

Handbook for Trainees
Dental Core Training

London & KSS 2020

Contents:

1. Introduction and HEE updates	3
2. COVID-19 Pandemic	4
3. DCT Programme team	5
4. Key dates	6
5. Roles and Responsibilities	8
6. Meeting with your Educational Supervisor	10
7. E portfolio	14
8. Study Leave and Allowance	17
9. Trainees experiencing difficulties	19
10. Whistleblowing and raising concerns	19
11. Well being support	20
12. References	21

1. Introduction

Congratulations on your appointment to DCT1,2 or 3 in London and KSS!

Health Education England (HEE) have the responsibility in England of supporting the delivery of excellent healthcare and health improvement to the patients and public of England by ensuring that the workforce of today and tomorrow has the right numbers, skills, values and behaviours, at the right time and in the right place.

There are over 600 dental core trainees (DCTs) in training at any one time in the UK, in DCT 1, 2 or 3 posts.

As clinicians our priority is to deliver safe and high quality patient care and so, in turn, as an Educational or Clinical Supervisor the focus is to develop and produce dental surgeons who are well equipped to operate safely and communicate effectively.

There are ever increasing expectations of those involved in educational roles.

Trainers are expected to ensure that there are structured induction programmes, local handbooks and training is delivered to meet trainee educational needs. This training should map into the training [curriculum](#) which defines what should be completed as part of the training.

In addition trainers are expected to report on the performance of the trainees during their training by recording various aspects of their performance as well as providing support and guidance to the trainee, as outlined in the [Dental Silver Guide](#).

Part of this is completion of work-based assessments to be completed and signed off for each trainee by a range of supervisors.

DCT trainees also have an RCP process similar to the StR training programme.

Sufficient completion of the e-Portfolio has become a mandatory requirement to achieve a satisfactory outcome at the final RCP.

The role of the Training Programme Director is to liaise directly with trainers, provide support, maintain open communication and participate in management of the DCT training programmes and any issues arising. The TPD also has responsibility to meet the needs of the trainees and help those in difficulty.

Please visit the HEE website for further information, regular training updates and support in light of our ever changing landscape:

London HEE website

<https://london.hee.nhs.uk>

KSS HEE Website

<https://kss.hee.nhs.uk>

The National HEE website

www.hee.nhs.uk

PGMDE Support Panel

<https://lasepgmdesupport.hee.nhs.uk/support/home>

2. COVID-19 Pandemic

Whilst it is with great relief that the Covid-19 alert level has very recently reduced from Level 4 to 3, with the easing of many lock-down restrictions in England, no one can underestimate the impact this pandemic has had, and will continue to have upon our healthcare services in general and on our dental / oral care services, in particular.

Throughout the height of the pandemic, virtually all NHS Hospital and Community dental staff in L&KSS, including dental training grades, were redeployed to a multitude of areas of healthcare where their clinical knowledge and expertise were needed. Included in this redeployment were numerous Dental Foundation Trainees and we know many of you will have been among them.

The service, teaching and training undertaken in the NHS Hospital and Community Trusts where you will be working have all been profoundly affected and are only just now returning to normal.

But it will be a “new-normal”.

Among the many challenges now being faced are long patient waiting lists, significant impacts upon working arrangements, particularly in relation to “social distancing” and, of course, the complications, largely peculiar to dentistry, of “Aerosol Generating Procedures” (AGPs). All these factors will, particularly in the early months of your training year, make the experience different to that any of us could anticipate. None-the-less, we are all confident that your experience of working, learning and training as a DCT will be very worthwhile and rewarding.

Please be assured that in these very difficult times, our overriding concern is that of the safety of everyone involved in healthcare, whether they be patients, relatives, public, staff or trainees. The hospital / community where you will be located will give you all the knowledge, training, equipment and supervision you will need to allow you to work safely.

We all hope, very much, you thoroughly enjoy your training year.

