



FACULTY OF
**DENTAL
TRAINERS**



Open consultation:

Standards for Dental Educators and Trainers

June 2026

Dental educators and trainers occupy a distinctive and vital role within the profession.

They are required to bring together clinical expertise, professional judgement, and educational practice to support the development of current and future members of the dental workforce.

This dual professional identity requires balancing the responsibilities of safe, effective patient care with the responsibilities of facilitating learning, assessment, and professional growth. It also requires dental trainers and educators to remain up to date with evolving clinical evidence and standards of care, as well as the evidence base underpinning effective education and training.

The standards within this document recognise that dental education and training occurs across a wide range of contexts and through diverse mechanisms. Learning may take place in clinical environments, classrooms, simulation settings, and through workplace-based experiences. Educators and trainers therefore employ a variety of approaches, including teaching, supervision, facilitation, coaching, and mentoring. Each of these contributes differently to the development of knowledge, clinical skills, professional behaviours, and reflective practice.

Coaching and mentoring, in particular, play an increasingly important role in supporting learners' progression. Coaching focuses on enabling learners to develop insight, problem-solving abilities, and autonomy, while mentoring provides guidance, role modelling, and longer-term professional support. Alongside more structured teaching and assessment activities, these approaches reflect the evolving nature of professional

education within dentistry. With this in mind, it is also expected that educators and trainers will make reference to, and employ the use of, relevant non-technical skills frameworks that refer to these important Human Factors.

Finally, as new ways of working emerge and develop, Dental Educators and Trainers must apply relevant established evidence-based professional practice – and employ appropriate professional judgement when adopting new tools. The working group for this first iteration of the standards is particularly mindful of the influence of Artificial Intelligence – which is likely to affect practice across all domains of this framework, creating new opportunities to enhance learning, supervision and assessment. Educators and trainers harnessing this potential will need to safeguard academic integrity, fairness and patient safety. The principles in this framework remain unchanged; AI (as with other emergent technologies) should enable, not substitute sound educational design.

The table below outlines the 6 Domains that form the Professional Framework for Dental Educators and Trainers. Each Domain comprises a collection of observable behaviours. As you progress through your career it is expected that you will map more comprehensively to each set of behaviours.

It is anticipated that this common professional standards framework will form the very heart of our organisations' processes - including shaping career progression, quality assuring the workforce, and recognising individual excellence.

Domain	Code	Observable Behaviours
1. Professionalism & Values	1.1	Demonstrates safe, ethical, patient-centred care in all teaching and training activities
	1.2	Acts as a positive role model and champions high-quality training and education
	1.3	Promotes equality, diversity and psychological safety, and maintains appropriate boundaries
	1.4	Responds appropriately to feedback on teaching or training
	1.5	Demonstrates a commitment to continuing professional development
	1.6	Demonstrates a reflective approach to practice
2. Teaching, Learning & Educational Design	2.1	Applies appropriate educational theory to practice
	2.2	Sets clear, constructively-aligned learning outcomes
	2.3	Provides structured supervision or support appropriate to learner needs
	2.4	Encourages reflective and autonomous learning
	2.5	Champions high-quality resources, and engages with emerging technologies proactively and sensitively
	2.6	Leads or contributes to course/programme development
	2.7	Involves patients and the wider dental team in teaching/training
	2.8	Champions accessible training/education
3. Assessment & Feedback	3.1	Uses appropriate formative and summative assessment tools
	3.2	Observes learner performance in relation to clinical and/or non-technical skills
	3.3	Provides timely, specific, and constructive feedback
	3.4	Supports learners in preparing for assessments
	3.5	Participates in calibration and standardization processes and applies standards fairly and consistently
	3.6	Leads or contributes to quality assurance or development of assessment systems

4. Mentoring, Support & Learner Development	4.1	Regularly reviews learner progress
	4.2	Identifies and supports learners in difficulty
	4.3	Recognises impact of wellbeing and personal circumstances
	4.4	Co-creates learning agreements and development plans with students/trainees
	4.5	Provides career advice and professional guidance
	4.6	Encourages reflective practice, curriculum mapping, and the use of a skills portfolio
	4.7	Delivers or facilitates access to mentoring, coaching, and wider learning opportunities
	4.8	Challenges poor practice sensitively and constructively
5. Quality Assurance, Improvement & Research	5.1	Evaluates their own educational performance via multiple sources
	5.2	Reflects on learner and peer feedback, and other feedback data
	5.3	Participates in audit and evaluation of teaching and training processes
	5.4	Promotes a culture of, and encourages learner involvement in, quality improvement
	5.5	Uses big data to improve teaching and training programmes
	5.6	Contributes to educational scholarship, innovation and research
6. Leadership & Management	6.1	Proactively supports the development of colleagues and learners, leading by example
	6.2	Works collaboratively with the wider dental team
	6.3	Contributes to the strategic development of education or training
	6.4	Advocates for education within wider healthcare settings
	6.5	Manages training resources or budgets effectively