



ADEE 2016 Barcelona

Life Long Learning Special Interest Group Programme

Wednesday 24th August 1300-1600 room 221

Accreditation of dental CPD Educational Activities (EdA)

Professor Jon Cowpe & Dr Argyro Kavadella

Sustainability of the DentCPD project

DentCPD project – 2010-12 - resulted in:

The Supplement to the Eu J of Dent Ed –the **Dental CPD Reference Manual**.

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

Raised further issues: Quality Assurance & Accreditation

'Quality Assurance Framework for Dental Workforce Development'

<http://www.copdend.org/data/files/Downloads/Quality%20Assurance%20Framework%20for%20Dental%20Workforce%202016.pdf>

Accreditation documents to consider SIG 2016



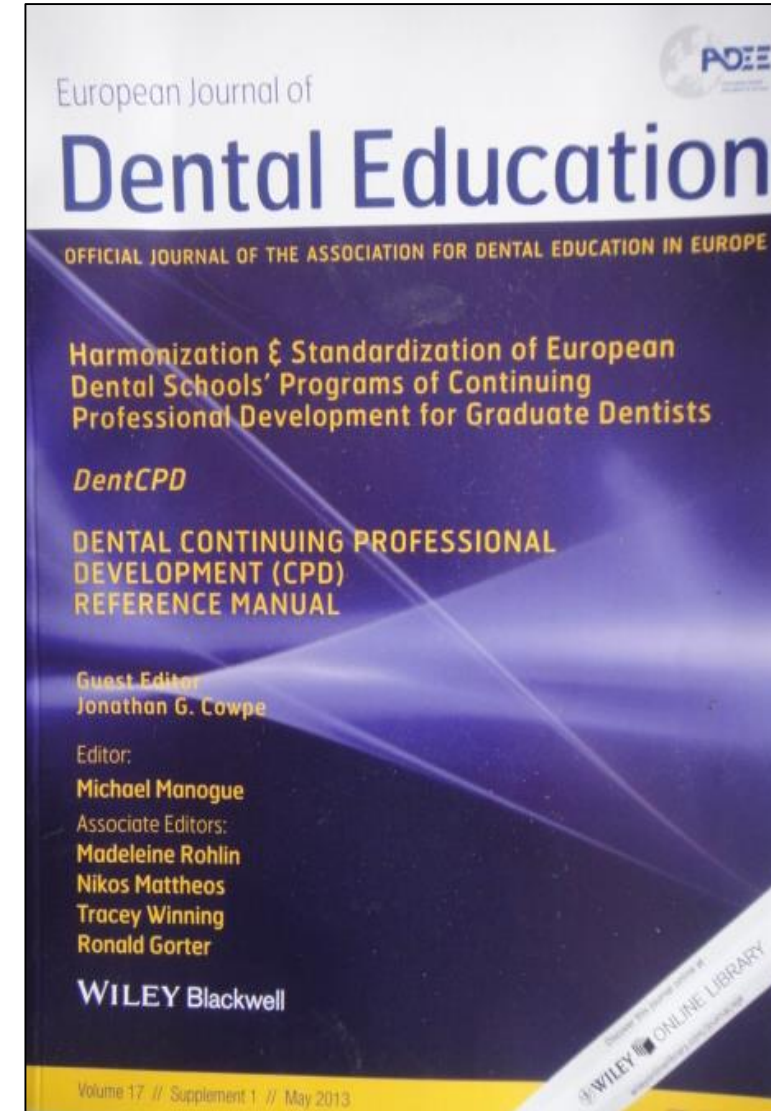
Pan-European Accreditation Framework for Dental CPD/Educational Activities (EdA)

Application Form for ADEE Accreditation of Dental CPD/Educational Activities (EdA).

- European Union of Medical Specialists (UEMS) documentation for accreditation of Medical Live Educational Events (LEEs), used as templates for these two documents.

Dent CPD – Outputs – 2010-2012

- **Inventory**
 - Literature/internet Review
 - Global Survey of CPD provision
 - Consensus on Core Topics - identification of best practice.
- **Guidelines** - organization, quality management & assurance of CPD programs.
- **Guidelines for delivery of competence-based CPD modules**
- **Core topic, exemplar teaching module.**
- **Dental CPD Reference Manual**
 - Eur J of Dent Ed, Supplement



Birmingham ADEE 2013



Quality Assurance of Continuing Professional Development (CPD) for Dental Professionals

Introduction

In May 2013, the Dent CPD Project's 'Dental CPD Reference Manual' was published as a Supplement to the European Journal of Dental Education available as an open on-line publication as a Supplement to the European Journal of Dental Education (www.dentcpd.org).