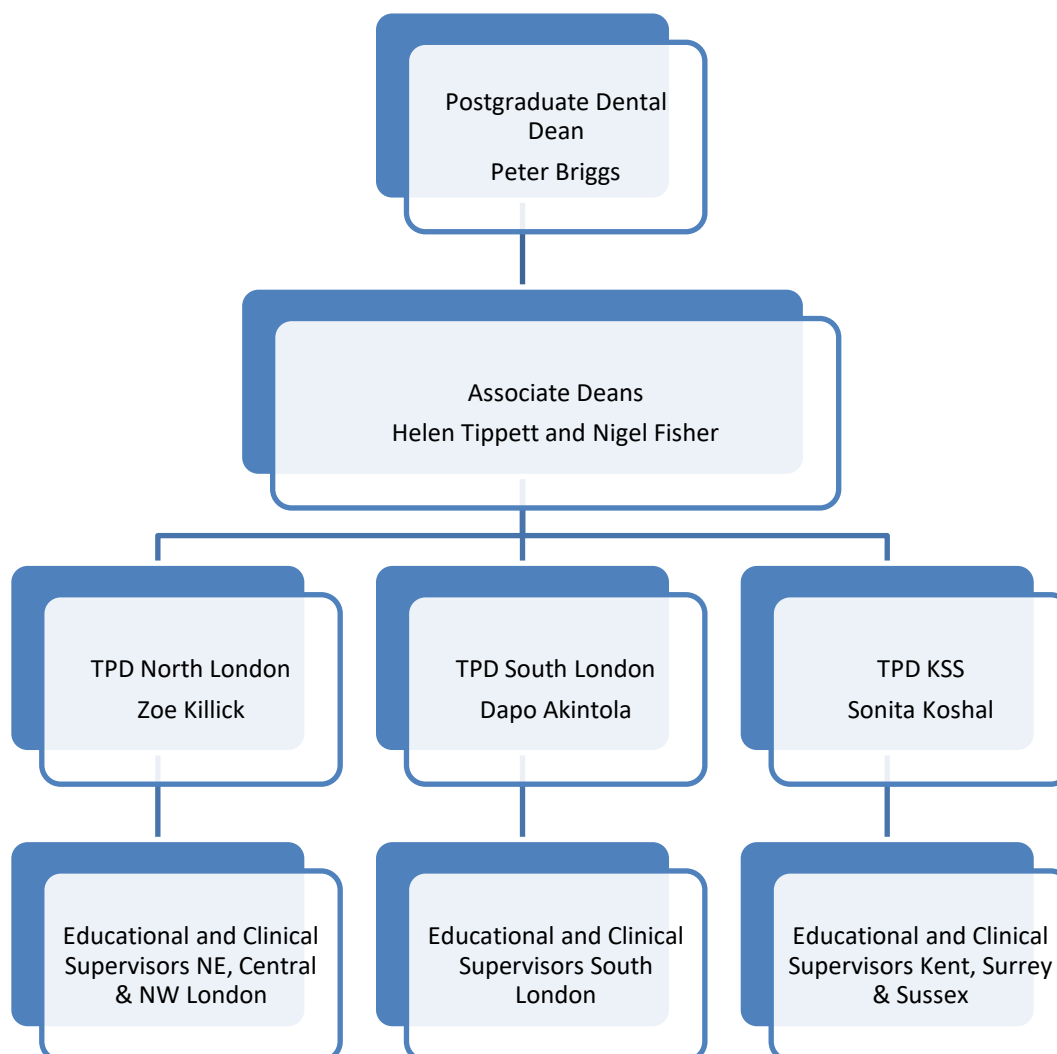
From the London and Kent, Surrey and Sussex Associate Postgraduate Dental Deans and Training Programme Directors

3. DCT Programme team

DCT Programme Team 2020

DCT1/2/3 Programme Team for London and Kent, Surrey and Sussex

The DCT programme is led by the Postgraduate Dental Dean with support from the Associate Deans, Training Programme Directors and Educational and Clinical Supervisors within the Local Education Providers. The following flow sheet provides an overview of the current structure



Contact Details of TPD's:

North London: Zoe Killick. Email: bartshealth.northlondondcttpd@nhs.net

South London: Dapo Akintola: Email: dapoakintola@nhs.net

KSS: Sonita Koshal Email: sonita.koshal@nhs.net

Operations Officer at HEE: Ms Nancy Gaya

All Trainees should contact the team via PGMDE Support Portal (PSP)
<https://lasepgmdesupport.hee.nhs.uk/support/home>

4. Key Dates

DCT training in London and KSS. 2020/21

*Exact dates will be released and circulated as soon as they have been confirmed with Faculty

