

Dental Core Training Handbook.

An Introductory Guide to Training within East of England

September 2025



Contents

A welcome message from the Regional Dental Dean	3
The DCT Programme	4
What is DCT?	5
Purpose of Dental Core Training	5
Key contacts in NHSE East of England	8
Programme administrative arrangements	9
Definition of key educational roles	9
General information	12
Regional teaching programme structure	15
Examinations	16
Your role as a learner	16
Trainee representative group	17
Feedback	17
How can you access career support?	17
Less Than Full Time Training (LTFT - Flexible Training)	18
Study leave allowance	18
Online induction (E-Lfh)	18
E-Learning	19
Resources	19
E-Portfolio	20
Concerns	21
Support	21
Useful links	22

A welcome message from the Regional Dental Dean



Dear colleagues,

Welcome to the East of England and to the start of your Dental Core Training career in our region. This is an exciting step in your professional journey, and I am delighted that you will be working with us over the next year.

Core Training offers the chance to broaden your clinical skills, work in new environments, and grow as a confident, reflective practitioner. You will learn from a wide range of colleagues and have the opportunity to contribute to patient care and service development. You will work closely with your clinical and educational supervisors and be supported by your Training Programme Director and Associate Postgraduate Dean.

Our aim is to equip you with the necessary skills and knowledge through structured educational programmes, aligned with the national DCT and Early Years curricula. So do make the most of the teaching, feedback, and mentoring available, and be open to the unexpected opportunities that arise. Your enthusiasm, professionalism, and commitment will shape not only your own growth, but also the experience of your patients and team.

We are here to support you every step of the way. We have been listening to your feedback and working hard to maximise your training experience while encouraging a supportive environment for your development.

I wish you every success in the year ahead and I would be delighted to hear from you if there are any concerns with your programme.

Good luck,

Malcolm Brady

Postgraduate Dental Dean
East of England

The DCT Programme

This Handbook has been written specifically for Dental Core trainees, with the express purpose of giving you introductory information about the programme, how it works and who the key people are who will be working with you.

The DCT programme is designed to enhance your clinical, leadership and management competency in order to promote high ethical standards leading to quality patient care.

The Dental Core Training programme is delivered in hospital Trust and community Trust placements, each of which will provide you with a structured induction and orientation period. The induction will introduce you to the policies and protocols within your Trust and it is highly recommended that you immerse yourself in the culture of your organisation.

Your new employer will provide you with information, normally in the format of a handbook, which describes in outline the key information required to give you a safe and protected start to your training programme. This information will be supplemented by textbooks, online resources, and face to face training in theoretical and practical aspects of the skills required in the post.

The key to thriving in a hospital attachment is good teamwork and this is equally dependent upon communication skills between members of staff. This message will be repeated throughout the document as effective communication cannot be underestimated.

Never forget that wherever you are working as a DCT, you will be part of a larger team and it is therefore essential that you all pull together and work as a team. This requires a different and quite unique set of skills than that developed during your Dental Foundation programme, which can only be achieved by open and effective communication from the start of the programme

What is DCT?

DCT is that period of postgraduate development which extends from the end of Dental Foundation Training (DFT) to the start of specialty training, specialist practice, generalist practice or many other possible career options. As such, it is a training period that has multiple endpoints and a varied duration from one to three years. It should be noted that there is no statutory or contractual requirement for any dental graduate to undertake DCT. It is, however, seen by many recent dental graduates as being an extremely valuable training and education experience that helps clarify their own professional career intentions.

The DCT grade has been reorganised and renamed several times in the past five years, from Dental Senior House Officer (SHO) to Dental Foundation Training (DFT) Year 2, to Career Development post, to DCT. The current name splits this period of training in to DCT 1 and DCT 2/3 according to stage of training. There are 732 DCT posts in the UK at present. Please note that the title SHO is now used for non-training posts directly employed for service and would discourage you from using this term in relation to training.

