

Domain	Code	Observable Behaviours
Professionalism & Values	I.1	Demonstrates safe, ethical, patient-centred care in all teaching and training activities
	I.2	Acts as a positive role model and champions high-quality training and education
	I.3	Promotes equality, diversity and psychological safety, and maintains appropriate boundaries
	I.4	Responds appropriately to feedback on teaching or training
	I.5	Demonstrates a commitment to continuing professional development
	I.6	Demonstrates a reflective approach to practice

This guidance supports educators, trainers, mentors, and coaches in identifying professional activities that meet the stated criteria and in evidencing their **impact on students, trainees, colleagues, and learning environments**. Impact may be **direct** (experienced immediately by learners) or **indirect** (mediated through educational systems, governance, or policy).

Across all criteria, individuals should reflect on:

- Focus on **difference made**, not just activity undertaken
- Articulate both **direct and indirect impact**, including effects mediated through systems or processes
- Combine **documentary evidence, feedback, and reflective interpretation**
- Maintain confidentiality, proportionality, and professional integrity

High-quality evidence often lies not in volume, but in **clarity of linkage between action, values, and impact**.

1.1	Demonstrates safe, ethical, patient-centred care in all teaching and training activities
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Activities that meet this criterion integrate **patient safety, ethical reasoning, and patient-centred values** into all aspects of education, whether in clinical teaching or training, skills training, assessment, supervision, or educational decision-making.

Examples of relevant activities

- Teaching and supervising learners in clinical or pre-clinical settings with explicit attention to consent, dignity, and safety
- Designing or revising teaching and training materials that promote ethical decision-making
- Contributing to educational processes or committees where safety and professionalism are considered

Demonstrating impact

Impact may be shown by evidence that:

- Learners or trainees demonstrate greater awareness of ethical responsibilities
- Risk is anticipated, discussed, and managed within educational activities
- Teaching and training reinforce professional accountability and patient-centred care

Evidence that may be referenced

- Learning or training materials, scenarios, or guidance highlighting safety and ethics
- Anonymised learner or trainee feedback, referencing confidence in safe practice
- Reflections on how patient-centred considerations shaped educational decisions
- Records of changes prompted by incidents, concerns, or safety reviews

This criterion emphasises the **everyday professional and educational behaviours** expected of educators and trainers as dentists. It focuses on how individuals model professionalism, integrity, respect, and commitment to delivering high-quality training and education through routine interactions with learners and colleagues, rather than through formal leadership roles.

Examples of relevant activities

- Consistently demonstrating respectful, ethical clinical practice in front of learners or trainees
- Preparing thoroughly for teaching, supervision, and assessment activities
- Communicating clearly, honestly, and constructively with learners and trainees
- Managing pressure, uncertainty, or error transparently and professionally

Demonstrating impact

Impact may be evidenced by:

- Learners or trainees adopting professional behaviours observed in practice
- Increased learner or trainee confidence, trust, and clarity about professional expectations
- A learning or training environment characterised by consistency, reliability, and mutual respect

Evidence that may be referenced

- Narrative or testimonial feedback describing professional influence
- Reflective accounts of modelling professional behaviour in challenging situations
- Evidence of reliability and professionalism (e.g. continuity of supervision, timely feedback)
- Examples of how professional behaviour positively shaped learner or trainee conduct and attitudes

1.3	Promotes equality, diversity and psychological safety, and maintains appropriate boundaries
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This criterion encompasses both **inclusive educational practice** and **maintaining healthy relationships with the team**. Activities should demonstrate awareness of learner or trainee diversity, power dynamics, and the importance of safe and respectful learning and training environments.