Date	Event	Participants	Provider	Location
Tuesday 1st September 2020	Induction (afternoon only)	All DCTs (ES welcome to attend)	HEE	Virtual via MS Teams
Wednesday 2nd September 2020	Start of DCT Training	All DCTs (mandatory)	London, Kent, Surrey and Sussex Trust sites	
October 2020*	Surgical Extractions and Complications of Exodontia	All DCT's	Ola Obisesan	MS Teams
November 2020*	Conscious sedation in Oral Surgery	All DCT's	Jashme Patel	MS Teams
November 2020*	Mouth care matters	All DCT's	Mili Doshi	MS Teams
December 2020*	Oral Medicine and Facial Pain	All DCT's	Roddy McMillan	MS Teams
January 21st 2021	Leadership day	All DCT's	HEE	MS Teams
January 2021*	Introduction to Endodontics	All DCT's	Rachel Tomson	MS Teams
February 2021*	Consent and Handling Complaints	All DCT's	Roddy McMillan	MS Teams
Week commencing 22nd February 2021	Interim RCPs (in absentia)	All DCTs (mandatory)	HEE	TBC
March 2021*	Diagnosis and Management of Dento-alveolar Pain	All DCT's	Mital Patel	MS Teams
April 2021*	Dental Trauma	All DCT's	Mital Patel	MS Teams

	Symposium			
Friday 21st May 2021	Chichester Cup (KSS Regional Presentation Day)	KSS DCT's (Optional)	HEE	MS Teams
Thursday 24th June 2021	Case Presentation Day	All DCT's	HEE	TBC, either: Central London or Virtual via MS Teams
Week commencing 5th July 2021	Final RCPs (in absentia)	All DCT's (mandatory)	HEE	Stewart House or Virtual via MS Teams
July 2021*	Return to Practice	DCT's (Optional)	HEE	TBC

Note: There is no Careers session planned for this year. A careers day is provided in the foundation year and it is felt that careers advice from DCT onwards is best delivered on an individual level via the Educational Supervisors and TPDs. In addition the Careers Unit at HEE offer a 1:1 careers support service and can be contacted via careersunit.lase@hee.nhs.uk.

**** Keep a look out for study day updates to this during the year ****

5. Roles and Responsibilities

You will have a team of people who are engaged and will support you in your training:

Training Programme Director (TPD)

Educational Supervisors (ES)

Clinical Supervisors (CS)

Training Programme Director

Support trainers and aid in programme management and any issues arising that are not resolved locally
Support trainees and help them meet their needs.

Attend local unit LFG meetings during the year with ES's and DCT representation.

Educational Supervisors

An **Educational supervisor** is defined as 'a trainer who is selected and appropriately trained to be responsible for the overall supervision and management of a trainee's trajectory of learning and educational progress during a placement and/or series of placements (GMC 2012). Every trainee must have a named educational supervisor. The educational supervisor's role is to help the trainee to plan their training and achieve agreed learning outcomes. He or she is responsible for the educational agreement and for bringing together all relevant evidence to form a summative judgement at the end of the placement and/or series of placements.' The educational supervisor has a critical role in ensuring that the trainee's progressive learning is taking place by ensuring the satisfactory completion of the e-Portfolio.

Responsibilities/Skills:

- Undertake the ***initial appraisal meeting*** which should take place by the end of September
- Undertake the ***early review meeting*** by the end of November.
- Monitor educational progress
- Undertake the ***interim review meeting*** prior to the Interim RCP at 6 months (End of January/Beginning of February). This is a summative assessment of progress made to date
- Complete the ***final review meeting*** by the middle/end of June. This gives the trainee time to meet any shortfalls prior to the final RCP & completion of training.
- Familiar with trainee learning portfolios & provide ES reports on e-Portfolio
- Provides reports on Serious Incidents relating to Trainees
- Knowledge of educational theory
- Ability to conduct appraisals and provide careers guidance
- Trained in managing trainees in difficulty (with local TPD and HEE/Deanery support)
- Understand different assessment methods
- Understand the role of reflective feedback
- Require the same skills as clinical supervisors (listed below)

Attributes:

- Mentor/ coach
- Offers a strategic vision
- Experience is wide-ranging
- Educational and behavioural Assessments against all competencies
- Guidance is all-encompassing

Your Educational Supervisor will use your meetings, feedback from CS's and e-portfolio to monitor your progress at the different milestones during training.

Clinical Supervisors

A **Clinical supervisor** is defined as '...a trainer who is responsible for overseeing a specified trainee's clinical work for a placement in a clinical environment and is appropriately trained to do so GMC (2012). He or she will provide constructive feedback during that placement, and inform the decision about whether the trainee should progress to the next stage of their training at the end of that placement and/or series of placements'. A clinical supervisor will report issues of concern/ achievements relating to a trainee to the Educational Supervisor in a timely manner. All clinical supervisors should have completed their educational appraisal. In most organisations, this may be an integral part of their annual appraisal.