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

Earlier this year in the UK, the regulatory body the General Dental Council (GDC), as part of their review of dental CPD, put out a 'call for information' on 'Quality of CPD in dentistry' - an abridged version of GDC's latest call is available in *Appendix*. The original version can be found at [http://www.gdc-uk.org/Aboutus/policy/Documents/GDC%20Call%20for%20Information%20-%20CPD%20and%20Quality%20May%202013%20\(FIN\).pdf](http://www.gdc-uk.org/Aboutus/policy/Documents/GDC%20Call%20for%20Information%20-%20CPD%20and%20Quality%20May%202013%20(FIN).pdf)

There are concerns that there is no clarity on the quality of CPD courses/activities and evidence that they result in improved clinical care of patients. There would appear to be a need to establish how CPD is quality assured and by whom. Ideally, to promote mobility of dental professionals across the EU, the profession and the public would appreciate assurance that a CPD activity is of appropriate quality and the certificate issued, as a consequence of this, is sufficient to confirm that. Recognition, through appropriate certification, appropriately verified/accredited would benefit the dental professional and avoid duplication of CPD should they wish to work in a different country in the EU.

Questions to Consider in Preparation for and During the SIG ADEE 2013

From your experience

1. What methods of quality assurance (QA) of CPD in dentistry are in place in your country?
2. What methods of QA of CPD in dentistry do you believe are most effective at ensuring adequate quality provision/delivery of dental CPD?
3. Of recognised/verifiable CPD in dentistry, how assured or concerned are you about the adequacy of the QA of CPD?
4. Do you have evidence of the provision/delivery of recognised/verifiable CPD not being of adequate quality in your opinion?
5. What is your belief about the consequences of CPD that is of inadequate quality?
6. What suggestions do you have about how the quality of CPD in dentistry can be adequately quality assured?

Areas that you might consider when addressing the issue of 'Quality of dental CPD' (which should not be considered prescriptive) could include: *In preparation, you may wish to consult the 'Guidelines for the organisation of continuing professional development activities for the European dentist', in the Dental Reference Manual (Supplement) on pages 29-37.*

- CPD - Definition of CPD
- Importance of defined Aims and Objectives mapped to defined Learning Outcomes
- Structure and Content including

Quality Assurance

Accreditation



Special Interest Group: CPD Accreditation/Recognition

Special Interest Group discussion points:

- Q1** In your country is CPD officially recognised/accredited?
Q2 How is this recognised/accredited?
• official certification?
Q3 Who provides this accreditation?
• The regulator - the bodies/institutions recognised in that particular country as the appropriate body- who puts dentists on the dentists register
• Dept of health or education,
• Professional dental associations
• Other organisation
Q4 How is the period of learning recorded - Hours? Credits?
• How do hours relate to credits?

Background

- Educational accreditation is a type of quality assurance process which provides an external evaluation of educational institutions or programmes to determine if standards are met.
- If standards are met, accredited status is granted by the agency.
- Educational accreditation is typically conducted by a government organization, such as a ministry of education.
- Accreditation of CPD provision assumes that the CPD activity is fit for purpose and addresses the needs and requirements of the attendees.
- In the UK for example - the British Dental Association (BDA), state for their annual conference, that all sessions are 'approved for accreditation of CPD hours and comply with the General Dental Council's verifiable CPD requirements'.
- One might, therefore, assume that accreditation is in place
- However, the GDC itself **does not approve any education provider or course** for verifiable CPD (certified with CPD points). Rather, it **specifies the conditions which must be met in order for a CPD activity (GUIDANCE)** to be considered verifiable and thus appropriately certified (www.gdc-uk.org).
- All four of the following conditions must be met:

1. A certificate (or other type of documentary proof) that proves that the individual took part in the activity must be provided.



