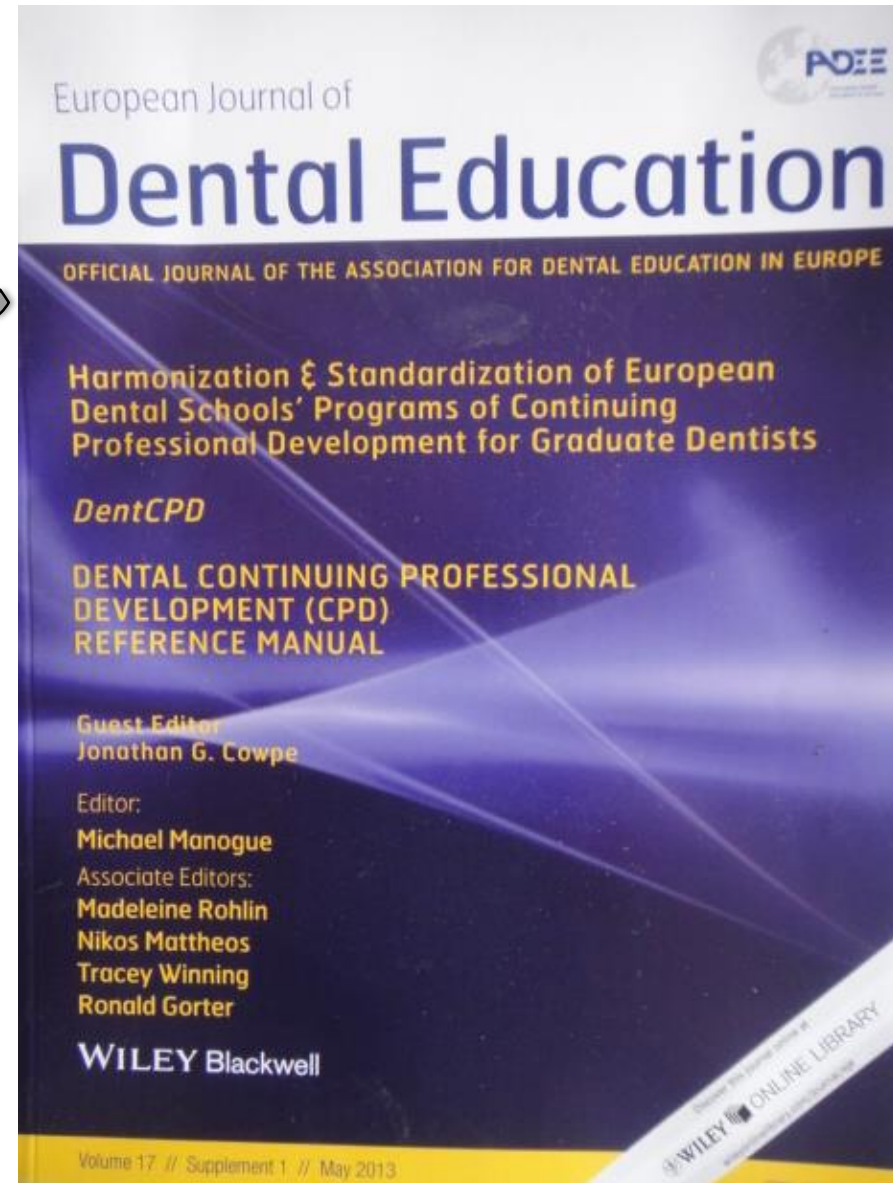


ADEE 2014

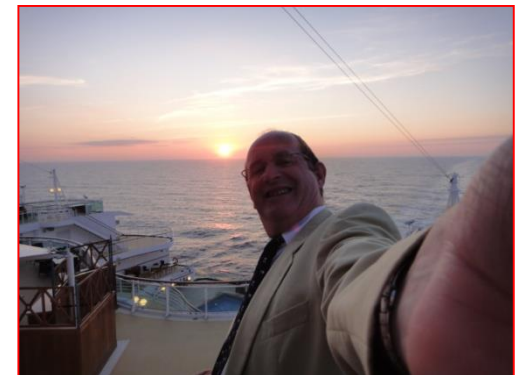
DentCPD - the project

Professor Jonathan Cowpe
Wales Deanery
Cardiff University



Back in 2009

- January – Life Long Learning information day – Brussels
- Build on success of DentEd programmes
- Move into the area of Postgraduate Education
 - Launching of the e-form
 - Template for submission February 2010
 - Notification September 2010
 - Approval for two year project commencing October 2010