Responsibilities / Skills:

- Responsible for the day to day monitoring and clinical development of the trainee
- Providing regular feedback
- Undertake assessment of SLEs in line with the competence listed in the Curriculum
- Complete Supervised Learning Events (SLEs) in a timely manner
- Able to personalise supervision to the trainee's ability and understanding
- Raise any trainee related concerns or issues to the ES
- Report any serious incidents to the ES
- Compliant with the Professional Development Framework

Attributes:

- Be supportive as a trainer
- Offers an operational vision
- Experience is clinical
- Work based assessments
- Reviews clinical competence
- Able to align patient safety with educational training needs
- Guidance is specific
- Be reflective

Clinical supervisors will have access to the portfolio to sign off the SLEs. Clinical supervisors must ensure that they make appropriate comments on the trainees ability and progress during the year

6. Meeting with your Educational supervisor

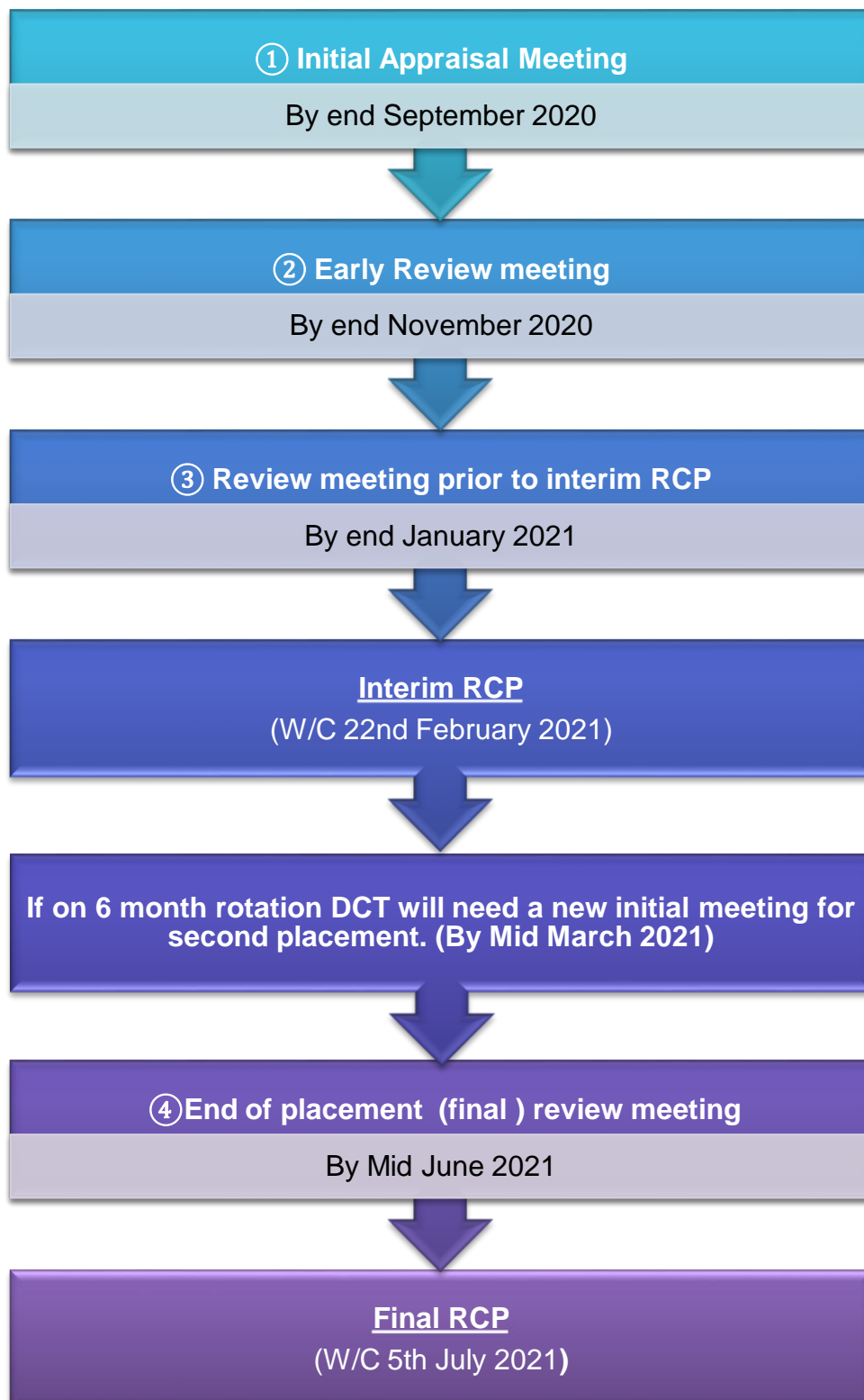
Meeting with your ES is essential to ensure your learning needs are established at the start of the programme and monitored during the course of the year.