It is expected that trainees spending this length of time in further training posts will be able to clearly demonstrate progress and professional development in multiple areas of their personal portfolio. The range and content of this development is wide and has not always been adequately evidenced by trainees or trainers. There has been a significant element of service delivery in DCT posts which has often limited the training and development focus of posts.

DCT occurs prior to entry to specialty training and does not lead to run-through training in the specialties. It is most often a standalone period of training with several exits into different career choices.

It is in this context that the DCT curriculum was introduced, and this will need to be delivered during your programme. It is designed to support trainees and trainers in the process of early postgraduate professional development. The curriculum provides a competence framework of knowledge, skills and behaviours which indicate professional attitudes along with the use of appropriate tools for the assessment of their acquisition. The new curriculum will therefore guide all post foundation dental trainees towards numerous possible career destinations. There are minimum expected competences for each stage and each type of DCT placement.

Full Details of the programme, rules, regulations, assessment, and requirements are contained in the Dental Gold Guide. Link [here](#).

Purpose of Dental Core Training

DCT is that period of postgraduate training that follows DFT and for some trainees leads to specialty training. The training period varies from one to three years and has multiple endpoints. This period of training is an extremely valuable training and education experience for dental graduates. Whilst there is no statutory or contractual requirement to complete DCT many trainees see it as invaluable training and education experience that enables clarification of their future professional career intentions.

Methodology for selection to DCT posts will reflect the attributes required to achieve the outcomes of DCT. This will ensure that those undertaking DCT will have the required values, attitudes, and behaviours. A number of dentists undertaking DCT will in future work in different settings which will include primary dental care as generalists or specialists or in a hospital or secondary care setting as consultants who may also undertake patient care in a primary care setting. This change in the focus of delivery of care in the primary care setting will necessitate an emphasis in the future on recruiting individuals who meet the requirements of a primary dental care setting e.g. the need for a Performer/NHS List number.

As dental workforce development moves forward, distinct roles and levels of training are now more clearly defined in the curriculum for each year of training. The DCT 1 is training aimed at development of the skilled generalist; whilst DCT 2 is more aimed at the development of (or readiness for) specialist skills and DCT 3 at the enhancement of specialist skills which may enable further progression into specialist practice. Thus exit from DCT may result in a post as a dentist with additional competences developed beyond those in DFT training or into specialty training.

Currently the majority of posts across the UK are in Oral and Maxillofacial Surgery (OMFS) Units in District General Hospitals, whilst the remainder are mostly in the Dental Hospitals, with a few in the Salaried/Public Dental Service and General Dental Practices (GDP) with Specialist input. It is likely that over the next few years that further posts will be developed in primary dental care.

In the East of England (EoE) region, we have a well-established OMFS training pathway, and DCT1 and DCT2 positions are an integral part of the OMFS team. While most posts include an OMFS component, a small number of positions now have no OMFS element.

Flexibility and Personal Development

Training in the EoE region is designed to be flexible and learner-centred, recognising that DCT is an adult learning experience. If there are specific areas you wish to explore or enhance as part of your Personal Development Plan (PDP), the region will support you in achieving these goals. Opportunities such as taster weeks and additional experiences can be arranged, provided you are proactive, organised, and plan ahead.

Dental Core Training will allow trainees to:

- Experience work and training in a different setting compared to DFT
- Work in a supportive environment where you are adequately supervised, enabling learning through service delivery whilst ensuring that patients are not put at risk
- Practise within your own level of competence and to be provided with appropriate supervision and feedback to reach higher levels of competence in existing skills and into acquiring new skills
- Learn from many different supervisors in different settings
- Learn to manage patients referred from Primary Care
- Patients with complex dental conditions.
- Patients with complex medical conditions.
- Patients with complex mental health / psychiatric conditions
- Patients with both complex medical and dental conditions
- Become part of a large multidisciplinary team
- Consolidate knowledge of clinical and organisational governance including audit
- Learn to communicate with a wide variety of different healthcare workers
- Work with experts in their field
- Participate in local learning opportunities e.g. lectures, tutorials, regional study days etc.
- Develop leadership skills
- Study and take postgraduate exams
- Present at local/regional meetings
- Learn many new clinical skills
- Maintain a portfolio of learning development and formative assessment
- Develop their preference of career choice