CPD Accreditation ?? Birmingham ADEE 2013

- ❖ **ACCREDITATION, VALIDATION, CERTIFICATION, RECOGNITION**

- ❖ **LACK OF CLARITY – WHAT IT MEANS? CRITERIA? DOES IT ACTUALLY HAPPEN AND WHO SIGNS IT OFF??**
 - ❖ **Regulatory body** - patient safety
 - ❖ **Dental registrant** - responsible for defining what constitutes appropriate CPD
 - ❖ Reflect
 - ❖ Record - how professional and clinical service for patients is enhanced?

- ❖ **TABULATED THE QUESTIONS AGAINST THE COUNTRIES REPRESENTED**
 - ❖ for 11 EEA
 - ❖ 4 Non EEA including Russia, Thailand, Saudi Arabia , Minnesota



Quality Assurance Framework for Dental CPD

Definition of CPD

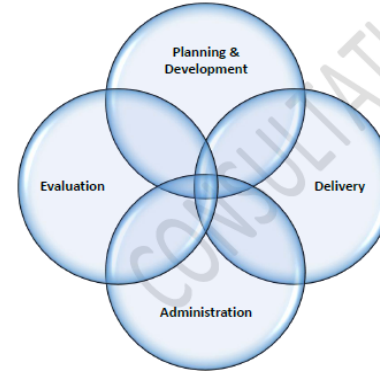
CPD has been defined by the GDC as follows: "CPD for dental professionals is defined in law as lectures, seminars, courses, individual study, and other activities, that can be included in your CPD record if it can be reasonably expected to advance your professional development as a dentist or dental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

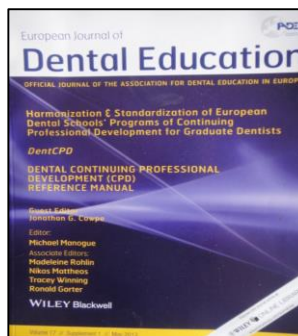
1.1 Educational Aims, Objectives and Learning Outcomes	Bronze	Silver	Gold
Clear and concise educational aims, objectives and learning outcomes are available for the CPD activity.	✓	✓	✓
Educational aims, objectives and learning outcomes are published in advance and are easily accessible by potential participants 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.		✓	✓

Issues identified for further investigation from *DentCPD* *Szeged 2015*

- 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?**

1. Introduction to the 'QA Framework for Dental Workforce Development' – COPDEND UK

- The original 2014 framework was discussed at the SIG at Szeged 2015 (and previously in Riga, 2014) and comments contributed to the updated 2016 version
- '**Guidelines for Dental CPD delivery**' from the DentCPD's Reference Manual for Dental CPD



[Guidelines for the organisation of continuing professional development activities for the European dentist \(pages 29–37\)](#) K. Suomalainen, T. Karaharju-Suvanto, S. Bailey, A. Bullock, J. Cowpe, E. Barnes, H. Thomas, R. Thomas, A. Kavadella, A. Kossioni, H. Kersten, E. Povel, M. Giles, D. Walmsley, U. Soboleva, A. Liepa and I. Akota
Version of Record online: 15 APR 2013 | DOI: 10.1111/eje.12021

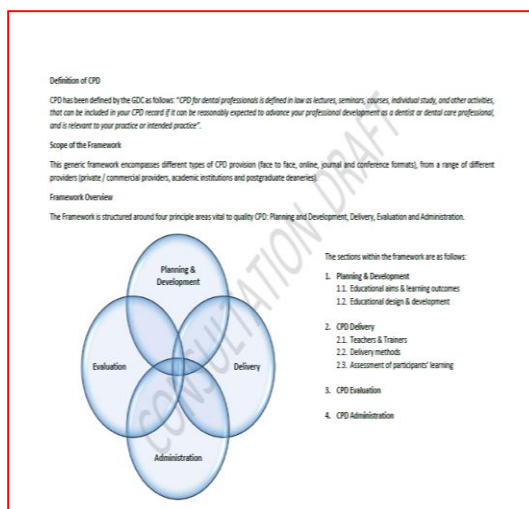
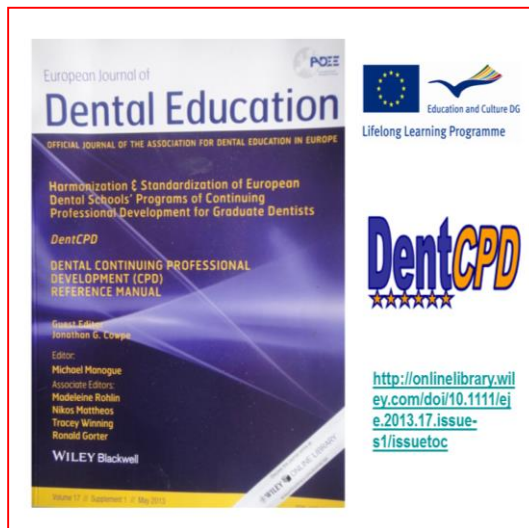
LLL SIG 2016 Barcelona