Trainees and ES's need to meet with each trainee **at least four times** during the year.

A recommended timeline and guidance regarding what should be covered at each meeting can be found below.

Additional meetings should take place if required and recorded appropriately. This will be dependent on the trainees development/pastoral care needs.

ES Meetings – Recommended timeline



1. Initial Appraisal Meeting (usually by end September)

Action required:

- Trainee should arrange meeting with ES within a month of their start date.
- ES to check the trainee has received a local induction and completed relevant documentation.
- Agree and sign the **Educational Agreement**
- Creation of **initial personal development plan (PDP)** and objective setting
- Trainee to upload PDP on their portfolio. **Titled Initial PDP**
- ES to upload meeting summary on portfolio

2. Early Review Meeting (usually by end November)

Action required:

- DCT to arrange meeting
- ES and DCT to review progress against objectives using PDP and portfolio
- Review any concerns/issues trainee may have
- ES to record meeting on portfolio

3. Review meeting prior to interim RCP (usually by mid Jan)

Action required:

- DCT to arrange meeting
- ES and DCT using the RCP checklist, review the evidence for the RCP panel, including all assessments, personal development plan, curriculum completion, skills, trainee reflections and development logs.
- Discuss MSF with trainee prior to release.
- Highlight any areas of concern and Inform the TPD/Adviser in advance if a trainee is unlikely to be awarded a satisfactory outcome.
- Agree the targets the trainee needs to achieve completion resulting in Certificate of Achievement –
- Trainee to create updated PDP
- ES to record meeting on portfolio

It is vital that the ES report is as full as possible as this is a key piece of the evidence to the RCP panel.

- **If on six month rotation DCT will need a new initial meeting for their new rotation (usually by mid-March).**

Action required:

- DCT to arrange meeting
- Initial meeting with Educational Supervisor for new post
- ES to record meeting on portfolio

4. End of Placement (Final) Review Meeting (usually by mid June)

Action required:

- DCT to arrange meeting
- Using the RCP checklist, review the evidence for the RCP panel, including all assessments, personal development plan, curriculum completion, skills and development logs.
- ES to complete a structured report.

It is vital that the report is as full as possible as this is a key piece of the evidence to the RCP panel.

The report should:

- Reflect the learning agreement and agreed objectives.
- Be supported by evidence from the SLEs
- Provide a summary comment regarding overall progress during training period
- Identify the trainee's next steps.
- Highlight any areas of concern and Inform the TPD/Adviser in advance if a trainee is unlikely to be awarded a satisfactory outcome.

7. E-portfolio

All DCTs will have access to the e-portfolio, Axia and ES's will also have an account where they can review their DCT's progress and record meetings with them.

Navigating the new portfolio will be taught to DCTs & ESs in sessions over your first few weeks.

The newly developed portfolio will be used at the interim and final RCP as the portfolio of evidence for each DCT to determine their outcomes.

The e-portfolio is led by the DCT, but it is the ES responsibility to review and evidence interactions with that DCT on it.

Supervised Learning Events completion on portfolio. The trainee will complete an SLE (mini-Cex, CBD, DOPs, MSF, developing the clinical teacher) with a supervisor, this generates a request for the supervisor to complete the feedback form.

The feedback is best to be completed as a face to face discussion and document on the form at the time of the event if possible, rather than be completed at a later date, otherwise the process is at risk of losing its value and accuracy.

Essential Evidence expected in your e-portfolio for RCP Panels

INTERIM

Learning Agreement	Drawn up between the trainee & ES at the start of the initial meeting
ES meetings	<p><u>Initial meeting</u> (within one month): creation of Personal Development Plan (PDP) and objective setting.</p> <p><u>Early review meeting</u> (at 3 months): progress against PDP and portfolio.</p> <p><u>Interim meeting</u> (prior to interim RCP in Feb): Assess progress.</p>
Personal Development Plan (PDP)	<p>Created by trainee and ES for the year.</p> <p>Includes objectives and actions required.</p> <p>Competencies to meet are detailed in the curriculum.</p> <p>As achievements are met throughout the year ensure the trainee completes this within the PDP and reflects.</p> <p>Any new PDP during the year must be marked 1, 2, 3 etc</p>
Supervised Learning Events (SLEs)	<p>At Interim:</p> <p>A minimum of 10 SLEs & a completed MSF released to the trainee</p> <p>(Minimum of 24 varied SLEs to be completed spread throughout the year.)</p>
Multi Source Feedback	With a variety of colleagues – can only be signed off by ES if minimum number of colleagues responses and particular roles met. Completed and released to trainee with outcomes discussed.
Audit/ Quality Improvement Project/ EDPHL	In progress or completed by interim.
Study day attendance/ CPD log	In table format e.g. GDC table format
Reflections	The trainee should regularly add reflections on aspects of training
Serious Incidents	Trainee must comment on any SI involvement and the Trust and TPD should be informed