Examples of relevant activities

- Adapting approaches to accommodate different learning or training needs
- Establishing clear expectations and boundaries in mentoring or supervision
- Encouraging questions, challenge, and learning from error without fear

Demonstrating impact

Impact may be evidenced through:

- Greater learner or trainee participation and willingness to speak openly
- Improved learner or trainee wellbeing and engagement
- Transparent and fair educational processes

Evidence that may be referenced

- Learner or trainee feedback indicating psychological safety and inclusion
- Examples of inclusive teaching, training or assessment adjustments
- Reflective accounts of managing boundaries or supporting learners or trainees appropriately
- Documentation of fair and transparent educational practices

This criterion concerns **responsiveness, openness, and professional maturity** in engaging with feedback. It applies both to individual teaching activities and to roles where feedback informs broader educational processes.

Examples of relevant activities

- Reviewing learner, trainee or peer feedback on teaching or training sessions
- Adjusting approaches in response to identified issues
- Engaging constructively with concerns or complaints

Demonstrating impact

Impact may be shown through:

- Clearly documented changes to practice
- Improved learner or trainee experience over time
- Enhanced trust in feedback processes

Evidence that may be referenced

- Summaries of feedback and resulting actions
- Examples of revised teaching/training materials or approaches
- Follow-up feedback demonstrating improvement
- Reflective commentary on learning from critique

Commitment to development is demonstrated through **ongoing, purposeful learning** that informs teaching, training, supervision, assessment, and (where relevant) governance or policy work.

Examples of relevant activities

- Participation in professional development related to education or dentistry
- Learning undertaken to improve educational best practice, or supervision
- Self-directed study linked to identified development needs

Demonstrating impact

Impact may be evidenced where development:

- Leads to enhanced teaching or supervision practice
- Improves confidence or effectiveness as an educator or trainer
- Is shared with others to support collective improvement

Evidence that may be referenced

- Records of development activity and learning outcomes
- Reflections linking learning to changes in practice
- Examples of revised approaches informed by development
- Evidence of dissemination to colleagues or teams

A reflective approach is evident where individuals critically examine their own educational practice and its consequences, using insight to guide improvement. Reflection may address **successes, challenges, ethical issues, and unintended outcomes**.

Examples of relevant activities

- Structured reflection on teaching or supervision episodes
- Reflection on difficult learner interactions or decisions
- Using reflection to inform development planning

Demonstrating impact

Impact may be shown where reflection:

- Leads to identifiable changes in behaviours or approaches
- Improves judgement, adaptability, or awareness
- Enhances educational experiences for future learners or trainees

Evidence that may be referenced

- Learning logs demonstrating progression over time
- Reflections attached to appraisal or development discussions
- Examples of practice changes prompted by reflection

Worked Exemplars: Dental Educators at Different Career Stages

Exemplar 1: Early Career Dental Educator/Trainer / Clinical Supervisor

Typical context

- Recently appointed clinical teacher, trainer, or academic
- Provides chairside supervision, small-group teaching, or skills-based sessions
- Limited formal leadership responsibility

1.1 Demonstrates safe, ethical, patient-centred care

Reflective narrative

In my clinical teaching and supervision, I place patient safety and dignity at the centre of all educational decisions. Before learners undertake clinical procedures, I ensure that consent is appropriately revisited and that patients understand the educational context of their care. During sessions, I reflect on whether I intervened at the right moment to protect patient welfare while still enabling meaningful learning. After clinics, I consider whether my supervision supported ethical decision-making and whether learners understood the patient-centred rationale behind my guidance.

Impact options typical at this level

- Learners or trainees demonstrate increased awareness of consent and ethical responsibility
- Improved learner or trainee judgement around when to seek supervision or escalate concerns
- Patients experience respectful, well-communicated care

Evidence options typical at this level

- Reflective narratives relating to specific supervision decisions
- Teaching or training notes highlighting safety and consent prompts
- Anonymised learner, trainee, colleague, or patient feedback referencing confidence in safe practice

I.2 Acts as a positive role model in day-to-day practice

Reflective narrative

I consciously model professional behaviour through punctuality, preparation, respectful communication, and consistency in my interactions with learners and patients. When uncertainty or error arises, I make my reasoning explicit so that learners can observe how professionalism is enacted in real situations. I reflect on how my behaviour may be interpreted and whether it reinforces clear professional expectations. This reflection helps me to be more intentional about how I demonstrate integrity, courtesy, and accountability in routine teaching.

