browne, Helen Falcon and Jonathan Cowpe

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%)
- clinical foundation (DF) trainers (46%)
- undergraduate (18%) and postgraduate (16%) teachers
- CPD tutors (16%)
- 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 educator/training programmes

Training

Training in…	Yes %	Over 3 yrs ago %
Equality and diversity	83	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	23	23

- 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 scored significantly by educator group.

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

UK Postgraduate Deans' perspective
In interviews, 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.

Developing Standards for Dental Educators

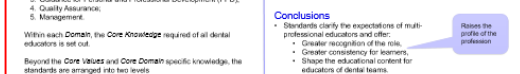Alison Bullock, Julie Browne, Helen Falcon and Jonathan Cowpe

The UK Committee of Postgraduate Dental Deans and Directors (COPDEND) has a key part in co-ordinating postgraduate dental education and training, and aims to promote and share best practice.

Aim
To report how the COPDEND *Standards for Dental Educators* were developed and to provide an outline of their content.

Materials & Methods
1. The COPDEND Guidelines for Dental Educators were used as a starting point.
2. Information about current training for dental educators was gained from an online questionnaire (completed by over 400 dental educators and providers of training for educators) and discussions with all Postgraduate Dental Deans/Directors or their representatives.
3. Draft standards were extensively discussed by the Advisory Group, led by the COPDEND Chair.
4. During a 10 week consultation period, 83 responses were received from individuals and organisations. Revisions were made and the final standards document was launched in May 2013.

Results
The standards are divided into the *Core Values* and five *Domains*:
1. Teaching and Learning;
2. Assessing the Learner;
3. Guidance for Personal and Professional Development (PPD);
4. Quality Assurance;
5. Management.

Within each *Domain*, the *Core Knowledge* required of all dental educators is set out.

Beyond the *Core Values* and *Core Domain* specific knowledge, the standards are arranged into two levels

Not all standards are relevant to all educators and should reflect educator's role.

Broadly - dental educators (L1) and the strategic leaders and managers of dental education (L2).

Core Values and Core Knowledge for all

Main messages
Patient care is improved through the maintenance of high professional standards.

High quality education and training relies upon excellent educators.

Standards for Dental Educators provides a framework which supports the continuous improvement of dental educators.

Core Values: The dental educator is committed to:
- v. 1 Enhancing the care of patients through dental education
- v. 2 Modelling good professional behaviour and attitudes at all times
- v. 3 Continuously seeking to improve their educational practice
- v. 4 Learner-centred education, safeguarding learner wellbeing
- v. 5 Enabling a culture of personal and professional development
- v. 6 Actively contributing to and supporting the education of colleagues
- v. 7 Equality and diversity
- v. 8 GDC Standards promoting high quality, ethical, safe patient-centred care at all times, and seeking to maintain oral health, prevent oral disease and ensure patient dignity

Conclusions
- Standards clarify the expectations of multi-professional educators and offer:
  - Greater recognition of the role,
  - Greater consistency for learners,
  - Shape the educational context for educators of dental teams.
- Standards can assist dental educators to better understand:
  - What they need to learn,
  - What competences they should acquire, and
  - Demonstrate to progress their own careers.

Raises the profile of the profession

Gives new educators a framework to work within

COPDEND
Standards for Dental Educators
www.copdend.org

Core Topic Proposal

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

iADH
International Association
for Disability & Oral Health

Undergraduate Curriculum in Special Care Dentistry

www.iadh.org

CPD topic - 'Managing Medically Compromised Patients'

► An opportunity to work with our colleagues from the SIG devoted to 'Special Care dentistry'.

► In your country what examples of CPD do you provide that cover the subject of Special Care Dentistry?

► If we were to provide a series of modules over a 5 year cycle - suggest the main module titles and topics to be covered?

DentCPD website

www.dentcpd.org

DentCPD website www.dentcpd.org

DentCPD (screenshot 1 — Updates)

DentCPD
Education and Culture DG — Lifelong Learning Programme

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DentCPD Updates

Momentum has been maintained around 'dissemination', 'exploitation' and 'sustainability' since the completion of the 'DentCPD' project at the end of 2012.

This project culminated in the production of the Supplement to the European Journal of Dental Education – the Dental CPD Reference Manual and other associated publication referred to elsewhere on this website.

Since 2012, discussions have taken place through the Life Long Learning Special Interest Group at each annual ADEE conference.