FINAL

Learning Agreement	Drawn up between the trainee & ES at the start of initial meeting
ES meetings	<p><u>Initial meeting</u> (within one month): creation of Personal Development Plan (PDP) and objective setting.</p> <p><u>Early review meeting</u> (at 3 months): progress against PDP and portfolio.</p> <p><u>Interim meeting</u> (prior to interim RCP in Feb): progress against objectives.</p> <p><u>Final review</u> (prior to final RCP in July)</p>
Personal Development Plan (PDP)	Created by trainee and ES for the year. As achievements are met throughout the year ensure the trainee completes this within the PDP and reflects.
Supervised Learning Events (SLEs)	A minimum of 24 varied SLEs to be completed spread throughout the year. Linked to curriculum.
Multi Source Feedback	With a variety of colleagues – can only be signed off by ES if minimum number of colleagues responses & specific roles met.
Audit/ Quality Improvement Project/EDPHL	Completed audit/QIP/EDPHL project.
Study day attendance/ CPD log	In table form. Updated since interim.
Clinical activity log	Anonymised log book uploaded.
Patient feedback	10 Patient feedback forms
Reflections	The trainee should regularly add reflections throughout training.
Serious Incidents	Trainee must comment on any SI involvement and the Trust and TPD should be informed

RCP OUTCOMES

Interim Review Panels may record the following Outcomes:	
1	Predefined competencies being demonstrated at an appropriate rate
2	Development required with specific recommendations regarding the development of further competencies during the remainder of that year of the training programme being made.
5	Incomplete evidence provided
Final Review Panels may record the following Outcomes:	
1	Predefined competencies successfully demonstrated
2	Development required with specific recommendations regarding competencies that were specified in the original learning agreement but not yet demonstrated during this year of training.
5	Incomplete evidence provided

8. Study Leave and Allowance

The Educational Supervisor has the responsibility of approving study leave requested by a trainee.

Each trainee is entitled to up to 30 days of study leave per training year.

HEE mandatory study days and local regular teaching sessions come out of this 30 day study leave allowance.

For example, if you carry out a weekly afternoon teaching session, this is taken out of their study leave allowance, along with the mandatory study days. This equates to 6 days remaining study leave for the trainee.

The remaining study days should be used for what the ES deems as relevant courses for the trainee.

