

# Speaker guide for dental course provision

22 August 2023, Version 1

Welcome to NHS England Workforce Training and Education Directorate (NHSE WT&E). We are committed to delivering high quality evidence informed dental education and training. We aim to help GDC registrants to meet their individual educational needs, develop their skills and maintain high standards to enable them to provide the best possible care for patients.

Thank you for your part in helping us achieve our aims and for agreeing to run a course. You will receive a letter confirming your agreement with the day, date, and timings of the course along with details of pay and claiming expenses. You will also have details of the people you may need to contact if you have any problems. It is important that you keep in contact with the course administrator/ tutor (referred here as tutor throughout the document) especially if you have queries or need to make any changes to the agreed programme. The tutor will work with you to establish the aims, objectives, and learning outcomes for the session. All course delivery will follow the



Quality Assurance  
Framework April 201

COPDEND Quality Assurance Framework:

After the course, it is helpful to us if you would take the time to tell us of your experiences using the feedback form which will be provided.

## Speaker Code of Conduct

When commissioning educational activity, NHSE WT&E feels it is essential that we use educators who possess the ability to enhance the skills, values, and behaviours of the entire dental team. It is equally important that educators can work with the NHSE WT&E and Trust teams in an effective and respectful way. To achieve this goal NHSE WT&E expects educators to demonstrate consistently high standards of personal and professional conduct. Educators must have proper and professional regard for the ethos, policies, and practices of NHSE WT&E, COPDEND and the GDC. Educators must understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## NHSE WT&E standards

NHSE WT&E as an organisation has strict guidance about equality and diversity, respect, and inclusion, therefore we would ask you to show respect to all delegates in terms of their opinions, cultural differences, and behaviour. When arranging educational sessions, please work in a respectful and effective way with the members of the NHSE WT&E and Trust teams with whom you interact. Please maintain a professional manner and do not use inappropriate language at any time either with the teams that support you or the delegates of the session. When planning the session please think carefully about your audience and how to engage them with the course content. Choose language that is appropriate to their learning needs, trying to avoid jargon and acronyms, and abbreviations. If you think your session is likely to have controversial or emotive content, please email the relevant team at NHSE WT&E in advance of the lecture to discuss this.

If you have declared any conflicts of interest, we encourage you to mention these during your talk, if they are relevant to the content of the course. If you educate through other organisations or on other platforms, please mention this to the NHSE WT&E team or tutor. As a speaker for NHSE WT&E you should not promote training delivered outside of NHSE WT&E in your session or use the NHSE WT&E event to gather contact information such as email addresses, or details for WhatsApp that can subsequently be used to do this. Speakers will be expected to follow professional standards when using social media, please see guidance from the General dental Council: <https://www.gdc-uk.org/information-standards-guidance/standards-and-guidance/gdc-guidance-for-dental-professionals/guidance-documents>

NHSE WT&E assumes that speakers will ensure that any material that is subject to copyright that is used in a presentation, has permission from the copyright owner(s), or a licensing agreement that extends to those materials being used. The relevant legislation relating to copyright is available in the Copyright, Designs and Patents Act

1988 <https://www.legislation.gov.uk/ukpga/1988/48/contents>.

There should not be any patient identifiable information or pictures included in the presentation. Images and personal data relating to individual cases should be modified to maintain anonymity and comply with the Data Protection Act 2018

<https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>. If you wish to share identifiable information about patients, you must have their explicit consent. When obtaining consent, you should specify to the patient how exactly the information you propose to share will be used, for what purpose and where it will be available. This consent process should be recorded in the patient's records. The photograph must then not be used for purposes beyond the scope of the original consent, without consulting the patient.

As NHSE WT&E commissions but does not employ speakers, it remains your responsibility to ensure that you are appropriately indemnified to address any risks associated with being a presenter in the dental field. We advise that you speak to your clinical indemnifier to see if you require more, or a different form of cover to address your teaching responsibilities.