DentCPD raised the importance of addressing the issues of 'quality assurance' and 'accreditation' of dental CPD educational activities. These issues have been discussed at

- ADEE 2012, Lyon, France
- ADEE 2013, Birmingham, UK
- ADEE 2014, Riga, Latvia
- ADEE 2015, Szeged, Hungary

In addition, members of the DentCPD Task Group have contributed to a series of important publications, including standards and frameworks of particular relevance to education and training in dentistry. These include:

- COPDEND, *Quality Assurance Framework for Dental Workforce Development*, 2016
- *EU Manual of Dental Practice*, 2015
- EAHC/2013/Health/07 *Study concerning the review and mapping of continuous professional development and lifelong learning for health professionals in the EU*, 2014
- COPDEND, *Standards for Dental Educators*, 2014

Lyon 2012»

Links

Supplement to the European Journal of Dental Education
ADEE 2012, Lyon, France
ADEE 2013, Birmingham, UK
ADEE 2014, Riga, Latvia
ADEE 2015, Szeged, Hungary
COPDEND, *Quality Assurance Framework for Dental Workforce Development*, 2016
EU Manual of Dental Practice, 2015
EAHC/2013/Health/07 Report: *Study concerning the review and mapping of continuous professional development and lifelong learning for health professionals in the EU.*
EAHC/2013/Health/07 Presentation: *Study concerning the review and mapping of continuous professional development and lifelong learning for health professionals in the EU.*
COPDEND, *Standards for Dental Educators, 2014*

DentCPD (screenshot 2 — ADEE 2012, Lyon France)

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ADEE 2012, Lyon France

At the annual ADEE conference in Lyon in 2012, the Life Long Learning, Special Interest Group discussed:

1. The areas of 'guidelines' and 'CPD module production' for dental CPD
   a. Presentation about DentCPD at the SIG ADEE 2012
   b. SIG summary report – for ADEE general assembly 2012
2. A poster summarising the survey of dental CPD as part of the DentCPD project was displayed
   a. DentCPD Survey poster ADEE 2012
   b. A presentation to the ADEE general assembly – overview of the DentCPD project

«*Introduction*   **Birmingham 2013»**

Links

Presentation about DentCPD at the SIG ADEE 2012
SIG summary report – for ADEE general assembly 2012
DentCPD Survey poster ADEE 2012
A presentation to the ADEE general assembly – overview of the DentCPD project

CARDIFF UNIVERSITY PRIFYSGOL CAERDYĐ | National and Kapodistrian University of Athens | UNIVERSITY OF HELSINKI | ACTA | RIGAS STRADIŅA UNIVERSITĀTE | ADEE

DentCPD (screenshot 3 — ADEE 2013, Birmingham, UK)

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ADEE 2013, Birmingham, UK

At the annual ADEE conference in Birmingham in 2013, the Life Long Learning, Special Interest Group discussed:

1. The launch of the 'Dental CPD Reference Manual'
2. Initial discussion about 'quality assurance' and 'accreditation' of dental CPD – important areas highlighted by the DentCPD project
   1. In advance of the SIG, attendees were provided with information to promote discussion, which included
      a. QA of dental CPD
      b. Accreditation of dental CPD
      c. LLL, SIG programme for ADEE 2013
   2. A presentation was made at the SIG and a report given to the ADEE general assembly after the SIG meeting
      a. Presentation at the SIG
      b. Presentation to the ADEE general assembly
   3. In addition, the work of the DentCPD project was presented to the meeting of Deans and Heads of Dental Schools
      a. Presentation to Deans
   4. A presentation was given at the ADEE general assembly
      a. Presentation to ADEE general assembly
3. In addition, a poster presentation on the new 'COPDEND *standards for dental educators*' was displayed.

«*Lyon, 2012*   **Riga 2014»**

Links

Dental CPD Reference Manual
QA of dental CPD
Accreditation of dental CPD
LLL, SIG programme for ADEE 2013
Presentation at the SIG
Presentation to the ADEE general assembly
Presentation to Deans
Presentation to ADEE general assembly
COPDEND *standards for dental educators*

DentCPD (screenshot 4 — ADEE 2015, Szeged, Hungary)

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ADEE 2015, Szeged, Hungary

In 2014, COPDEND had published the '*standards for dental educators*'. The LLL SIG had contributed to these 'standards' and posters had been displayed in 2013 and 2014.

At the Life Long Learning SIG meeting in 2015 the group discussed the 2014 version of the COPDEND '*quality assurance framework for dental CPD*'.

1. SIG introduction on QA framework
2. SIG presentation on the QA framework

In addition, a series of poster presentations and oral presentation were provided at the ADEE conference in 2015

1. Oral Presentation to the ADEE conference
2. Two poster presentations

The COPDEND '*Quality Assurance Framework for Dental Workforce Development*' 2016 is a refined version of the 2014 'framework' to which the SIG and DentCPD Task Group members have contributed.

«*Riga 2014*

Links

SIG introduction on QA framework - Text, Powerpoint slides
SIG presentation on the QA framework
Oral Presentation to the ADEE conference
Poster: Developing a Quality Assurance Framework for Dental CPD
Poster: A Quality Assurance Framework for Dental CPD
COPDEND '*Quality Assurance Framework for Dental Workforce Development*' 2016

DentCPD (screenshot 5 — ADEE 2014, Riga, Latvia)

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ADEE 2014, Riga, Latvia

At the annual ADEE conference in Riga in 2014, the Life Long Learning, Special Interest Group discussed:

