Development & Recognition for the Dental Teaching Role

Nigel Purcell: MEDEV Senior Education Advisor
Learning outcomes

• Explore key issues in dental education and in community outreach strategies
• Evaluate an approach to framing, developing and recognising teaching and teachers
Key issues – for dental education

- Patient safety
- ‘First five years’ curriculum changes
- Learning outcomes model
- Teaching and learning ‘professionalism’
- Professionalising of teaching (Dual professional)
- Defining/scoping the role of the teacher
Key educational issues (2)

- Students perform invasive procedures from early on
- One-to-one supervision/coaching
- Complex psychomotor skills to develop
- Transition to practice
- Soft skills – e.g. communications, management, business
- Assessment – high stakes – fitness to practice
Key issues: Community outreach model

- Distributed delivery
- Variability of learner experience
- Indirect employment of dentists as teachers
- Service environment
- Training/development needs
- Recognition of teaching
- Reward for teaching
- Quality assurance
UK Professional Standards Framework

The UK Professional Standards Framework for teaching and supporting learning in higher education

Areas of activity
1. Design and planning of learning activities and/or programmes of study
2. Teaching and/or supporting student learning
3. Assessment and giving feedback to learners
4. Developing effective environments and student support and guidance
5. Integration of scholarship, research and professional activities with teaching and supporting learning
6. Evaluation of practice and continuing professional development

Core knowledge
Knowledge and understanding of:
1. The subject material
2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
3. How students learn, both generally and in the subject
4. The use of appropriate learning technologies
5. Methods for evaluating the effectiveness of teaching
6. The implications of quality assurance and enhancement for professional practice

Professional values
1. Respect for individual learners
2. Commitment to incorporating the process and outcomes of relevant research, scholarship and/or professional practice
3. Commitment to development of learning communities
4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity
5. Commitment to continuing professional development and evaluation of practice

Stephen Greenwood 2011
The UK Professional Standards Framework for teaching and supporting learning in higher education

Key Features

• Owned by the HE sector
• Descriptor-based – role of the teacher
• Inclusive, broad-based and flexible
• Used as the criteria for Academy Accreditation
• Used as the basis for HEA Associate and Fellowship schemes

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Dimensions of practice

- Professionalism
  - Communication
    - Clinical practice
      - Management and leadership
  - Core knowledge
  - Professionalism
Associate of the Higher Education Academy (AHEA)

Demonstrates an understanding of the student learning experience through engagement with:

- At least 2 of the 6 areas of activity
- Appropriate core knowledge and professional values
- The ability to engage in practices related to those areas activity
- The ability to incorporate research, scholarship and/or professional practice into those activities
Fellow of the Higher Education Academy (FHEA)

Demonstrates an understanding of the student learning experience through engagement with:

• All areas of activity core knowledge and professional values
• The ability to engage in practices related to all areas of activity
• The ability to incorporate research, scholarship and/or professional practice into those activities

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How to become an AHEA or FHEA

• By individual application
• Or completing an accredited programme
AoME Professional Standards

Improving clinical care through teaching excellence

Theme 1
Values of medical educators

Theme 2
Educational scholarship

Theme 3
Teaching and supporting learners

Theme 4
Assessment and feedback to learners

Theme 5
Design and planning of learning activities

Theme 6
Educational management and leadership

Stephen Greenwood 2011
The problem of measuring the un-measurable

- The first step is to measure whatever can be easily measured. This is ok as far as it goes.
- The second step is to disregard that which can't be easily measured or to give it an arbitrary quantitative value. This is artificial and misleading.
- The third step is to presume that what can't be measured easily really isn't important. This is blindness.
- The fourth step is to say that what can't be easily measured really doesn't exist. This is suicide.

Professional teacher recognition

- The Academy of Medical Educators (AoME)
  [http://www.medicaleducators.org/aome/](http://www.medicaleducators.org/aome/)
- The AoME standards
- The Higher Education Academy (HEA) [http://www.heacademy.ac.uk/](http://www.heacademy.ac.uk/)
- The HEA Fellowship Scheme
  [http://www.heacademy.ac.uk/ourwork/supportingindividuals/professionalrecognition](http://www.heacademy.ac.uk/ourwork/supportingindividuals/professionalrecognition)