Dental Core Training Handbook.

An Introductory Guide to Training within East of England

September 2026



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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

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A welcome message from the Training Programme Director



Dear Colleagues,

Welcome to the East of England Dental Core Training Programme.

I am delighted that you will be joining us and starting the next stage of your professional journey. Whether you are beginning your first DCT post or progressing through further training, this year will bring new experiences, challenges, and opportunities to develop both clinically and personally.

Dental Core Training is about much more than completing competencies or ticking boxes. It is a continuous process of growth, adaptation, and learning. Some days will challenge you, others will remind you exactly why you chose this profession. Every experience, whether straightforward or difficult, contributes to your development as a clinician and as a person.

You will work alongside talented colleagues, care for patients with complex needs, and be exposed to situations that will broaden your knowledge, confidence, and decision-making. My advice is simple: be curious, ask questions, seek feedback, and make the most of every opportunity that comes your way.

This year will be busy, rewarding, and at times demanding. To make the most of it:

- Stay organised and keep on top of key deadlines and requirements.
- Be proactive in your learning and seek opportunities to expand your experience.
- Ask for help when you need it. Nobody expects you to know everything.
- Support one another. Some of the strongest professional relationships you build will be with your fellow trainees.
- Take time to look after yourself as well as your patients.

As your Training Programme Director, my role is to support you throughout the year. I want every trainee to feel able to reach out, whether you need guidance, clarification, career advice, or simply a friendly conversation. Training is a team effort, and we are all invested in helping you succeed.

Most importantly, enjoy the year. Be open to new experiences, challenge yourself, and make the most of the opportunities available to you. The skills, confidence, and friendships you develop during this time will stay with you throughout your career.

I wish you every success and look forward to meeting and working with you all.



Vahé Cooper
Dental Core Training Programme Director
East of England

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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.

Wherever you work as a DCT, you will be part of a wider multidisciplinary team. Effective teamwork requires open, respectful and reliable communication from the start of the programme. These skills differ from those developed during Dental Foundation Training and will be essential to safe patient care and a successful placement.

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What is DCT?

DCT is a period of postgraduate development that follows Dental Foundation Training and may precede specialty training, specialist practice, general practice or another career pathway. It has multiple possible endpoints and may last between one and three years. There is no statutory or contractual requirement for a dental graduate to undertake DCT; however, many recent graduates value it as an opportunity to broaden their experience and clarify their career intentions.

The DCT grade has been reorganised and renamed several times, from Dental Senior House Officer (SHO) to Dental Foundation Training (DFT) Year 2, Career Development post and then DCT. The current structure divides this period of training into DCT1 and DCT2/3 according to the stage of training. At the time of publication, there are 732 DCT posts in the UK. The title SHO is now generally used for non-training posts employed directly for service delivery; trainees should therefore avoid using this term to describe a DCT post.

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

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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.

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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

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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
The Dental Team	DCT team	england.dental.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

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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 (Norfolk) DCT 2 Special Care / Paediatric	Evelyn Clough	evelyn.clough@nhs.net
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	Sundeep Thusu	sthusu@nhs.net
The Queen Elizabeth Hospital King's Lynn NHS Trust	Shankar Narayan	shankar.narayan@qehkl.nhs.uk

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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 england.dental.eoe@nhs.net 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 Supervised Learning Events (SLEs) 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

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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.

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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.

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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
- Educational Supervisors and the Training Programme Director may be unable to complete multiple assessments submitted retrospectively at the end of the programme. Make contemporaneous portfolio entries and request assessments throughout the year so that feedback can support your development.
- 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.

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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.
- **FRCP requirements:**
    - Completion of a minimum of 24 SLEs (must be mapped to curriculum)
    - 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

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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 subject to any professional misconduct or fitness to practise 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

Wednesday, 9th September 2026 - DCT Induction Day 1 - lectures only

Venue - Cambridge Digital Health Centre, The Quorum, Barnwell Road, Cambridge, CB5 8RE
Existing DCTs who are staying in the region are not required to attend the induction.

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Oral Cancer Symposium:

Thursday 12th November 2026

Regional DCT study days

Wednesday 2nd December 2026 – Combined DCT and ES Day
Wednesday 3rd March 2027
Wednesday 5th May 2027

Venue - Cambridge Digital Health Centre, The Quorum, Barnwell Road, Cambridge, CB5 8RE

QI Symposium (AKA junior papers day)

July 2027 – Date TBC



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.
- Keep all your documentation and e-portfolio **up to date**.