Dent CPD – The Team

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Richard Thomas, Suzanne Phillips

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National and Kapodistrian University of Athens,

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Academic Centre for Dentistry (ACTA), Amsterdam,

Henk Kersten, Eva Povel

Netherlands

Rīga Stradiņš University,

Una Soboleva, Andra Liepa, Ilze Akota

Latvia

Association for Dental Education in Europe (ADEE), Dublin, Ireland

Majella Giles, Damien Walmsley

Significant input to surveys and by attendees at SIGs held at ADEE 2010, 2011, 2012

Europe – CPD?



**Harmonization & Standardization
of
Continuing Professional Development for Graduate Dentists**

Dent CPD - Outputs

- **Inventory** by literature & internet search, survey & consensus methods
 - existing CPD programs & providers;
 - **agreement on core components**; identification of best practice.
- **Guidelines** - organization, quality management & assurance of CPD programs.
- **Guidelines for delivery of competence-based CPD modules**
- **Core topic, exemplar teaching module.**
- **Dental CPD Reference Manual**
 - Eur J of Dent Ed, Supplement

Dent CPD - Impact

- Standardization and harmonisation of CPD
 - Facilitate the recognition of each others CPD activities,
 - promoting opportunities for EU graduate dentists to live and work anywhere in the EU,
 - in turn, supporting the provision of a high quality clinical service for their patients.

Review

Inventory 3 publications

Survey

Core Topics

A review of continuing professional development for dentists in Europe*

E. Barnes¹, A. D. Bullock², S. E. R. Bailey³, J. G. Cowpe⁴ and T. Karaharju-Suunto⁵

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Keywords
continuing professional development;
continuing education; dentistry.

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Accepted: 5 January 2012

doi:10.1111/j.1600-0579.2012.02973.x

Abstract

Aim: To summarise findings from a literature review continuing professional development (CPD) and its effect on care for patients.

Method: The search strategy used key terms in a range of literature search engines, complemented by hand searching.

Results: One hundred and fourteen papers were reviewed engaged in CPD. Factors affecting participation included work and home commitments, postgraduate qualifications, learning needs identification and reflection on practice. Main modes of CPD were courses and journal reading; no more effective. Few papers directly explored: reasons suggestions related to common areas of error and gaps in CPD effectiveness and impact on practice suggested that spread new learning and considerable self-reported change least barriers to implementing change in workplace provided availability of materials, resources and support from colleagues.

Conclusion: To ensure high standards of care, alongside duty topics, more attention should be given to reflection on practice to engage with education and training workplace environments.

Introduction

Key competences required of the new dental graduate and a European perspective on the quality assurance of undergraduate education have been established (1). In the context of changing patterns of oral health needs (2), an increasingly wide range of health issues (3) and higher patient expectations (4-6), practitioners need to develop a wider knowledge base than that which can be provided by undergraduate training alone (6-10). Continuing professional development (CPD) is the mechanism by which dental practitioners develop their skills and knowledge and maintain up-to-date practice.

edge and maintain up-to-date practice (11-14). This paper presents the results of a review of CPD in Europe.

Although rules about the requirement for CPD vary across the European Union, evidence of a worldwide trend towards CPD (15-21). The need to update clinical developments into patient care is a normal practice and increasingly recognised (22, 23). However, differences that patients are likely to be able to health care depending on the CPD (24). This paper presents

*Article reproduced from Eur J Dent Educ 16 (2002) 166-176

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Eur J Dent Educ 16 (Suppl. 5) 2012: 23-28

European Journal of Dental Education 55N 1396-5883

Continuing professional development systems and requirements for graduate dentists in the EU: survey results from the DentCPD project*

A. Bullock¹, S. Bailey², J. Cowpe³, E. Barnes⁴, H. Thomas⁵, R. Thomas⁶, S. Phillips¹, A. Kavadeella⁷,
A. Kossioni⁸, T. Karaharju-Suunto⁹, K. Suomala¹⁰, E. R. Bailey¹¹, J. G. Cowpe¹²,
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Keywords
continuing professional development;
continuing dental education; European harmonisation.