Impact options typical at this level

- Learners or trainees adopt professional communication and conduct
- Increased learner or trainee trust in supervision or teaching
- Clearer understanding of expected professional behaviours

Evidence options typical at this level

- Narrative learner or trainee comments or testimonials
- Reflective accounts of modelling professionalism in challenging contexts
- Evidence of reliable, consistent teaching or training engagement through course or training evaluations

I.3 Promotes equality, diversity, psychological safety, and boundaries

Reflective narrative

I aim to create a learning environment in which trainees feel safe to ask questions and acknowledge uncertainty without fear of judgement. I reflect on how my language, tone, and assumptions may affect trainees differently, particularly those at earlier stages or with less confidence. Where trainees make mistakes, I focus on constructive feedback rather than blame, and I consider whether this approach supports psychological safety. I also reflect on maintaining appropriate professional boundaries, ensuring support remains educational and ethical.

Impact options typical at this stage

- Increased learner or trainee participation and openness
- Reduced anxiety in clinical learning environments
- Trusting and respectful supervisory or educational relationships

Evidence options typical at this stage

- Learner or trainee feedback or accounts, indicating psychological safety
- Reflective accounts of inclusive teaching or training adjustments
- Examples demonstrating boundary-aware supervision

I.4 Responds appropriately to feedback

Reflective narrative

I actively seek feedback from learners, trainees, patients and colleagues - and take time to reflect on both its content and context. Rather than responding defensively, I consider what the feedback suggests about learner or trainee needs and expectations. Where feedback highlights areas for improvement, I make specific changes to my teaching approach and observe whether this alters learner engagement or understanding. I reflect on whether my responses demonstrate openness and commitment to improvement.

Impact options typical at this stage

- Improved clarity and structure in teaching or training
- Positive shifts in learner or trainee feedback over time
- Enhanced learner or trainee confidence in being heard

Evidence options typical at this stage

- Summaries or examples of feedback received with reflective commentary
- Examples of revised teaching, training or feedback approaches
- Follow-up of learner or trainee comments, and subsequent impacts

I.5 Demonstrates a commitment to continuing professional development

Reflective narrative

I engage in continuing professional development that is directly relevant to my teaching and training responsibilities. After each CPD activity, I reflect on key learning points and how they might improve my educational practice. I make a conscious effort to apply new strategies or insights and then evaluate their effectiveness in supporting learners. This reflective cycle helps ensure that my development activities translate into meaningful improvements rather than remaining theoretical.

Impact options typical at this stage

- Improved clarity of explanations and feedback
- Increased confidence as an educator or trainer
- Increased responsiveness to learner or trainee needs

Evidence options typical at this stage

- CPD summaries with reflective annotations
- Before-and-after teaching or training examples
- Learner or trainee feedback referencing improved support

I.6 Demonstrates a reflective approach to practice

Reflective narrative

I reflect systematically on my teaching and supervision, particularly after sessions where outcomes felt uncertain or learners struggled. I analyse why difficulties arose and whether my communication or level of intervention could have been improved. From these reflections, I identify specific actions to trial in future sessions and monitor their effect. Over time, this reflective approach supports continuous learning and gradual improvement in my effectiveness as an educator.

Impact options typical at this stage

- More tailored and proportionate supervision or teaching

- Improved learner or trainee engagement and confidence
- Safer learner or trainee clinical decision-making

Evidence options typical at this stage

- Structured reflective accounts or learning logs
- Evidence of adjusted supervision or teaching approaches
- Feedback showing improved learner or trainee experience

Worked Exemplars: Dental Educators at Different Career Stages

Exemplar 2: Mid-Career Dental Educator/Trainer / Programme Contributor

Typical context

- Experienced educator
- Teaches or trains across cohorts or disciplines
- Involved in assessment, curriculum review, or mentoring of students or trainees