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- 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://heeoe.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.

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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 england.dental.eoe@nhs.net.

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)

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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://heeoe.hee.nhs.uk/node/149
East of England course booking system	https://heeoe.hee.nhs.uk/node/7565
COPDEND	https://www.copdend.org/postgraduate-training/header-dental-core-training/

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E-Portfolio

You will be sent login details for your DCT ePortfolio on the Axia 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 Supervised Learning Events (SLEs)
- 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

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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 initially raise concerns through the appropriate Trust pathway. Advice may be sought from the Educational Supervisor or local trainer before action is taken. Every Trust also has a Freedom to Speak Up Guardian who is available to staff with concerns; conversations with the Guardian 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 a trainee believes that the Trust pathway is not appropriate for escalating a concern, they should approach the Training Programme Director or Associate Postgraduate Dean for advice and support.

Support

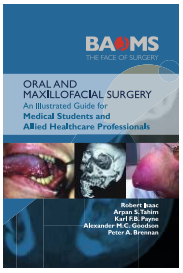
A significant number of dentists at some point in their career will run into either personal or professional problems which may impact on their work or training and therefore may need additional support.

- 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://heeoe.hee.nhs.uk/psw/about-us

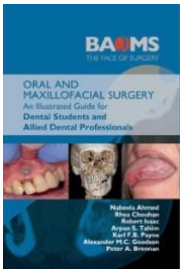
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Useful links



FREE PDF book provided by BAOMS.

Link here



FREE PDF book provided by BAOMS.

Link here

BNF

BNF

Microguide

Microguide

AO Surgery reference

AO Surgery reference

BMJ Best Practice

Athens login required contact Trust library

Download on the App Store

Download on the App Store

Download on the App Store

Download on the App Store

GET IT ON Google Play

GET IT ON Google Play

GET IT ON Google Play

GET IT ON Google Play

Unofficial Resources

Pre-programmed chat bot to assist with questions.

askTPD.com

askTPD

DCT Survival Guide

https://dctsurvivalkit.co.uk



Useful Note templates - here

Sample clerking template A&E fracture

Sample clerking template A&E swelling

RCS – Wisdom tooth extraction guidance

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IRCP requirements for DCT1 utilising the EY portfolio 2026/2027

(this will also be used for DCT2 utilising the EY portfolio in LKSS and NW region)

The RCP panel will award an outcome based only on the evidence in the portfolio at the submission deadline. Some items require document uploads, while others are completed within the portfolio. Evidence submitted after the deadline will not be considered. Each section below indicates the location of where the evidence should be recorded or uploaded.

IRCP Requirement	Completed*
INDUCTION	
Educational/learning agreement	☐
Induction checklist (one for each workplace setting)	☐
SUPERVISED LEARNING EVENTS (SLEs)	
Evidence must demonstrate a range of SLE types (e.g. DOPS, CBD, Mini-CEX) mapped across the EPAs. Submissions for each EPA should reflect an appropriate breadth of assessment methods and must not rely predominantly on a single SLE type. Wherever possible, SLEs should be completed by multiple assessors to provide a broader educational perspective and strengthen the validity of assessment and feedback.	
• A **minimum** of 16 completed (signed and saved)	☐
• SLEs mapped to EPAs 5-9	☐
• SLEs mapped to EPAs 10-19 (DCT2 only and site specific)	☐
• All SLEs have a reflection	☐
• At least 1 DtCT	☐
• At least 1 DENTL	☐
FEEDBACK	
Patient Satisfaction Questionnaire Minimum 10 PSQs completed and published	☐
Multi-Source Feedback One MSF (minimum 8 responses) and published Second MSF if on 6 month rotation/split post OR requested by the panel	☐
Clinical Supervisor Reports Minimum two reports and must have at least one from each workplace	☐
INTERIM REVIEW OF COMPETENCE PROGRESSION	
Educational Supervisor Report The choice and range of evidence in the portfolio should demonstrate the level of supervision the ES has awarded for each EPA[1]. EYD comments must be included for this to be regarded as completed.	☐