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Accepted: 16 May 2012

doi:10.1111/j.1600-0579.2012.02974.x

Abstract

Introduction: By maintaining skills and keep professional development (CPD) supports safe dentists across Europe is not harmonised.

Aim: One aim of the 'DentCPD' project (www.dentcpd.org) was to identify and agree essential CPD requirements for EU dentists. As part of existing approaches to CPD for EU dentists.

Methods: Informed by a review of the British Graduate Dentists questionnaire gathered data for requirements, provision and accreditation in Europe CPD and e-learning.

Results: Responses were received from 143 individuals from 16 countries had a compulsory CPD system core topics. Elsewhere CPD was optional or based dental schools and professional dental associations vision. National regulatory bodies were the most of respondents thought they knew the criteria. Eighty-one percent agreed that CPD should be obligatory.

Conclusion: These results present an overview of CPD requirements for EU dentists. Despite a notable trend towards regulated CPD systems to engage in CPD show variation. The evidence both dentists mobility and safe clinical practice.

*Article reproduced from Eur J Dent Educ 17 (2013) 475-481

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European Journal of Dental Education 55N 1396-5883

Core continuing professional development (CPD) topics for the European dentist*

S. Bailey¹, A. Bullock², J. Cowpe³, E. Barnes⁴, H. Thomas⁵, R. Thomas⁶, A. Kavadeella⁷,
A. Kossioni⁸, T. Karaharju-Suunto⁹, K. Suomala¹⁰, E. R. Bailey¹¹, J. G. Cowpe¹²,
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doi:10.1111/j.1600-0579.2012.02974.x

Abstract

Introduction: In the context of free movement, EU-citizens need assurance that dental practitioners providing their care have a degree of competence to practice that meets EU-standards and that they maintain their knowledge and skills through ongoing education.

Aim: One aim of the 'DentCPD' project (http://www.dentcpd.org) was to identify and agree essential CPD requirements for EU dentists. This paper reports the consensus process and outcomes.

Methods: Agreement on core components of CPD was achieved through a three stage process: an online survey of dental educators (n = 143) views; we compulsory topic a paper-based questionnaire to practitioners (n = 411); leading to a proposal discussed at the Association for Dental Education (ADFE) 2011 Lifelong Learning special interest group (SIG).

Results: From the online survey and practitioners questionnaire, high levels of agreement were achieved for medical emergencies (99%), infection control (79%) and the medically compromised patient (71%). The SIG (34 attendees from 16 countries) concluded that three core CPD topics plus radiation protection should be core-compulsory and three CPD topics should be core-recommended (health and safety, pain management, and safeguarding children & vulnerable adults). They also agreed that the teaching of all topics should be underpinned by evidence-based dentistry.

Conclusion: Building four core topics into CPD requirements and making quality-approved education and training available will ensure that all dentists have up-to-date knowledge and skills in topic areas of direct relevance to patient safety. In turn, this will contribute to patients having access to comparably high standards of oral health care across Europe.

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Eur J Dent Educ 16 (Suppl. 5) 2012: 23-28

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Consensus on the core dental CPD topics for graduate dentists in the EU

multi-stage consensus process involving:

- Surveys of dental educators and practitioners across Europe and beyond
- SIG discussions - ADEE 2011.

Core Topic Proposal

Four core compulsory CPD topics:

- medical emergencies
- cross-infection control
- **the medically compromised patient**
- radiation protection (for those taking Xrays, using scanners).

Three core recommended CPD topics:

- health and safety
- pain management
- safeguarding children and vulnerable adults

Guidelines for CPD for Dental Graduates

- Based on the Inventory
- Discussion at SIG
– ADEE 2012

European Journal of Dental Education ISSN 1396-5883

Guidelines for the organisation of continuing professional development activities for the European dentist

K. Suomalainen¹, T. Karaharju-Suvanto¹, S. Bailey², A. Bullock³, J. Cowpe⁴, E. Barnes⁵, H. Thomas⁶, R. Thomas⁶, A. Kavadella⁷, A. Kossioni⁸, H. Kersten⁹, E. Povel¹⁰, M. Giles¹¹, D. Walmsley¹², U. Soboleva¹³, A. Liepa¹⁴ and I. Akota¹⁵

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Keywords
 continuing education; continuing professional development; dentistry; university; dental school; patient safety; quality control; ECTS.