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
4. Final Quality Assurance Framework for dental CPD 2015
5. Accreditation of dental CPD Educational Activities 2016



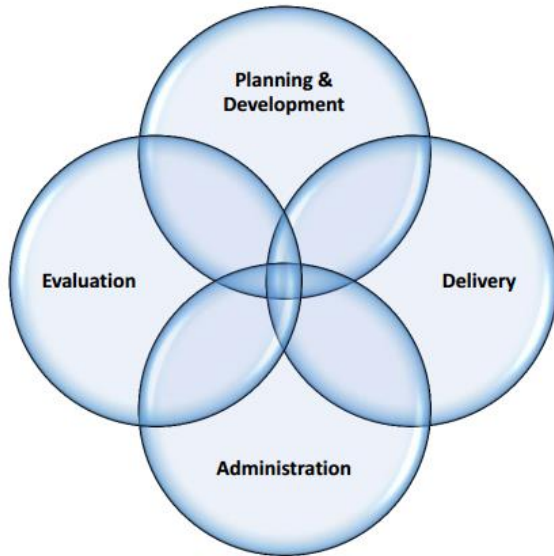
QA Framework for Dental Workforce Development



QA Framework for Dental Workforce Development

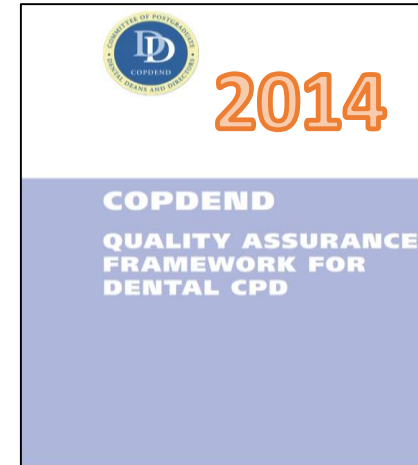


The Framework is structured around four principle areas vital to quality CPD: Planning and Development, Delivery, Evaluation and Administration.



The sections within the Framework are as follows:

- 1. CPD 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**



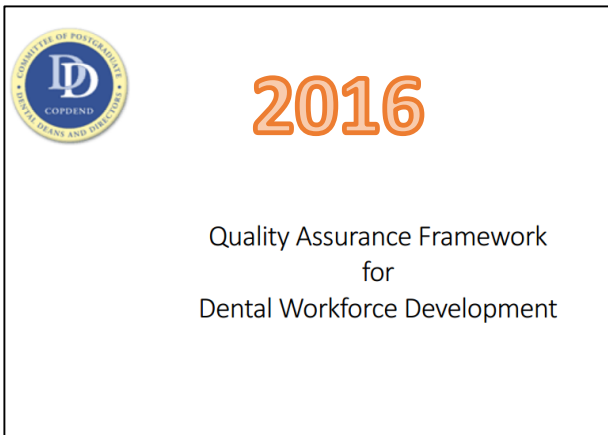
Two levels of quality are described within the framework:
"Expected standard" and **"Enhanced provision"**.

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.



QA Framework for Dental Workforce Development

1. CPD Planning and Development

1.1	Educational Aims, Objectives and Learning Outcomes	Required for "Expected" Standard	Required for "Enhanced" Provision	MET? Yes/No	Examples of potential supporting evidence
1.1.1	Clear and concise educational aims, objectives and learning outcomes are available for the CPD activity.	YES	YES		<ul style="list-style-type: none"> Written documents, such as course programme, CPD certificate, flyer. Online programme Other documents e.g. speaker agreement for activity, lesson plans, or within conference delegate pack
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.	YES	YES		<ul style="list-style-type: none"> Publication of evidence for 1.1.1 before the activity (date available), i.e. marketing documents, emails, flyers, online, provider website.
1.1.3	Educational objectives and learning outcomes are specific, measurable, achievable relevant and time-bound (SMART).	YES	YES		<ul style="list-style-type: none"> CPD supporting documentation, e.g. programme, certificates, slides. Website / online info for CPD activity Speakers contracts Conference delegate pack
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)	YES	YES		<ul style="list-style-type: none"> Feedback forms (paper / online) with appropriate content i.e. linked to aims, objectives, LO's. Other course evaluation documents e.g. record of focus groups, written reports
1.1.5	Educational aims, objectives and learning outcomes are documented, e.g. on certificates provided for the CPD activity.	YES	YES		<ul style="list-style-type: none"> Certificates See also examples in 1.1.1.
1.1.6	Educational aims, objectives and learning outcomes are written by an appropriate individual with subject-matter expertise and	YES	YES		<ul style="list-style-type: none"> CPD documentation, website Speaker contract