Key contacts in NHSE East of England

Regional

Position / Role / Team	Contact / query	Email
Regional Postgraduate Dental Dean	Malcolm Brady	malcolm.brady1@nhs.net
Associate Postgraduate Dean	Peter Cranfield	peter.cranfield@nhs.net
Associate Postgraduate Dean for Specialty Training	Ian Sharp	ian.sharp4@nhs.net
Training Programme Director	Vahé Cooper	vahe.cooper4@nhs.net
Assessments Team	Portfolio and assessments	england.assessment.eoe@nhs.net
Recruitment Team	DCT National Recruitment	england.dctnro@nhs.net

Local

Trust	Unit Lead	Contact details
Beds, Herts & Bucks OMFS Network (Northern Rotation)	Arun Majumdar	arun.majumdar@ldh.nhs.uk
Beds, Herts & Bucks OMFS Network (Southern Rotation)	Derek Von Arx	derek.vonarx@nhs.net derek.vonarx@ldh.nhs.uk
Cambridge University Hospitals NHS Trust	Vijay Santhanam	vijay.santhanam@addenbrookes.nhs.uk

Community Dental Services- CIC (Bedfordshire) DCT 2 Special Care	Elise Morgan Steve Davies	elise.morgan@cds-cic.co.uk steve.davies@cds-cic.co.uk
Community Dental Services- CIC (Essex) DCT 2 Special Care / Paediatric	Jane Rodrigues Yee Lee Helen Paisley	jane.rodrigues@cds-cic.co.uk yee.lee@cds-cic.co.uk helen.paisley@cds-cic.co.uk
Mid & South Essex NHS Foundation Trust (Broomfield and Basildon, Broomfield and Southend, Chelmsford)	Kandasamy Ganesan	kandasamy.ganesan@nhs.net
Norfolk and Norwich University Hospitals NHS Foundation Trust	David McAnerney	david.mcanerney@nnuh.nhs.uk
Peterborough and Stamford Hospitals NHS Foundation Trust	Mark Turner	mark.turner7@nhs.net
The Ipswich Hospital NHS Trust	Karunakar Prabhu	Karunakar.prabhu@esneft.nhs.uk
The Princess Alexandra Hospital NHS Trust	Michael Millwaters	m.millwaters@nhs.net
The Queen Elizabeth Hospital King's Lynn NHS Trust	Shankar Narayan	shankar.narayan@qehkl.nhs.uk

Programme Administrative Arrangements

The administrative arrangements for the local management of your programme are managed by your Associate Postgraduate Dean / Training Programme Director supported by the Management team at NHSE EoE. Please note that all correspondence will be through email only. NHSE EoE policy requires all trainees check their emails on a regular basis and keep the Dental School informed of any changes with their email address. It is your responsibility to ensure the Postgraduate Dental teams have details of all your current contact details (home address, phone numbers and emergency contact number) in case we need to contact you urgently. Any updates will need to be sent to DCT.ME@hee.nhs.uk so we can update our database.

If you experience any local administrative issues your first point of contact is your Educational Supervisor, followed by your TPD. If further advice is required, it will be shared with the Deputy Dental Dean.

Definition of key educational roles

Clinical Supervisor

A clinical supervisor is a trainer who undertakes any clinical supervision and/or training of others on an ad hoc basis.

The trainer in this role will not be the named clinical supervisor but will be completing Work Base Placed Assessments (WBPAs) and providing some feedback to trainees on aspects of their clinical performance.