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Accepted: 30 November 2012
 doi: 10.1111/ejod.12021

Abstract
Aim: Free movement of dental professionals across the European Union calls for more uniform continuing education in dentistry to ensure up-to-date, high-quality patient care and patient safety. This article provides guidelines for the management and delivery of high-quality continuing professional development (CPD) by European dental schools and other CPD providers.
Method: The guidelines are based on an extensive literature inventory, a survey of existing practices (both available as separate publications), discussions during meetings of the Association for Dental Education in Europe in 2011 and 2012 and debate amongst the members of the DentCPD project team representing six dental schools.
Results: On the basis of the literature review, survey and discussions, we recommend that (i) every dentist should be given the opportunity for CPD, (ii) providers should be quality-approved and impartial, (iii) education should be approved, impartial, suitably trained, and with educational expertise, (iv) the mode of CPD delivery should suit the educational activity, with clear learning objectives or outcomes, (v) effort should be made to assess the learning, (vi) participant feedback should be collected and analysed to inform future developments and (vii) uniform use of the pan-European system of learning credit points (ECTS) should be implemented.
Conclusion: Implementation of these guidelines should make dental CPD more transparent to all relevant parties and facilitate the transferability of earned credits across the European Union. It will also enable better quality control within dentistry, resulting in enhanced dental care and ultimately the improvement in patient safety.

Introduction
 Mutual recognition of qualifications and free movement of specified healthcare professionals – including dentists – across the EU are guaranteed by the relevant sections of EU Directive 2005/36/EC on the recognition of professional qualifications (<http://eur-lex.europa.eu/LexUriServ.do?uri=OJ:L:2005:255:0022:0142:en:PDF>). This was created to allow free movement of labour between member countries of the EU. In dentistry, freedom of movement raises questions about the

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 for J Dent Educ. © (Suppl. 1) 2013; 29–37

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Guidelines for Delivery of competence-based CPD modules

- Discussion at SIG, ADEE 2012
- Used in parallel with core topic exemplar module

The development of an exemplar e-module for the continuing professional development of European dentists

A. E. Kossioni¹, A. Kavarella¹, I. Tzoutzas¹, A. Bakas¹, K. Tsiklakis¹, S. Bailey², A. Bullock³, J. Cowpe⁴, E. Barnes⁴, H. Thomas⁴, R. Thomas⁴, T. Karaharju-Suvanto⁵, K. Suomalainen⁶, H. Kersten⁷, E. Povel⁸, M. Giles⁹, D. Walmsley⁸, A. Soboleva⁹, A. Liepa¹⁰ and I. Akota⁹

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European Journal of Dental Education ISSN 1396-5883

Recommendations for the development of e-modules for the continuing professional development of European dentists

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European Journal of Dental Education ISSN 1396-5883

Keywords

continuing professional development; e-learning; information technology

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Accepted: 17 January 2013

doi:10.1111/ajpe.12029

Introduction

Electronic educational potential in dental continuing education

Abstract

Aims: To provide evidence-based and peer-reviewed recommendations for the development of dental continuing professional development (CPD) learning e-modules.

Methods: The present recommendations are consensus recommendations of the DentCPD project team and were informed by a literature research, consultations from e-learning and IT experts, discussions amongst the participants attending a special interest group during the 2012 ADEE meeting, and feedback from the evaluation procedures of the exemplar e-module (as described in a companion paper within this Supplement). The main focus of these recommendations is on the courses and modules organised and offered by dental schools.

Results and discussion: E-modules for dental CPD, as well as for other health professionals' continuing education, have been implemented and evaluated for a number of years. Research shows that the development of e-modules is a team process, undertaken by academics, subject experts, pedagogists, IT and web designers, learning technologists and librarians. The e-module must have clear learning objectives (outcomes), addressing the learners' individual needs, and must be visually attractive, relevant, interactive, promoting critical thinking and providing feedback. The text, graphics and animations must support the objectives and enable the learning process by creating an attractive, easy to navigate and interactive electronic environment. Technology is usually a concern for learners and tutors therefore, it must be kept simple and interoperable within different systems and software. The pedagogical and technological proficiency of educators is of paramount importance, yet remains a challenge in many instances.