QA Framework for Dental Workforce Development



1.2	Educational Design & Development	Required for "Expected" Standard	Required for "Enhanced" Provision	MET? Yes/No	Examples of potential supporting evidence
1.2.1	The content is developed by recognised experts in the specific subject area that the CPD activity is focusing upon.	Yes	yes		<ul style="list-style-type: none"> • Speaker agreement / contract. • Credentials of developer, e.g. cv, qualification, experience, publications, job spec
1.2.2	The qualifications, experience and expertise of the individual responsible for developing the content of the CPD is reviewed by the provider, and details made available to potential participants in advance of the CPD activity.	Yes	Yes		<ul style="list-style-type: none"> • Evidence of review, e.g. signed document, meeting record • Details published in course documentation (marketing docs), e.g. website, flyer, database
1.2.3	Content is explicitly evidence-based or evidence-informed where possible, and sources and / or supporting evidence for the content is referenced so that participants are informed.	Yes	Yes		<ul style="list-style-type: none"> • Declaration by course developer • Course content includes sources of evidence e.g. publications.
1.2.4	Content is reviewed to check that it is current, accurate and appropriate for the target audience by an independent third party with appropriate expertise. Reviews of content take place prior to the activity being delivered for the first time, and at regular intervals thereafter (where participant feedback is also considered).	No	Yes		<ul style="list-style-type: none"> • Document signed by third party confirming review has taken place. • Record of meeting(s) when review was undertaken. • Database or schedule of dates reviews have taken place.
1.2.5	The instructional design of the activity uses evidence-based educational strategies to maximise participant engagement (including strategies to address the needs of audiences where different professional groups are learning together).	No	Yes		<ul style="list-style-type: none"> • Course programme highlights strategies used. • Participant feedback on effectiveness of engagement strategies.
1.2.6	The instructional design of the activity uses evidence-based educational strategies to enhance participant learning, through consideration of the prior knowledge of the participants.	No	Yes		<ul style="list-style-type: none"> • Evidence that prior knowledge considered, e.g. through discussion with participants, PDPs, pre-assessment, or description of prior knowledge needed to take course. • Documentation of educational

3 CPD Evaluation

	CPD Evaluation	Required for "Expected" Standard	Required for "Enhanced" Provision	MET? Yes/No	Examples of potential supporting evidence
3.1	Structured feedback is obtained from individual participants following each CPD activity.	Yes	Yes		<ul style="list-style-type: none"> Feedback form (paper / online) Collated feedback report
3.2	Participants are able to provide feedback anonymously.	Yes	Yes		<ul style="list-style-type: none"> Documented process for anonymisation
3.3	Where questionnaires are used to obtain feedback from participants, the content and questions are directly relevant to the CPD activity being evaluated, with space available for detailed feedback and suggestions.	Yes	Yes		<ul style="list-style-type: none"> Example of feedback questionnaire, including structure (Qu's asked, space for comments etc.) and relevance to CPD activity.
3.4	Feedback from participants is requested regarding their satisfaction with the CPD activity in terms of educational effectiveness, including (1) achieving the learning objectives and outcomes, (2) quality of educational design and delivery, (3) relevance, (4) ability to engage participants, (5) value for money, (6) absence of commercial bias or promotion.	Yes	Yes		<ul style="list-style-type: none"> Example of structured questionnaire including questions targeting each of the 6 areas.
3.5	Structured feedback from participants is requested regarding the perceived impact of the CPD activity, on future practice and / or patient care and outcomes.	No	Yes		<ul style="list-style-type: none"> Example of structured feedback relating to perceived impact
3.6	Outcomes of CPD activities on the participant and / or their practice are investigated using appropriate evaluation methods, and the results (from previous evaluations of the activity) are made available for participants.	No	Yes		<ul style="list-style-type: none"> Reports detailing previous evaluations available to participants (published online or available upon request). Report or outcomes evaluation data.
3.7	The longer term impact of CPD activities on the participant and / or patients is investigated through follow up evaluation at an appropriate time period after the event.	No	Yes		<ul style="list-style-type: none"> Report or evaluation data over longitudinal timeframe, e.g. database, follow-up emails, follow-up surveys or KPIs.