Named Clinical Supervisor

In this role a trainer is:

- Responsible for overseeing a specified trainee's clinical work throughout a placement
- Providing feedback during that placement and
- Providing a clinical supervisors report that will contribute to the educational supervisor's report

Named Educational Supervisor

The Educational Supervisor plays a critical role in the success of your Dental Core Training placement. Their responsibilities include:

- Overall supervision and management of your learning and educational progress during the placement(s)
- Establishing and maintaining the educational agreement
- Bringing together all relevant evidence to form a summative judgement at the end of the placement(s)
- Helping you plan your training and achieve agreed learning outcomes
- Providing career development guidance
- Supporting you if difficulties arise during training
- Liaising with the Training Programme Director (TPD) to ensure continuity and quality of training

Why Regular Meetings Matter

The role of the ES is extremely important in ensuring you make the most of your training experience. To achieve this:

- Regular meetings between you and your ES are essential.
- These meetings allow for early identification of learning needs, progress checks, and timely adjustments to your Personal Development Plan (PDP).
- They also provide an opportunity to discuss career aspirations, address any challenges, and ensure you are on track to meet your learning outcomes.

Tip: Be proactive in scheduling and preparing for these meetings. Bring evidence of your progress and any questions or concerns you may have.

General information

Your Educational Supervisor and TPD will inform you of your responsibilities within the programme. However, there are certain key issues that you must appreciate:

1. Annual leave

- You will be advised of your annual leave allowance, which is detailed in your contract. Local policies for arranging leave during clinical time must be arranged with your employer according to their policies. However, there are certain general rules for leave that are important to follow:
- Give sufficient notice. In line with your GDC standards sufficient notice for leave is required to avoid issues with cancelling patients at short notice and to consider the requirements of the team around you in your practices. For most Trusts this is a 6-week notice period and is normally inflexible.
- Spread the leave throughout the year to allow adequate rest and recuperation. Do not accumulate leave. Don't expect to take all your leave at the end of the year.
- If you encounter problems booking leave please discuss with your Educational Supervisor or, if unresolved, your lead trainer in your unit.

2. Sickness absence

- Please follow your local practice guidance in relation to sickness absence if you are ill.
- It is your responsibility to stay well. Seek medical attention if you have an on-going illness
- In the event of long-term absence, the Postgraduate Dental Team need to be informed as this may affect completion of your programme. Leave of greater than two weeks duration needs to be notified to the NHSE EoE team.
- If requested, you must comply with referrals to the Occupational Health Service or Trainee Support Service
- In the event of missing a study day due to sickness please text/email and inform the TPD and NHSE EoE team on the morning of the study day or in advance if it is a longer absence due to illness.

3. Specific learning or health requirements

- Please notify either your TPD or the Postgraduate Team if you have specific learning or health issues that may impact on your training. This includes dyslexia and visual or hearing deficits.

4. Teaching attendance

- Attendance at Study days is mandatory, subject to rota compliance for trainees on call. Absence will only be granted in exceptional circumstances. This must be discussed with your TPD before the relevant study day. Any unapproved absence will be recorded and may have an adverse effect on your FRCP assessment.
- Ideally try to avoid booking holidays when there is a study day as the number of regional teaching days are limited.
- Please inform the Postgraduate Office if you are experiencing problems being released from your Trust
- All teaching programmes, plus supporting documentation, will be distributed via your nhs.net account. It is your responsibility to access this account regularly
- Teaching sessions will start promptly and it is expected that all trainees are in attendance ready to start at the allocated time.
- Sign the attendance register at the teaching session. Retrospective notice of attendance will not be accepted.
- Core trainees are allowed to apply for additional funded study leave; a guide will be issued to you at induction.

5. Portfolio

- You will be using the DCT curriculum and assessment process, supported by the Axia unified e-portfolio. You will be expected to develop and maintain evidence of training in this portfolio (log in details will be sent to your nominated email).
- Maintain your e-pdp as it is evidence of progression in programme
- Ensure you make contemporary entries and never accumulate assessments until the end of the programme. Educational Supervisors have the discretion to refuse to complete multiple assessments submitted at the end of the programme as does your TPD.
- Any learning needs identified through the year must be recorded in the PDP section of the e-PDP with a plan/timeline to address these needs.

6. Assessment

There are two kinds of assessment in the DCT programme:

- Those that are made of the trainee's performance in the workplace over time – the formative assessment using multiple inputs over the training placement to evidence progress and competence. These are specific to the needs of the trainee and the placement.
- The summative assessments made at defined time points during training and reviewed by a formal process which is consistently applied across all NHSE EoE local teams/Deaneries against a quality management framework.