Conclusions: The development of e-courses and modules for dental CPD is an endeavour undertaken by a group of professionals. It must be underpinned by sound pedagogical and e-learning principles and must incorporate elements for effective visual learning and visual design and a simple, consistent technology.

Core Topic, Exemplar Teaching Module.

Introduction

Educational aims & expected outcomes

Protection measures prior to beginning work

Hand washing

Gloves

Mask and glasses

Dental clothing & Surface coverings

Sterilization of dental instruments

Sterilization of handpieces and burs

Impressions for the Lab

Accident and exposure to infected material- Post exposure prophylaxis (PEP)

Protection measures after ending work

Introduction

Sterilization and cross-infection control is a core compulsory or recommended dental [CPD](#) topic in most European countries.

The e-module available here has been developed by the Dent CPD project to serve as an exemplar module for the continuing education of European dentists.

Users

This e-module is intended for dental professionals, dental hygienists and auxiliary staff working in a dental health care facility.

Reading Instructions

- The menu on the left includes different topics of the sterilization procedures in a dental office/health care centre
- The topics can be read sequentially or in random order
- The frame on right include links to related information
- Users are encouraged to perform the self-assessment quizzes to test their knowledge acquisition
- You can click on the images to enlarge them
- All prevention measures indicated in this module reflect the present scientific data on the subject. They may be amended in the future, according to the future evidence-based scientific data

Related Information

Related sites:

- [FDI](#)
- [CDC](#)
- [Hepnet](#)

Related documents:

- [View documents](#)

Make a copy



Dissemination

Exploitation

Sustainability

- **Dental CPD Reference Manual**
 - Eur J of Dent Ed, Supplement, **publication**
- **Poster presentations, Verbal presentations,**
 - **locally, nationally and internationally**
 - **ADEE, European and International meetings**

www.dentcpd.org



Home

Objectives & Outcomes

Timeline ▾

Project Partners

WorkPackages & Deliverables ▾

Project Team Area

Contact

Welcome to DentCPD

Introduction and Aims

DentCPD is a two year European project entitled '*Harmonisation and standardisation of European Dental Schools programs of continuing professional development for graduate dentists*'. This project aims to identify agreed essential CPD requirements of an EU graduate dentist and provide guidelines for the management and delivery of high quality CPD by European dental schools.

The project, initiated by the Association for Dental Education in Europe - ADEE is co funded by the EU under the Lifelong Learning Programme, Erasmus sub-programme, '*Modernisation of higher education*'. The project which began on October 2010 will end in September 2012.

Project Rationale

Continuing Professional Development (CPD) is essential to the maintenance of dentists' knowledge and skills, underpinning safe clinical practice. In the context of free movement, EU-citizens need assurance that dental practitioners have a license to practice that meets EU-standards. There is a need for harmonisation of CPD across the EU, supporting the safe management of patients and promoting mobility of practitioners. Currently, dental CPD is provided by a range of bodies and the quality of courses is variable and unregulated. EU Dental schools have a strategic role to play and this innovative CPD project, which is the first of its kind in the global educational arena, will support the modernisation of their role in postgraduate education.



Final Report approval (2013)