Impact
Reflection
Evaluation
QA

	CPD Administration	Required for "Expected" Standard	Required for "Enhanced" Provision	MET? Yes/No	Examples of potential supporting evidence
4.1	Details of the CPD activity are published in advance and available to participants, including details of the activities aims, learning objectives and anticipated outcomes, format, teacher / trainer (or developer for online or printed CPD), duration and cost.	Yes	Yes		<ul style="list-style-type: none"> CPD activity details on e.g. website, flyer, marketing documents, CPD programme, conference pack
4.2	Appropriate records are kept securely by the provider, including the number of verifiable CPD hours completed by participants, title, aims, objectives and learning outcomes of each CPD activity, and evaluation data.	Yes	Yes		<ul style="list-style-type: none"> Example of records kept (e.g. register, files, database) Governance documents
4.3	Documentary evidence (e.g. CPD certificates) are provided to participants upon completion of the activity, where evidence of engagement with the CPD activity can be demonstrated. These include the title and learning outcomes for the activity, and the number of verifiable CPD hours.	Yes	Yes		<ul style="list-style-type: none"> Certificates with relevant content
4.4	Documentary evidence (e.g. CPD certificates) include a prompt for the CPD user to reflect on their learning and link this to their professional development plan.	No	Yes		<ul style="list-style-type: none"> CPD Certificate with prompt Other documentary evidence of prompt, e.g. email, online system
4.5	The provider has a quality assurance policy for CPD activities, including transparent processes for quality improvement.	Yes	Yes		<ul style="list-style-type: none"> Quality assurance policy Quality improvement strategy and evidence of implementation e.g. database, records, audit, review meetings
4.6	Internal quality reviews of provision are carried out at appropriate and regular intervals.	No	Yes		<ul style="list-style-type: none"> Documents recording review processes e.g. reports, meeting records (with dates), action plans, database

QA Framework for Dental Workforce Development



- This “*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.
- In addition, the aspiration is that this will promote mobility of dental professionals with appropriately quality assured records of their continuing education and development.

Szeged 2015

- Posters
- Free stage presentation



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



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School of PGMDE Wales Deanery, Cardiff University, UK¹, Health Education Thames Valley, UK², NHS Education for Scotland, UK³, Northumbria University, UK⁴

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.
- Consistent theme - framework would need to be endorsed by the regulatory body.
- Mechanisms in place to ensure the 'QA Framework' is implemented consistently
- 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.

For further information contact:
Jonathan Cowpe, Cardiff University. Email: cowpeja@Cardiff.ac.uk

COPDEND 'Quality Assurance Framework for Dental CPD' is available from www.copdend.org

Acknowledgement: Funded by the UK Committee of Postgraduate Dental Deans and Directors (COPDEND)

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

Figure 1: Proportion of positive / negative responses to the question 'Is the format of the 'QA Framework' such that it will be usable by, and useful for, both CPD 'Users' and 'Providers'?



Figure 2: Proportion of positive / negative responses to the question 'Do you think the 'QA Framework' will support CPD 'Providers' in the development, delivery and maintenance of high quality, effective CPD'?



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

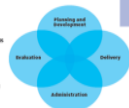
Majority Welcomed the CPD 'QA Framework'

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 interrelated CPD commitments

The sections within the framework are as follows:

1. CPD 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



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



A Quality Assurance Framework for Dental CPD



Linda Prescott-Clements⁴, Jonathan Cowpe¹, Helen Falcon², Tony Anderson³
School of PGMDE Wales Deanery, Cardiff University, UK¹, Health Education Thames Valley, UK², NHS Education for Scotland, UK³, Northumbria University, UK⁴

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 document 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 for >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' were 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.

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 encourages 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.