This brief description highlights the key steps and expected timeline:

- **Initial Appraisal meeting** with the Educational Supervisor is a key meeting and discussion which underpins the process of training. This should take place as soon as possible after the start of the placement and certainly within the first month. The meeting should result in a clear learning agreement and PDP with SMART objectives
- **Early Review meeting** with the Educational Supervisor should take place at 3 months after the start of training and should use the trainee's PDP, Portfolio, and objectives as a framework to assess progress made in the first three months.
- **Interim Review of Competence Progression (IRCP)** at 6 months is a summative assessment of all the evidence accumulated to date and allows a decision to be made regarding progress of the trainee at that point. Scheduled in February.
- **Final Review of Competence Progression (FRCP)** will take place at or around the tenth month of training and will result in a Certificate of Achievement following a summative assessment of all the evidence of progress during the placement. Scheduled in July.
- **Certificate of Achievement** - At the end of each Training year trainees will receive a Certificate of Achievement which is formal acknowledgement of the trainee's attainments during their training. The certificate will list the specified outcomes that have been met and define the areas of development for outcomes that were specified in the learning agreement but not yet acquired during this year of training. Outcomes that were planned but not achieved through lack of opportunity rather than lack of competence will also be identified.
- **ARCP requirements:**
 - Completion of a minimum of 24 SLEs
 - Completion of a clinical governance/quality improvement project (e.g. audit)
 - Submission of a current PDP and progress against that PDP.
 - Study Day attendance record and CPD log which is appropriate for GDC requirements
 - Completed MSF
 - Evidence of satisfactory patient feedback
 - Evidence of formal sign-off of the trainee's period of training by the Educational Supervisor

7. Interview leave

- Careers advice will be incorporated into your teaching programmes
- Monitor the NHS Jobs website for forthcoming posts
- Give sufficient notice to your employing organisation once you have been offered an interview
- You are only allowed a maximum of 4 days away from programme for interviews

8. GDC and Indemnity

- It is your responsibility to maintain registration with the General Dental Council. Please remember to renew your GDC and Indemnity membership on an annual basis.
- It is your responsibility to notify the Postgraduate Dental Dean if you are subjected to any Professional Misconduct or Fitness To Practice investigation
- It is your responsibility to inform the Postgraduate Dean if you receive any criminal convictions or Police cautions

Regional Teaching Programme Structure

The regional teaching programme has been devised to meet the requirements of the curriculum. The different programmes will deliver specific structured opportunities to develop your understanding of that subject.

Details of formal teaching programmes will be distributed to you via DCT.ME@hee.nhs.uk before you commence training.

Regional Study Dates

DCT regional induction - Addenbrooke's

Friday, 5th September 2025 – DCT Induction Day 1 – lectures only

Friday, 3rd October 2025 – DCT Induction Day 2 – clinical skills and lecture

Existing DCTs who are staying in the region are not required to attend the induction.

Oral Cancer Symposium:

Tuesday 18th November 2025

Regional DCT study days

Thursday, 18th December 2025

Friday, 13th March 2026

Friday, 8th May 2026

QI Symposium (AKA junior papers day)

Friday, 10th July 2026

Examinations

Full support will be given to trainees sitting professional examinations. Study Leave will be given wherever possible. Study leave will not normally be granted for periods of private study and should not be requested.

Trainees will not be discouraged from preparing and sitting additional qualifications if it does not adversely affect progress within programme. Study leave is unlikely to be granted for non-standard qualifications and trainees must ensure that they maintain the requirements of their programme (teaching attendance, e-pdp etc).

Your Role as a Learner

You are responsible for your own learning within the programme, with the support of key people as above.

You should ensure that you have regular meetings with your educational supervisor, that you maintain your portfolio, keep up to date with assessments as required and be signed off.

Please ensure that you:

- Arrange and keep regular meetings with your educational supervisor
- **Plan** and stage assessments carefully and well in advance – don't leave everything to the last minute.