PORTFOLIO DOCUMENTATION	
Quality Improvement Project Summary of involvement in QIP, audit or service development/evaluation. There must be evidence that the project has commenced by IRCP. *Please ensure all PID is removed/anonymised*	☐
Reflection This section is to be used for reflections on any learning with exception of SLEs. There is no mandated number but all DCTs are encouraged to use this section to assist with their development.	
Learning/Development Needs • 14 (minimum) identified with evidence of progress against these in the portfolio • All high priority learning/development completed	☐
Uploads This section must be used to upload the documents listed below but you may also use it for other evidence supporting your progress	
• **PDP log** – use the GDC template file name DCT1 GDC PDP	☐
• **CPD log** – use the GDC template (this should include attendance at any local study days) file name: DCT1 GDC CPD	☐
• **Form R** – this must be up to date	☐
• **NETS Survey** (or region equivalent) You must upload a screenshot of **completion** of the National Education and Training Survey (NETS) October–December 2026 – this will be sent to you for completion. Do not upload your survey responses	☐
• **Academic Progress Report (Academic DCTs only)**	☐
• **Completed self-checklist (this form)**	☐
ENSTRUSTABLE PROFESSIONAL ACTIVITIES LOG	
Evidence must be mapped to EPAs 5-9. The choice and range of evidence should support the level of supervision the ES has awarded for each EPA. Detailed expectations for each EPA are set out in the curriculum: see the Learning Outcome tables from page 7 and the EPA tables from page 32.	☐

*Tick once the requirement has been completed or the required evidence is available within the portfolio

FRCP requirements for DCT1 utilising the EY portfolio 2026/2027

Please upload this document in the "uploads" section of the AXIA e-portfolio, to acknowledge you have fulfilled each of the requirements and uploaded them in the appropriate place.

FRCP Requirement	Location of Evidence on AXIA e-portfolio	Uploaded
Completed educational/learning agreement	Induction section	☐
Completed induction checklist	Induction section	☐
One or more completed clinical supervisor reports	Clinical supervisor report section	Uploaded ☐ Not applicable ☐
A **minimum** of 24 completed (signed and saved) supervised learning event entries • **at least 8 DOPS** • **at least 4 CEX** • **at least 4 CBDs** • **At least 1 SLE – Developing the Clinical Teacher**	Supervised learning events section	☐
Supervised Learning Events linked to the curriculum, at least 2 links to each domain	Reports, Curriculum log *NB: these must be linked when completing SLE's for these to appear in this section*	☐
Completed initial, interim and final Educational Supervisors meetings	Educational supervisor induction meeting: Induction section Interim and Final meeting: portfolio documentation ◊ educational supervisor meeting	☐
A Final Structured Educational Supervisor's Report	Review of competency progression: using AXIA template	☐
An ES agreed PDP with *SMART* targets and documented progress and signed off complete	Portfolio documentation section ◊ personal development plan	
Involvement in Teaching	Achievements/Activities section, clearly labelled 'Teaching'	
Involvement in Research *using COPDEND Academic progress report form (not mandatory unless in an Academic training post)*	Achievements/Activities section, clearly labelled 'Research'	Uploaded ☐ Not applicable ☐
Clearly labelled and completed logbook of clinical activity • Within 4 weeks of FRCP date • Word documents / PDF / Excel spreadsheets acceptable *Removing All PID from logs uploaded*	Logs → Clinical experience logs	☐

Clearly labelled uploaded clinical governance or quality improvement project with summary report and personal reflection (can be Word Document)	Portfolio documentation ◊ quality improvement section	☐
Clearly labelled attendance at local study days • Can upload summary document if available • Can create single document with relevant certificates for uploading	Portfolio documentation ◊ uploads section	☐
Log of CPD • With reflections and development outcome domains akin to that required by GDC (*for monitoring purposes only; will not contribute to Outcome)*	Logs, CPD logs section (using AXIA template)	☐
One completed MSF (minimum 10 responses) ***AND*** Second completed MSF (minimum extra 10 responses) ***IF*** on 6 month rotation/split post ***OR*** requested by iRCP Panel *(including incomplete due to missing evidence or less than 10 assessors)*	Feedback section ◊ multisource feedback	☐
One or more completed Patient Satisfaction Questionnaire (minimum 20 responses)	Feedback section ◊ patient satisfaction questionnaire	☐