1.1 Demonstrates safe, ethical, patient-centred care in all teaching and training activities

Reflective narrative

In my teaching, supervision, and assessment roles, I consistently reflect on how educational decisions influence learner behaviour and, in turn, patient care. I consider whether clinical teaching and assessment tasks appropriately emphasise patient safety, consent, and ethical reasoning rather than procedural completion alone. When reviewing assessment outcomes or learner progression decisions, I reflect on whether standards are being applied fairly and defensibly, and whether patient-centred values are clearly reinforced. I use these reflections to refine teaching materials and guidance so that ethical considerations are explicit and embedded rather than implicit.

Impact options typical at this level

- Learners or trainees demonstrate more consistent ethical and patient-centred decision-making
- Improved alignment between clinical teaching, assessment, and professional values
- Reduced variability in learner or trainee understanding of supervision, and accountability

Evidence options typical at this level

- Assessment briefs or marking guidance emphasising safety and ethics
- Programme or module review notes and improvement plans
- Reflective accounts linking changes to identified ethical or safety concerns
- Learner or trainee feedback indicating greater clarity about patient-centred practice

I.2 Acts as a positive role model in day-to-day educational and clinical practice

Reflective narrative

I model professionalism through my everyday interactions in teaching, assessment, and mentoring contexts, being deliberate about fairness, clarity, and respectful challenge. When managing difficult conversations—such as addressing professionalism concerns or providing critical feedback—I reflect on how my approach balances honesty with support. I am mindful that learners and junior colleagues often take cues from how educators handle complexity, disagreement, and uncertainty. Reflection on these interactions helps me ensure that my behaviour consistently reinforces professional standards and ethical conduct.

Impact options typical at this stage

- Learners or trainees display increased professionalism and accountability
- Greater learner or trainee confidence in assessment and feedback processes
- Enhanced professional culture within teaching teams

Evidence options typical at this stage

- Learner, trainee or peer testimonials describing professional influence
- Reflective accounts of challenging feedback or conduct discussions
- Evidence of consistent assessment or mentoring practice

I.3 Promotes equality, diversity and psychological safety, and maintains appropriate boundaries

Reflective narrative

I reflect regularly on how inclusive my teaching and assessment practices are, particularly in relation to fairness, accessibility, and transparency. In mentoring and support roles, I remain attentive to power dynamics and boundary management, ensuring that learners feel supported without compromising professional distance. When learners appear hesitant to ask questions or disclose difficulties, I reflect on whether teaching structures or communication styles may be contributing to this. These reflections inform adjustments aimed at strengthening psychological safety while maintaining clear educational boundaries.

Impact options typical at this stage

- Improved learner or trainee engagement and willingness to seek support
- Fairer assessment and progression experiences
- Stronger trust in mentoring and teaching relationships

Evidence options typical at this stage

- Revised assessment criteria or learning guidance
- Learner or trainee feedback highlighting inclusion or psychological safety
- Reflective accounts of boundary-aware mentoring
- Evidence of reasonable adjustments or inclusive design decisions

I.4 Responds appropriately to feedback on teaching or training

Reflective narrative

I engage systematically with learner feedback and peer review, reflecting on trends across sessions or cohorts rather than focusing solely on individual comments. I consider what the feedback reveals about learner or trainee expectations, clarity of communication, and alignment between educational intentions and outcomes. Where recurring issues are identified, I work with colleagues to implement targeted changes and reflect on whether these changes achieve the intended improvement. I also consider how transparently feedback has been acknowledged and acted upon from the learner perspective.

Impact options typical at this stage

- Improved learner or trainee experience across modules or cohorts
- Increased confidence that feedback leads to change
- More focused and effective educational improvement activities

Evidence options typical at this stage

- Feedback summaries with reflective analyses
- Action plans or records of implemented changes

- Revised teaching or training materials
- Follow-up evaluation data or learner comments

I.5 Demonstrates a commitment to continuing professional development

Reflective narrative

I undertake continuing professional development that aligns with my evolving responsibilities in teaching, training, assessment, and mentoring. I reflect on how each development activity enhances my understanding of educational practice and consider how learning can be applied beyond my own teaching sessions. Where appropriate, I adapt assessment approaches, supervision strategies, or learner support processes based on this reflection. I also consider how professional learning can be shared informally with colleagues for collective benefit.