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- Keep all your documentation and e-portfolio **up to date**.
 - Build in time to reflect upon your review meetings, assessments, and learning opportunities.
 - Use the educational opportunities available to you.
 - **Actively** seek out other learning opportunities independently.
 - Ensure that you keep up to date with attending all study days and sign registers of attendance appropriately to ensure your Administrator can monitor your attendance successfully.
 - Complete any e-learning required in a timely fashion

Failure to do these things may result in you being highlighted with concern, so be pro-active and keep up to date.

Trainee Representative Group

You will have a Trainee Representative who will contact you early into the programme. The Trainee Representative has a seat on the Dental School Board, giving the trainee body a strong voice within NHSE EoE. The Trainee Group will meet three times a year to discuss issues affecting trainees and will be an opportunity to air trainee concerns directly to NHSE EoE. It would be expected that trainee representatives would meet with the group in advance of the Board meetings but you are encouraged to maintain contact with your Rep throughout the programme.

Feedback

This is a crucial aspect of your programme. You can expect to receive detailed feedback on your progress from your Educational Supervisor. This will happen during on-going review meetings with your Educational Supervisor. You should have a clear idea of your progress in the programme at any given time and what you must do to move to the next stage.

In addition, the Postgraduate Dental Team will be meeting all trainees, through the TPDs and Quality Management to seek their feedback on the individual programmes. Dates for these visits will be sent via nhs.net accounts.

How can you access career support?

Career advice is available for all trainees. You can discuss the options for your future career plans with your Educational Supervisor. NHSE EoE also offers a Careers Service, and this will be incorporated into some of the teaching programmes.

<https://heeeoe.hee.nhs.uk/psw/support-services-available/psw-support-providers/careers-support>

Less than Full Time Training (Flexible Training)

This can be arranged where appropriate, and where such an opportunity exists in the employing Trust by discussion with the Associate Dean and the Dean.

Less than full-time (LTFT) training relates to training on a less than full time basis. It is included as one of the Improving Working Lives (England) standards and it operates at all training grades across NHSE EoE.

There are three stages to a successful less-than-full-time training application as follows:

1. You need to make an application using the downloadable forms on the relevant deanery website
2. Eligibility confirmation from the school through the recruitment manager.
3. Less than full-time training approval form.

More information about the full process for LTFT training can be found on the relevant NHSE EoE website. This guidance document will provide you with a flow chart showing the process through which to apply.

Study leave allowance

30 days in total are available to DCT Trainees (including the mandatory study days). NHSE EoE will have arranged study days and clinical skills courses throughout the year these are automatically deducted from this leaving the remaining days available for self-directed study. Each local office has details of approved training courses and the process for applying for study leave will be covered at Induction. Please note that all Trusts require a minimum of 6 weeks' notice for all forms of leave and early application is recommended.

Within this document you will find the Study Programme. To book a place onto these study days you will first need to register on the relevant booking system. Any queries regarding the study programme should be directed to DCT.ME@hee.nhs.uk.

All new DCT 1s will be given a copy of the "On Call in OMFS" book.

Online induction (e-LFH) (for completion before you attend the induction days)

The Doctors in Training Induction Programme is live on the e-LFH Hub. The direct link is: <https://portal.e-lfh.org.uk/Component/Details/527162>

Further information about the programme and a link to the learning objectives is available at: <https://www.e-lfh.org.uk/programmes/doctors-in-training-induction/>

You should receive your login details directly from e-LFH. If you have not received the login, please contact Programmes.eoe@hee.nhs.uk

E-Learning (for completion before you commence training)

Introductory video on the benefits of and the reasons for dental trainees undertaking Core Training <https://www.youtube.com/watch?v=MID7jcqkzEo>

The Annual Review of Competency Progression process: a guide, from NHSE EoE, an overview of the process from a medical training perspective but process the same for DCT's <https://www.youtube.com/watch?v=UyY6HdkzJ0U>

Resources

East of England website <https://heeeoe.hee.nhs.uk/node/149>

East of England course booking system <https://heeeoe.hee.nhs.uk/node/7565>

COPDEND <https://www.copdend.org/postgraduate-training/header-dental-core-training/>

E-Portfolio

You will be sent login details for your DCT ePortfolio on the Aixa platform, which may be familiar to you. However, please note that it is **different** from the Dental Foundation ePortfolio, and specific training will be provided as part of your Induction.