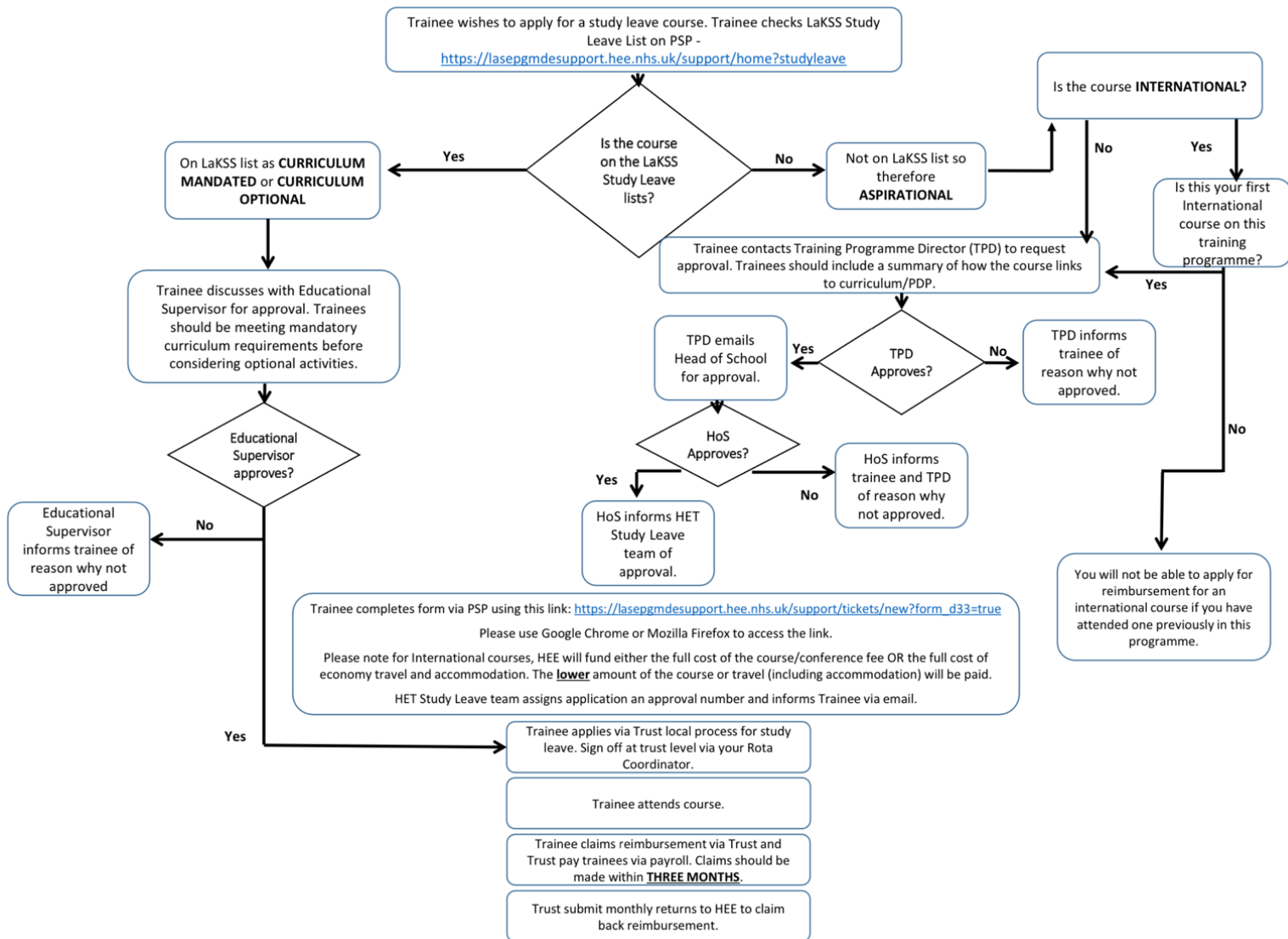
It is important that trainees are made aware that study leave is not a 'given right' and has to be approved. If the ES feels that the requested study leave is not appropriate, then they can refuse the request. In such cases the trainee can appeal to the ES who can then escalate this to the TPD.

The new HEE-managed centralised process makes accessing study leave and study budgets a more transparent, equitable and streamlined process for all trainees.

The study budget should be used to support individual professional development.

This includes:

- Covering costs of educational courses/activities that support curriculum attainment
- Agreement that NHS Trusts will cover costs of all mandatory training required to fulfil the trainee's clinical role e.g. life support courses, safeguarding training
- Guidance on what the study budget will not cover e.g. College examination fees
- Provision of discretionary funding for individualised training opportunities. Centralised oversight will enable HEE to:
 - better monitor the courses trainees are attending
 - promote high educational standards for courses
 - consider funding and implementing high quality local courses for the training initiatives in highest demand – reducing trainee costs and improving trainee access to these learning opportunities.



9. Trainees experiencing difficulties

A small number of trainees will have behavioural, performance or educational difficulties during their training which will require additional help at a local level or, if more serious or prolonged, intervention by HEE and/or the trainee's employer. The way in which any such difficulties are managed is dictated by their nature and the context in which they occur.

The term "Trainee experiencing Difficulty" is used to describe a doctor or dentist on a training programme, who requires extra help and support, beyond that which is normally required, to deal with issues that threaten to impede their progress towards completion. The purpose of identifying a trainee as "experiencing difficulty" is not to label them; it is to aid the addressing of relevant issues so that they may complete training successfully and continue to contribute to the work of the NHS.

The general theme of the framework is early identification and intervention at local level, supported by shared documented evidence, if appropriate this can be escalated to the relevant organisations. Decisions are made in the best interest of the trainee whilst still supporting patient safety. Many problems that trainees encounter can be overcome given time and support. Please refer to your Trust Policy or contact your Director of Education in the first instance and TPD when needed for further information.