Impact options typical at this stage

- Improved assessment clarity and consistency
- Enhanced mentoring and supervisory effectiveness
- Better alignment between educational practice and learner or trainee needs
- Emerging influence on local teaching or training practice

Evidence options typical at this stage

- CPD records with reflective commentaries
- Examples of revised teaching, training or assessment materials
- Evidence of shared resources or informal dissemination
- Learner, trainee or colleague feedback referencing improvement

I.6 Demonstrates a reflective approach to practice

Reflective narrative

My reflective practice focuses on identifying patterns and underlying causes across teaching, training, assessment, and learner support activities. I use reflection to move beyond immediate responses and examine how decisions affect different learner or

trainee groups over time. When outcomes are unexpected or contested, I reflect on my assumptions, the evidence used to inform decisions, and possible alternative approaches. This ongoing reflective process supports iterative improvement and more confident educational judgement.

Impact options typical at this stage

- Sustained improvement in learner or trainee experiences
- More proportionate and defensible educational or training decisions
- Increased confidence in managing complex or ambiguous situations

Evidence options typical at this stage

- Summaries of longitudinal reflective accounts of practice
- Documentation showing changes informed by reflection
- Programme or module evaluation records
- Appraisal or peer discussion notes referencing reflective insight

Worked Exemplars: Dental Educators at Different Career Stages

Exemplar 3: Senior Dental Educator or Trainer, Programme Director, Lead role in Education or Training

Typical context

- Senior educator or trainer with local, national or international responsibility for educational quality, governance, or assurance
- Leads or contributes to committees influencing curriculum, assessment, supervision, progression, or learner support
- Primary impact on learners or trainees is at a **system-level, sustained, and indirect**, though often informed by extensive frontline experience
- Involved in assessment, curriculum review, or mentoring of colleagues, locally, nationally or internationally

1.1 Demonstrates safe, ethical, patient-centred care in all teaching and training activities

Reflective narrative

In my senior educational role, I reflect on how governance decisions, policies, and quality processes influence both learner behaviour and patient safety at scale. When contributing to or chairing committees, I ensure that considerations of consent, supervision, accountability, and risk are made explicit, rather than assumed. I routinely reflect on whether educational standards sufficiently protect patients while remaining fair and developmentally appropriate for learners. Where unintended risks or ethical tensions are identified, I use reflective insight to refine guidance, escalation routes, or assessment expectations.

Impact options typical at this level

- Safer and more consistent supervision and assessment systems
- Clearer learner or trainee understanding of accountability and professional responsibility
- Reduced ethical or safety-related variability across programmes or cohorts

Evidence options typical at this level

- Reference to committee minutes or papers demonstrating explicit ethical and safety considerations
- Reference to policy or guidance documents shaped or revised through reflective review

- Summaries of reflective accounts linking governance decisions to learner, trainee and patient impact
- Recent quality or incident trend data (where appropriate and proportionate)

1.2 Acts as a positive professional role model in day-to-day educational and clinical practice

Reflective narrative

Although my role includes formal leadership responsibilities, I am conscious that professional role modelling occurs primarily through everyday conduct rather than authority. In meetings, feedback discussions, and educational decision-making, I aim to model transparency, fairness, respectful challenge, and proportionality. I reflect on how my tone, reasoning, and handling of disagreement are observed and interpreted by colleagues and learners. This reflection helps ensure that my behaviour consistently reinforces professional values and ethical standards across routine interactions.