The ePortfolio is an **integral part of your training**, serving as:

- A record of your clinical experience and reflections
- A repository for work-based assessments (WBAs)
- A tool to track progress against your Personal Development Plan (PDP)

It is the responsibility of each trainee to keep their portfolio up to date. For full details on what is expected, please refer to the DCT National Curriculum.

Why the Portfolio Matters

- The portfolio acts as a comprehensive record of your DCT year and, if used well, becomes a valuable resource for securing future posts.
- Evidence recorded in the portfolio will inform your Educational Supervisor's report and the end-of-year panel assessment.
- Your Certificate of Achievement will be populated from your portfolio. If evidence is missing, this will be noted on your certificate.

Make It Work for You

Think of your portfolio as an open book - you can direct your learning experiences and tailor it to your PDP and desired career outcomes. You get out what you put in, so make it stand out for the right reasons.

Top Tips:

- Complete at least 3 Supervised Learning Events (SLEs) per month
- Spend time writing meaningful reflections - capture both positive experiences and challenging situations (aiming for more positive experiences!)
- Use the portfolio to showcase your growth, adaptability, and commitment to learning
- Plan ahead and keep it updated regularly rather than leaving it until the end of the year

Concerns

DCTs are encouraged to raise concerns when appropriate regarding their training programme. Concerns may cover any issue including patient safety and quality of education and training. Trainees should invoke pathways appropriately and in order of priority.

Trainees should concerns at a Trust level. The trainee can either obtain advice from their Educational Supervisor and or the trainer before taking the appropriate action in relation to the concern. Equally, Trusts have a duty to provide a Freedom to Speak Up Guardian (FTSG) who is available to all staff who have concerns; conversations with the FTSG are confidential.

Alternatively, trainees can seek direct advice / guidance from the appropriate governance policies that fall within the Trusts' Governance Framework (eg. incident reporting, whistle blowing etc.).

If the matter is one which the Trainees believes is not an appropriate route to escalate their concerns, the trainee is advised to approach the Training Programme Director or alternatively the Associate Postgraduate Dean to obtain advice or support.

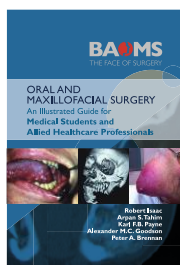
Support

A significant number of dentists at some point in their career will run into either personal or professional problems which may impact on their work or training and therefore may need additional support.

- Sickness/ill health (physical, mental, emotional)
- Personal factors (dealing with stress and anxiety, family concerns, bereavement)
- Environmental Issues (workload, bullying and harassment, difficulties with the programme)
- Learning difficulties and neurodiverse conditions – dyslexia, autistic spectrum disorders, ADHD etc.
- Extended leave – Out Of Programme (OOP), maternity/parental leave, Supported Return to Training

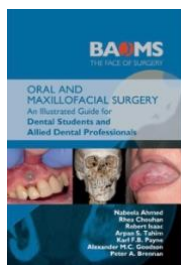
If you feel you require support which your Educational Supervisor or Training Programme Director are unable to provide, you can access support from the Professional Support and Well-being unit in East of England. <https://heeoee.hee.nhs.uk/psw/about-us>

Useful links



FREE PDF
book provided
by BAOMS.

Link [here](#)



FREE PDF
book provided
by BAOMS.

Link [here](#)



askTPD.com

Pre-programmed
chat bot to assist
with any
questions.



BNF



Microguide



AO Surgery
reference



BMJ Best
Practice

Athens login
required
contact Trust
library



Useful Note templates

[Sample clerking template](#)

[A&E fracture](#)

[Sample clerking template](#)

[A&E swelling](#)

[RCS – Wisdom tooth
extraction guidance](#)