## Creating SMART Objectives

The course tutor will help you to create Specific, Measurable, Achievable, Relevant and Time-focused (SMART) learning objectives designed to focus the delivery of the session in order to meet the overall aim(s) of the course, as detailed in the commissioning process. Each course will need an aim or aims, objectives and learning outcomes to be agreed before the course can be advertised. It is helpful therefore to establish these as soon as possible to expedite the commissioning process.

It is often helpful to start with the phrase “the lecturer/speaker will.....” and then add an observable action verb that describes what you as the lecturer/speaker is planning to deliver.

### **Remember:**

Avoid difficult to define verbs or statements that are open to a variety of interpretations (e.g., understand, learn, grasp, have knowledge of); use instead terms that describe directly observable behaviours. E.g., “an ability to use” versus “demonstrate the use of”. When necessary, specify criteria concerning expected standard performance.

### **How do I write learning content?**

Bloom's Taxonomy of Educational Objectives (published in 1956 and revised in 2001) provides a way to express learning outcomes in a way that reflects cognitive skills. There are five levels (lowest to highest cognitive skills).

- Knowledge/remembering
- Comprehension/understanding
- Application/applying
- Analysis/analysing
- Evaluation/evaluating
- Synthesis/creating

Please use Bloom's taxonomy to identify verbs to describe student learning. Examples of learning outcomes verbs include:

- Knowledge/Remembering: define, list, recognise
- Comprehension/Understanding: characterise, describe, explain, identify, locate, recognise, sort
- Application/Applying: choose, demonstrate, implement, perform
- Analysis/Analysing: analyse, categorize, compare, differentiate
- Evaluation/Evaluating: assess, critique, evaluate, rank, rate
- Synthesis/Creating: construct, design, formulate, organise, synthesise

There are some verbs to avoid when writing learning outcomes. These verbs are vague and often not observable or measurable. For example, how would you measure whether someone has “become familiar with” a particular tool? Use a more specific verb. If you want students to ‘understand’ something, think more closely about what you want them to be able to do or produce as a result of their ‘understanding.’

Verbs to avoid:

- Understand
- Appreciate
- Know about
- Become familiar with
- Learn about
- Become aware of

For more information, please visit the Open University -

<https://www.open.edu/openlearncreate/mod/page/view.php?id=148602>

## GDC Development Outcomes:

More than one may be relevant

A. Effective communication with patients, the dental team, and others across dentistry, including when obtaining consent, dealing with complaints, and raising concerns when patients are at risk;	B. Effective management of self, and effective management of others or effective work with others in the dental team, in the interests of patients at all times; providing constructive leadership where appropriate;
C. Maintenance and development of knowledge and skill within your field of practice;	D. Maintenance of skills, behaviours and attitudes which maintain patient confidence in you and the dental profession and put patients' interests first.

## Personal & Professional Conduct

Educators should uphold public & professional trust and maintain high standards of ethics and behaviour, by:

- Treating NHSE WT&E staff, Trust staff and delegates with dignity; building relationships rooted in mutual respect; and always observing proper professional boundaries
- Showing tolerance of and respect for the rights of others
- Showing tolerance and respect of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit, abuse or undermine delegates.

## Guide to Inclusive Teaching

### Who are your delegates?

- Do your delegates include speakers of English as a second language? They may need time to adapt to and assimilate your lecture delivery.
- Remember that delegates come from varied cultural and educational backgrounds.
- Some delegates may find it particularly difficult to receive information presented orally. This includes not only delegates with a hearing impairment, but also those whose first language is not English, those on medication and those with short term memory problems.

### Your language

- Will you use plain language, avoiding jargon and colloquialisms?
- Avoid blasphemy and language that might offend.
- Beware of humour that is based on discrimination.
- Remember that all your audience are unlikely to share your own culture and beliefs.
- Avoid derogatory comments about other cultures.

### Your content

- Do your examples (including any graphics) reflect the broad range of society in a positive way, avoiding stereotyping and bias?
- Are your examples/illustrations/language universally understood or are they dependent on knowledge of a specific background or culture?

### Structure of your session

- Be aware that delegates may need to arrive late/leave early e.g. for reasons related to their disability, medical condition, religious beliefs, or caring responsibilities.
- Be aware of the time of year and day when the lecture is held e.g. is it Ramadan (when students may be fasting all day), Eid, Diwali, Chinese New Year, the Jewish Sabbath, time for Muslim Friday prayer, or any other religious festival.
- Take things slowly at the start of the session. Delegates who speak English as a second language may take a little while to get used to your delivery.