Impact options typical at this level

- Strengthened professional culture across teaching and training teams
- Increased trust in educational processes and decisions
- More consistent professional behaviour among educators and learners or trainees

Evidence options typical at this level

- Testimonials or narrative feedback from colleagues, learners or trainees
- Reflective accounts of managing contested or complex decisions
- Evidence of being consulted for professional judgement or mediation
- Observed consistency of conduct across committees or educational forums

1.3 Promotes equality, diversity and psychological safety, and maintains appropriate boundaries

Reflective narrative

At senior level, I reflect on how institutional structures, policies, and committee processes promote or undermine inclusion and psychological safety. I examine whether assessment regulations, reporting routes, and learner support systems unintentionally disadvantage particular groups. Where learners appear hesitant to raise concerns or access support, I reflect

on whether systems are sufficiently transparent and accessible. I also reflect carefully on boundary management within remediation, mentoring, and fitness-to-progress decisions, ensuring support remains ethical and proportionate.

Impact options typical at this level

- Improved learner or trainee confidence in reporting concerns and seeking support
- Fairer and more transparent assessment or progression processes
- Clearer, ethically grounded boundary structures within learner or trainee support systems

Evidence options typical at this level

- Revised policies or procedures informed by reflective review
- Equality impact documentation or reference to committee discussions
- Learner or trainee survey data showing improved perceptions of fairness or safety
- Reflective accounts of balancing support, accountability, and boundaries

I.4 Responds appropriately to feedback on teaching or training

Reflective narrative

I reflect on learner feedback, review findings, and complaints as indicators of system performance rather than isolated issues. As part of educational governance, I ensure that multi-stakeholder feedback is sought. I analyse feedback for patterns, prioritised based on risk and learner or trainee impact, and addressed through proportionate action. I reflect on whether responses are timely, transparent, and clearly communicated to stakeholders. Where actions do not achieve the intended improvement, I reflect on underlying assumptions and adjust the approach accordingly.

Impact options typical at this stage

- Sustained improvements in educational or training quality
- Increased learner or trainee trust in institutional responsiveness
- Resolution of systemic issues rather than repeated reactive fixes

Evidence options typical at this stage

- Feedback summaries presented to committees
- Reference to action plans and records of specific agreed changes
- Review or re-evaluation data demonstrating improvement over time
- Reflective accounts analysing the effectiveness of responses

1.5 Demonstrates a commitment to continuing professional development

Reflective narrative

I engage in continuing professional development aligned with my responsibilities for educational governance, assessment integrity, inclusion, and quality assurance. I reflect on how professional learning informs not only my personal judgement, but also the robustness of policies and guidance I develop, or help to shape. Where CPD identifies emerging risks or best practice, I consider how insights can be embedded into institutional processes. I also reflect on how learning is disseminated appropriately to support colleagues involved in teaching and assessment.

Impact options typical at this stage

- More defensible and evidence-informed educational policies
- Improved consistency and clarity for educators and learners or trainees
- Enhanced confidence among staff or colleagues in governance decisions
- Longer-term improvement in assessment and supervision quality

Evidence options typical at this stage

- CPD records with reflective commentary linked to governance roles
- Examples of leadership or involvement in revised or newly developed guidance
- Evidence of dissemination to others (e.g. briefings, development sessions)

1.6 Demonstrates a reflective approach to practice

Reflective narrative

My reflective practice focuses on examining the consequences of system-level decisions, including unintended effects on learners, trainees, colleagues, and educational culture. I reflect not only on outcomes, but on how values, assumptions, and constraints influenced decision-making. Where policies or processes do not function as intended, I use reflective insight to refine direction rather than defend precedent. This approach supports ethical stewardship and continuous improvement across educational systems.

Impact options typical at this stage

- Fairer, more proportionate educational or training governance
- Improved anticipation and mitigation of learner or trainee risk
- More ethically grounded and transparent decision-making
- Improved long-term experience for current and future learners or trainees

Evidence options typical at this stage

- Structured reflective accounts linked to governance cycles or policy review
- Documentation showing policy amendment following reflective evaluation
- Evidence of adjusted strategic priorities informed by reflection
- Appraisal or quality review documentation referencing reflective insight