Quality Criterion	Expected Standard	Enhanced Provision
1.1.1 Clear and concise objectives, aims, objectives and learning outcomes	✓	✓
1.1.2 Educational aims, objectives and learning outcomes are written for a range of professional and other stakeholder groups	✓	✓
1.1.3 Educational aims, objectives and learning outcomes are written for a range of professional and other stakeholder groups	✓	✓
1.1.4 Educational aims, objectives and learning outcomes are written for a range of professional and other stakeholder groups	✓	✓
1.1.5 Educational aims, objectives and learning outcomes are written for a range of professional and other stakeholder groups	✓	✓
1.1.6 Educational aims, objectives and learning outcomes are written for a range of professional and other stakeholder groups	✓	✓
1.1.7 Educational aims, objectives and learning outcomes are written for a range of professional and other stakeholder groups	✓	✓
1.1.8 Educational aims, objectives and learning outcomes are written for a range of professional and other stakeholder groups	✓	✓
1.1.9 Educational aims, objectives and learning outcomes are written for a range of professional and other stakeholder groups	✓	✓
1.1.10 Educational aims, objectives and learning outcomes are written for a range of professional and other stakeholder groups	✓	✓

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

Quality Criterion	Expected Standard	Enhanced Provision
2.1.1 Clear and concise objectives, aims, objectives and learning outcomes	✓	✓
2.1.2 Educational aims, objectives and learning outcomes are written for a range of professional and other stakeholder groups	✓	✓
2.1.3 Educational aims, objectives and learning outcomes are written for a range of professional and other stakeholder groups	✓	✓
2.1.4 Educational aims, objectives and learning outcomes are written for a range of professional and other stakeholder groups	✓	✓
2.1.5 Educational aims, objectives and learning outcomes are written for a range of professional and other stakeholder groups	✓	✓
2.1.6 Educational aims, objectives and learning outcomes are written for a range of professional and other stakeholder groups	✓	✓
2.1.7 Educational aims, objectives and learning outcomes are written for a range of professional and other stakeholder groups	✓	✓
2.1.8 Educational aims, objectives and learning outcomes are written for a range of professional and other stakeholder groups	✓	✓
2.1.9 Educational aims, objectives and learning outcomes are written for a range of professional and other stakeholder groups	✓	✓
2.1.10 Educational aims, objectives and learning outcomes are written for a range of professional and other stakeholder groups	✓	✓

One version for 'Users' and approved

COPDEND QUALITY ASSURANCE FRAMEWORK FOR DENTAL CPD

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.

'Expected' and 'Enhanced' Standards better than 'bronze', 'silver' 'gold'

For further information contact:
Prof Jonathan Cowpe, Cardiff University Email: cowpeja@Cardiff.ac.uk

COPDEND 'Quality Assurance Framework for Dental CPD' is available from www.copdend.org

Main messages

- Patient care should be 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

Pan-European Accreditation Framework for Dental CPD/Educational Activities (EdA)

Application Form for ADEE Accreditation of Dental CPD/Educational Activities (EdA).

- The criterion on this form mirror the list of essential criteria in the 'framework' document
- European Union of Medical Specialists (UEMS) documentation for accreditation of Medical Live Educational Events (LEEs), used as templates for these two documents.

Pan-European Accreditation Framework for Dental CPD/Educational Activities (EdA)

Areas in particular to discuss

- pages 3-4 the '***essential criteria***'
- page 7 debate the issue of '***credits***' - weighting of different forms of CPD/EdA
- does the framework and application form address all formats of dental CPD

Essential Criteria



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) are 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 the privacy and confidentiality of the 'Learner', and confirm 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. an on-line/e-learning/distance learning EdA(s) (must provide contact details for assistance provision) c. workshop d. hands-on/simulation etc. e. conferences/symposium/meetings f. or 'other format'.

Essential Criteria

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, with notes on 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 and 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'. This individual must be registered with an appropriate Regulatory Authority, and his/her registration details must be provided. (for conference/scientific meetings this should include the lead individual for the event and all members of the organising committee)
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).

Essential Criteria

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.

Appendix 2

Allocation of European CE Credits (ECECs) for Dental Educational Activities (EdA)

Allocation of European Continuing Education Credits (dentistry) (ECEC(d)s) for EdA(s)

ADEE awards ECEC(d)s on the following basis:

- One hour - 1 ECEC(d)
- Half a day - 3 ECEC(d)s maximum
- Full day - 6 ECEC(d)s maximum

ADEE does not award fractions of credits and no more than 6 ECEC(d)s per day can be awarded, even if the EdA(s) lasts longer than 6 hours.