### Check on visibility and audibility

- Is your face and expression clearly visible at all times? e.g. Deaf delegates will not be able to lipread if you turn your back and continue speaking while writing on the board. If you darken the room to show a video, can students still take notes? If you are online is your face in shadow?
- Check whether everyone can hear you, especially in an unfamiliar room.

### Questions

- Check understanding when you invite questions. Try “There are probably one or two things you will want to clarify. Any questions?”
- Repeat questions so that all can hear.

## Presentation format

- A good practical guide is to allow no more than one PowerPoint slide per minute of your allocated time if the slide is mainly text, and no more than two slides per minute if it is a picture.
- For shorter courses, ideally concentrate on putting across about three main messages or ideas and construct your talk around these.
- Keep to your allotted length for the session, including allowing appropriate time for discussion.
- A rough guide is no more than seven lines per slide and no more than seven words per line. Information should be conveyed in bullet points not paragraphs.
- Slides should be easily readable, but not highly decorated with quirky backgrounds or graphics. Remember, it can be difficult for delegates to read a busy slide and listen to you speak at the same time.
- The best colours for backgrounds are blue, black, cream and white. For text, white and yellow are good with dark backgrounds, and black or blue text can be used with a white background. Avoid red and green because they are difficult for people who are colour-blind to read. Choose a single sans serif font for your presentation, and never use smaller than the 24-point size.
- If the slide includes a table, try to arrange that it has no more than three columns and three rows.

## Making handouts available to delegates

We no longer provide delegates routinely with paper handouts but instead make PDF versions of any handouts available for delegates to access prior to the event. There is a maximum file size limit of 2Mb. The PDF will be saved in such a way so that only those attending the course can access it. Alternatively, please let us know if you would prefer the tutor to email delegates any relevant information after the event instead.

## Face to face course - practical issues

### **How many people will attend?**

Delegate numbers vary for each course depending on the size of the venue. The maximum number of delegates should be discussed when you are booked to deliver the course. The tutor will contact you in advance of the meeting to give an idea of the numbers booked, however some participants book on the day so this may be a rough guide only.

### **Microphones**

Most venues do not have separate microphones (your tutor will let you know if there is one available). The rooms are set up for training and the acoustics are fit for purpose.

### **Projector**

PowerPoint slides are moved forwards/backwards in one of two ways. Either the speaker controls their presentation from the lectern/ laptop, or they use their own a remote-control handset, if they have one.

### **Using your own laptop**

You may supply your own laptop computer. Please confirm that it has a VGA or a HDMI socket for external signal. If not, some venues have a PC that can show presentations from a memory stick or an NHSE WT&E laptop may be provided for you to use (please check with your course Tutor before the event).

**Please note:** The computers cannot access Mac-formatted files, so anything prepared on a Mac should be saved in PC-compatible format. It is wise to check how your presentation will look on a PC, as very often some aspects of the presentation will look different and may need modifying to recreate the original effect. Alternatively, you may use your own Macintosh laptop computer. In which case please confirm you provide it with a VGA or a HDMI adaptor for external signal.

**Please come early to check that your presentation works, no later than 30 minutes before the session starts.**

Not all venues have Wi-Fi, so please discuss beforehand if your presentation contains a video. If combining video films with PowerPoint, please make sure to check it in the lecture room before the presentation begins.

## Guidance & Resources

1. Health Education England Diversity and Inclusion - Our Strategic Framework 2018-2022 <https://www.NHSE.WT&E.nhs.uk/our-work/diversity-inclusion/diversity-inclusion-our-strategic-framework-2018-2022>
2. COPDEND Standards for Dental Educators <https://www.copdend.org/wp-content/uploads/2018/08/Guidelines-for-Dental-Educators-.pdf>
3. GDC Standards for the Dental Team <https://standards.gdc-uk.org/Assets/pdf/Standards%20for%20the%20Dental%20Team.pdf>