Managing serious concerns over professional competence and conduct

It is expected that employing Trusts will inform the Post Graduate Dental Dean if a trainee is involved in a Serious Incident. The PGDD and the employing organisation must work together to identify the most effective means of supporting the trainee, whilst ensuring that patient safety is maintained.

This process should involve the Educational Supervisor and TPD.

There may also be a need for early involvement of services such as the Professional Support Unit provision in HEE or the National Clinical Assessment Service (NCAS) to advise on how to support the process.

It is the employing organisation's responsibility to take any necessary disciplinary action in relation to a trainee. The PGDD must not be involved in this but may provide evidence to the panel.

If the employing organisation terminates the employment of a trainee owing to issues of behaviour, conduct and/or competence, the PGDD will withdraw the training post from the trainee.

10. Whistleblowing and Raising Concerns

If you have any concerns about patient safety please escalate this to your immediate supervisor in the first instance. You can also check local protocols on your Trust intranet and your regulatory body or union should also have guidance and direction on their websites.

Legally backed independent advice can be sought from:

National Whistleblowing Helpline: 08000 724 724

Public Concern at Work: 0207 404 6609

Source for above information: HEE film on raising concerns:

<https://www.youtube.com/watch?v=7W7Q4teKcuQ>

Other resources:

e-learning for healthcare e-learning module: <https://www.e-lfh.org.uk/e-learning-launched-nhs-staff-raising-concerns/>

Freedom to Speak Up Guardian – find out their name at your Trust

11. Well-being support

Your wellness is important both to your patients and yourself. It is normal to experience stress and anxiety at times as part of the challenging demands of your career and life more generally, especially at the present time.

If you are feeling the effects of these stresses, we strongly encourage you to seek support sooner rather than later. It's OK not to be OK.

A number of resources are available to you:

- Your GP, ES, TPD, Director of Medical/Dental Education
- Your Trusts Occupation Health/Well being centre - Access via calling the centre or via their intranet page
- Professional Support Unit. <https://london.hee.nhs.uk/professional-development>. The Professional Support Unit (PSU) is a free service primarily dedicated to supporting the progression of postgraduate training for healthcare professionals. It offers a number of services including:
 - [Online Wellbeing Resources](#) (podcasts, webinars, self-support advice, links to HEE & external resources available for trainees)
 - [1:1 Support](#) (free, confidential & independent 1:1 conversation with a senior PSU lead via telephone or on-line teleconferencing platforms)
 - [Virtual Group Support](#) (free, confidential trainee peer support groups facilitated by a trained group facilitator)
 - [Online Courses](#) (A range of e-learning and wellbeing/ support courses which we will be delivering via teleconferencing platforms.)
- NHS England/Improvement – includes a package of [wellbeing support](#), designed to help all NHS staff take steps to maintain their physical and mental health, and overall wellbeing. It includes: a free wellbeing support helpline, providing confidential listening from trained professionals and specialist advice, including coaching, bereavement care, mental health and financial help on [0300 131 7000](tel:03001317000), available [from 7.00 am – 11.00 pm](#) seven days a week
- a 24/7 text alternative to the above helpline - simply text FRONTLINE to 85258
- [online](#) peer to peer, team and personal resilience support, including through [Silver Cloud](#), and free mindfulness apps including [Unmind](#), [Headspace](#), [Sleepio](#) and [Daylight](#).
- The Royal College of Surgeons of England – [Confidential Support and Advice Service – Helpline](#)
- BDA -<https://bda.org/stress>

- A lot of indemnity providers are now also offering support services.
- The BMA's 24/7 counselling service for all doctors (including non BMA members): Call [0330 123 1245](tel:03301231245) or visit [The BMA](http://www.bma.org.uk)
- The Samaritans: Call [116 123](tel:116123) or visit [Samaritans](http://www.samaritans.org)
- The Practitioner Support Programme's crisis line: Text NHSPH to 85258 or visit [Practitioner Health](http://www.practitionerhealth.org)

12. References

1. Link to the Dental Silver Guide below for more information

<https://www.copdend.org/wp-content/uploads/2018/11/Dental-Silver-Guide-2018.pdf>

2. Link to the professional Development Framework information and modules for completion

<https://www.e-lfh.org.uk/programmes/educational-and-clinical-supervisors/>

3. Curriculum and the assessment process for dental core trainees (DCTs) can be found at:

[http://www.copdend.org//data/files/Downloads/2016%2012%2014%20UK%20DCT%20Curriculum%20- %20December%202016.pdf](http://www.copdend.org//data/files/Downloads/2016%2012%2014%20UK%20DCT%20Curriculum%20-%20December%202016.pdf)