‘Learner’s’ can only claim ECEC(d)s for those EdA(S)s, or parts of EdA(s) that they have attended, and should ensure that they do so in accordance with their home country’s criteria.

Application form for ADEE Accreditation of Dental CPD/Educational Activities (EdA).

Areas in particular to discuss

- criterion 11 – **‘reflection’**
- criterion 12 - the issue of **‘learner engagement’** – **‘assessment?’**
- criterion 21 – **‘QA by providers in advance’**
 - QA framework for dental workforce development

Criterion 11

How the EdA(s) will encourage the 'Learner' to employ **methods of active, adult learning, including reflection on impact of the EdA(s)** to achieve the educational 'learning outcomes'(s).

These may include: problem-orientated learning, task-based learning, case-based learning, reflective learning, and performance improvement. The ADEE also strongly recommends feedback be provided on the 'learner's' engagement with the EdA(s), such as an explanation of why a response to the self-assessment component was incorrect.

Criterion 12

That the **EdA(s)** includes a means of confirming **'Learner' engagement**, and ***achievement of the educational learning outcome(s)***. *at a minimum there must be a method of confirmation of attendance and a process for the Learner to provide feedback.* Engagement may be measured through a formative or summative **assessment of the 'Learners'**.


Any 'assessment' must be of quality, duration and content appropriate to the EdA and the educational learning outcome(s), and it must be integral to the EdA(s). It may be based on multiple-choice questionnaire or other self-assessment methodologies, but must have clearly stated assessment criteria (e.g. pass mark). This should be set by the 'provider' of the educational content (as distinct from the developer or provider of an educational product). This self-assessment component must comprise a minimum of 10 minutes within the duration expected for the accreditation of each educational hour (1 ECEC(d)).



Criterion 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

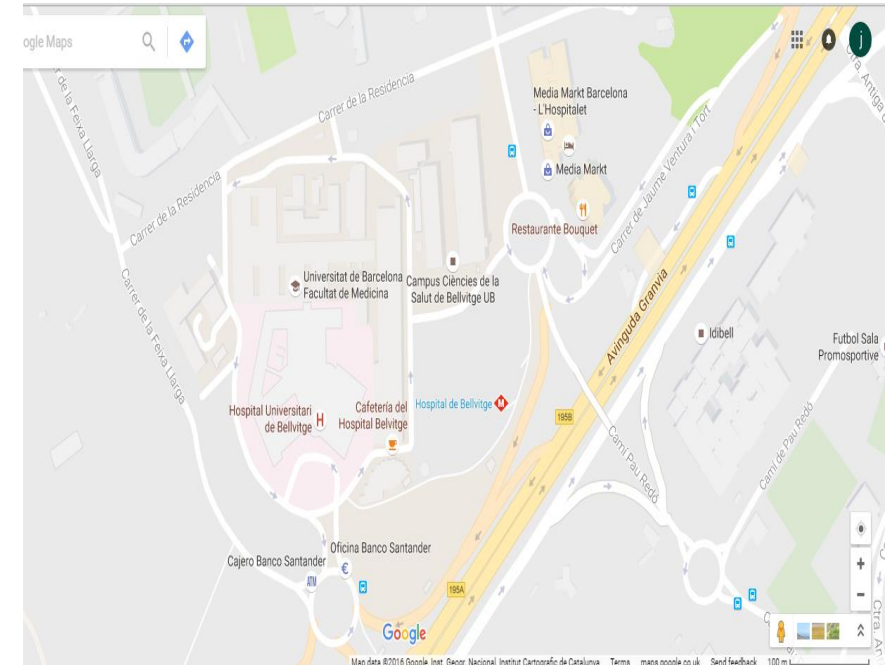
As a minimum, the ADEE requires the 'provider' to have assessed its EdA(s) using the criteria described in this application form and set out in the ADEE Pan-European Framework document – REF###

LLL SIG 2016 Barcelona



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*The 42nd Annual AEE Scientific Meeting
Science and the competent dentist an
inter-professional perspective*
Faculty of Dentistry - University of Barcelona
August 24th to 26th 2016



Thank you for your contribution