CO-ORDINATORS
MEETING 2012
FEEDBACK
FEEDBACK

One of only two
presentations to the assembly

Accreditation/recognition of CPD

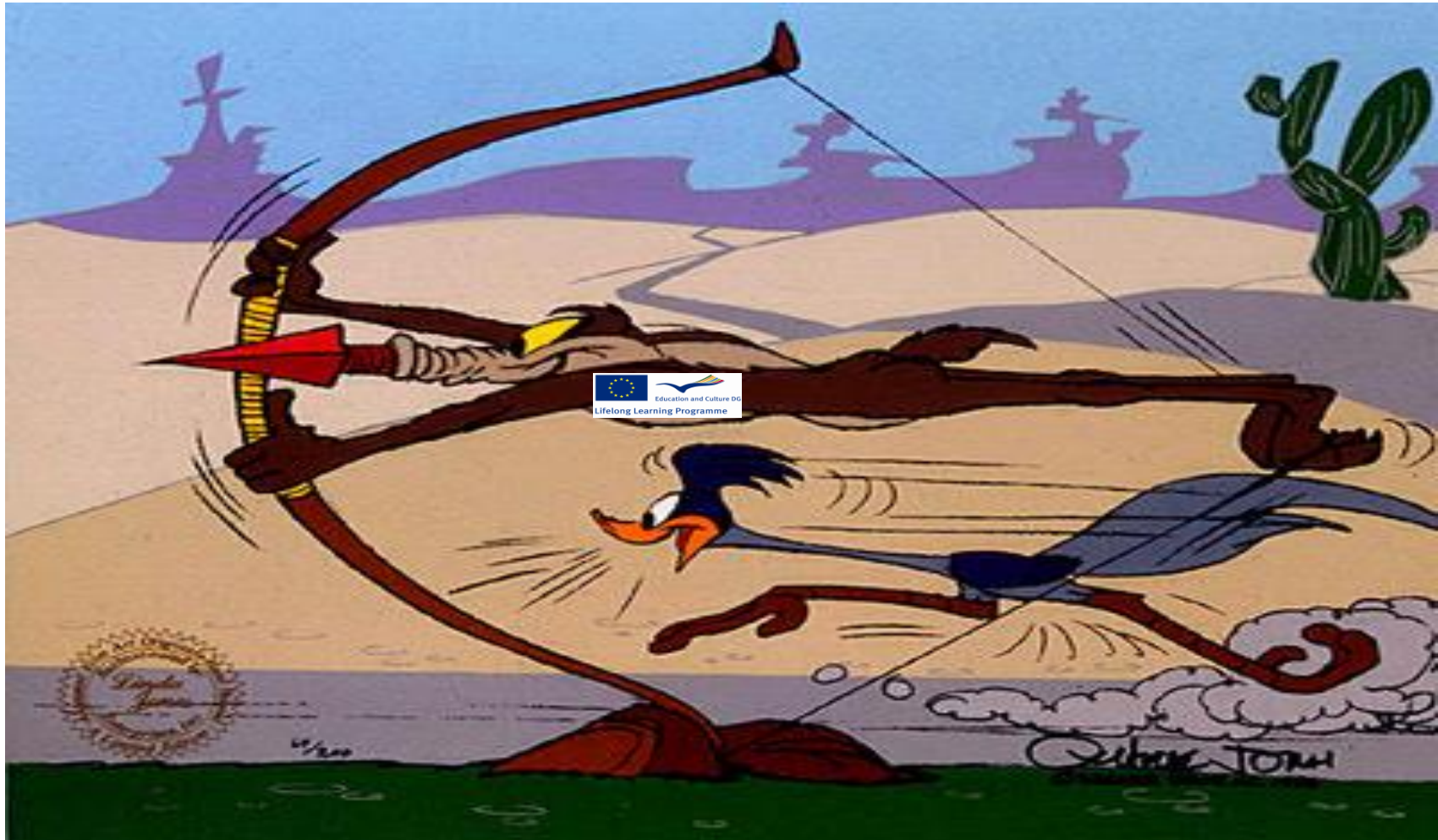
- limited responses - accreditation criteria description
- lack of clarity on the issue of accreditation
- degree of confusion about the criteria used when accrediting CPD activity.
- lack of clarity over how CPD activity is measured
 - in terms of hours of activity or credits for an activity.

Issues identified for further investigation

- Process for accreditation and quality assurance of CPD activities
- Development and utilisation of a uniform pan-European system of learning credit points
- Evaluation of learning outcomes and application of acquired skills
 - do CPD activities improve the everyday clinical practice?