1. The initial work of COPDEND UK in developing a '*quality assurance framework for dental CPD*'
   a. An introduction to the draft '*quality assurance framework for dental CPD*'
   b. A presentation was provided at the SIG to enable discussion
   c. A summary of discussions made to the ADEE general assembly
2. In addition, the SIG held a joint meeting with SIG for Special Care Dentistry to in particular discuss the core topics of dental CPD
   a. Presentation to the Special Care Dentistry SIG
   b. Programme for the joint SIG
3. A poster on dental educator responsibilities and training relating to the COPDEND '*standards for dental educators*' was displayed

«**Birmingham 2013**   **Szeged 2015»**

Links

An introduction to the draft 'quality assurance framework for dental CPD'
A presentation was provided at the SIG to enable discussion
A summary of discussions made to the ADEE general assembly
Presentation to the Special Care Dentistry SIG
Programme for the joint SIG
A poster on dental educator responsibilities and training relating to the COPDEND 'standards

Task Group and SIGs
Antalya – ADEE 2011
Lyon – ADEE 2012

Partnership Meeting - Cardiff

Cardiff - 3-5 January 2011

Representatives from all DentCPD partner institutions met in a cold and wet Cardiff in the first week of the New Year. We gathered together to review what had been done and to plan for the future year. The base used for our discussions was the Copthorne Hotel just outside Cardiff and it seemed that we were the only residents for the two nights. There was a large conference room in the hotel where we were able to set ourselves up around a table.
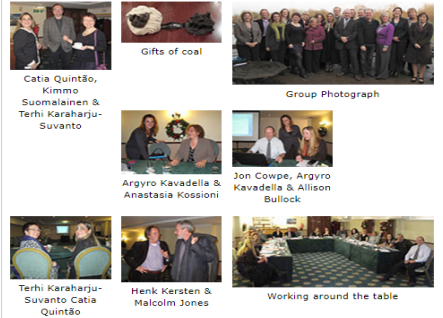
Professor Jon Cowpe was chair for the two days and did well to keep us to time, as there was a large agenda to get through. There were presentations from each of the working groups throughout the two days together.

Professor Alison Bullock and her team gave a review of the survey responses on continuing professional education throughout Europe. We also had a visitor, Professor Catia Quintão from Brazil and she gave an overview of Continuing Professional Development (CPD) in her country.

On the last day we had an entertaining speech from Professor Cowpe who also gave each of us a special memento of Wales. These were pieces of coal carved into the shape of sheep and houses. We left to return to our homes around Europe knowing that we had achieved a great deal and we looked forward to our next meeting at the ADEE meeting in Antalya in September.

Gallery
Click on an image for a larger gallery and slideshow.

Gifts of coal

Catia Quintão, Kimmo Suomalainen & Terhi Karaharju-Suvanto

Group Photograph

Argyro Kavadella & Anastasia Kossioni

Jon Cowpe, Argyro Kavadella & Allison Bullock

Terhi Karaharju-Suvanto Catia Quintão

Henk Kersten & Malcolm Jones

Working around the table

European/South American Dental Postgraduate Conference
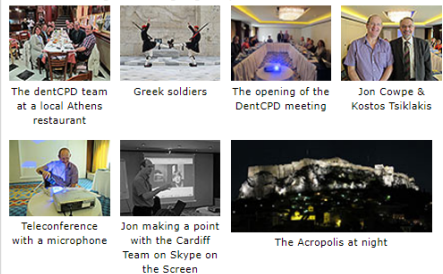
Partnership Meeting - Athens

Athens - 25-28 January 2012

The DentCPD team arrived to warm welcome in a chilly but bright Athens. The first evening was spent getting up-to-date on all activities over a typical Greek Meal in the Plaka area of the city. The group reconvened on Thursday morning in the Electra Palace meetings rooms and addressed a busy agenda. At the start the Chairman Professor Jon Cowpe welcomed the delegates and this was followed by an address from the Local Manager of the DentCPD project, Professor Kostos Tsiklaki from Athens Dental School.

After the introductions, the group members gave presentations on each Work Packages for which they were the lead partners. Each presentation was followed by useful discussion. Furthermore there was input from the team in Cardiff via a unique style of teleconference and Skype. There was a report from Alison Bullock on the recent Co-ordinators meeting held in Brussels earlier in the week. DentCPD was one of two projects selected for presentation to the rest of the conference and Alison received favourable feedback on the work undertaken to date.

Gallery
Click on an image for a larger gallery and slideshow.

The dentCPD team at a local Athens restaurant

Greek soldiers

The opening of the DentCPD meeting

Jon Cowpe & Kostos Tsiklakis

Teleconference with a microphone

Jon making a point with the Cardiff Team on Skype on the Screen

The Acropolis at night

IADR meetings

San Diego 2011

Iguassu Falls 2012

DentCPD - Task Groups
LLL - SIGS
International Meetings

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

Jon Cowpe   Alison Bullock   Argyro Kavadella   Anastasia Kossioni

Terhi Karaharju Suvanto   Kimmo Suomalainen   Henk Kersten   Eva Povel

Una Soboleva   Ilze Akota   Andra Leipa   Damien Walmsley   Majella Giles

Thank you