Key areas

Management, Dissemination, Quality Assurance
SUSTAINABILITY



There can be new horizons every day

flexibility

enthusiasm

staying power

motivation

enjoyment



frustration

satisfaction

Thanks to the various torchbearers contribution to the project

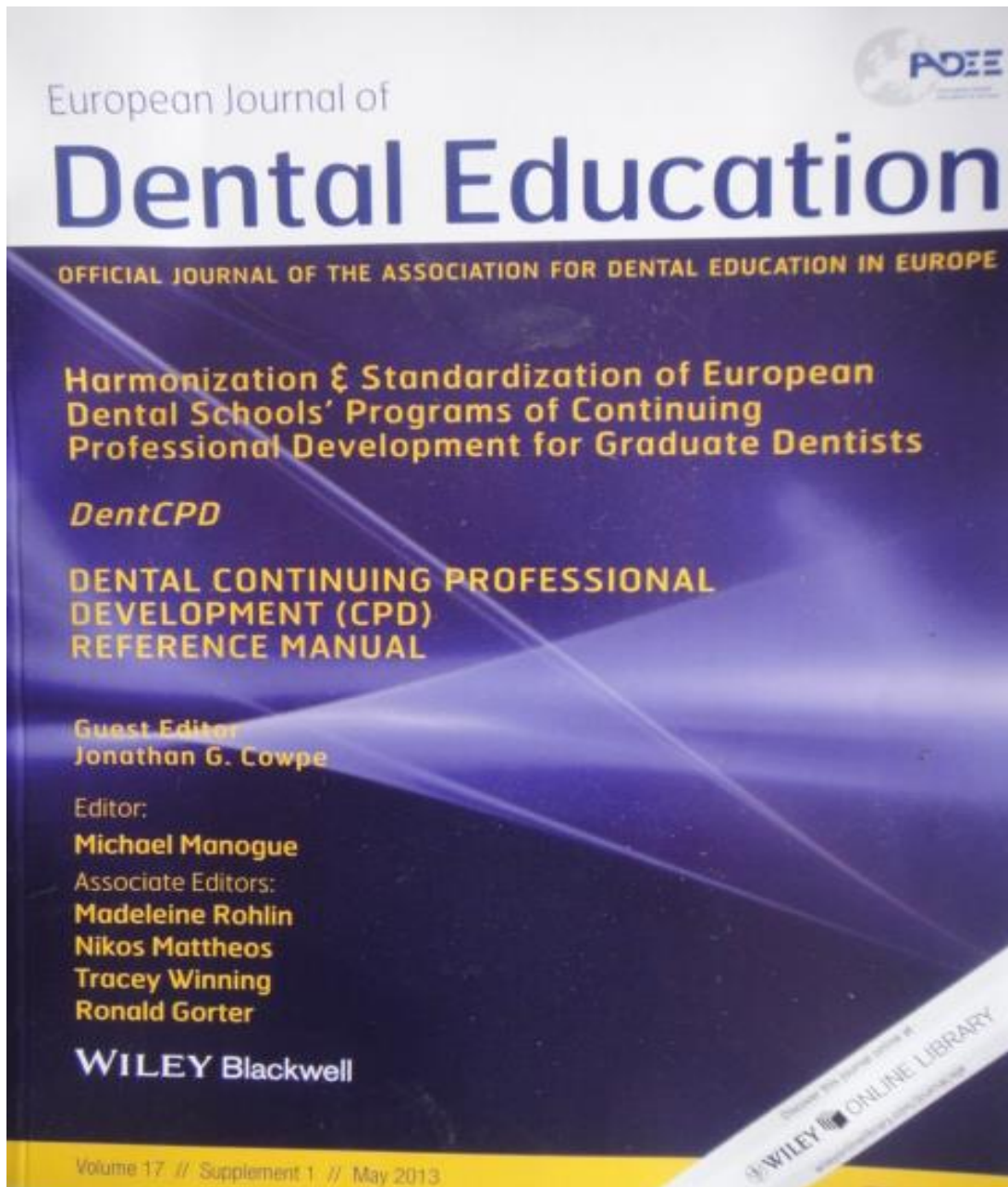


Education, Audiovisual and Culture Executive Agency Lifelong Learning: Erasmus

WWW.DentCPD.org

**PROJECT NUMBER – 509961-LLP-1-2010-1-UK-ERASMUS-EMHE
AGREEMENT NUMBER - 2010 - 3317 / 001 - 001**

£300K – 2 years duration



Education and Culture DG

Lifelong Learning Programme



<http://onlinelibrary.wiley.com/doi/10.1111/eje.2013.17.issue-s1/issuetoc>

Dent CPD - Impact

- This project aimed to
 - **modernise the strategic role** of dental schools in HEIs in the quality management and provision of CPD and also
 - **develop cooperation** between universities and other professional stakeholders in the delivery of CPD.

Dent CPD - Impact

- EU-wide recognition of CPD activities should
 - promote the **freedom of movement** for all graduate dentists in Europe, which can
 - support systems of **revalidation**, to the ultimate benefit of patient safety.

Inventory

- Literature & Internet Search
- Global Survey of Dental CPD
- Consensus on Core topics of Dental CPD

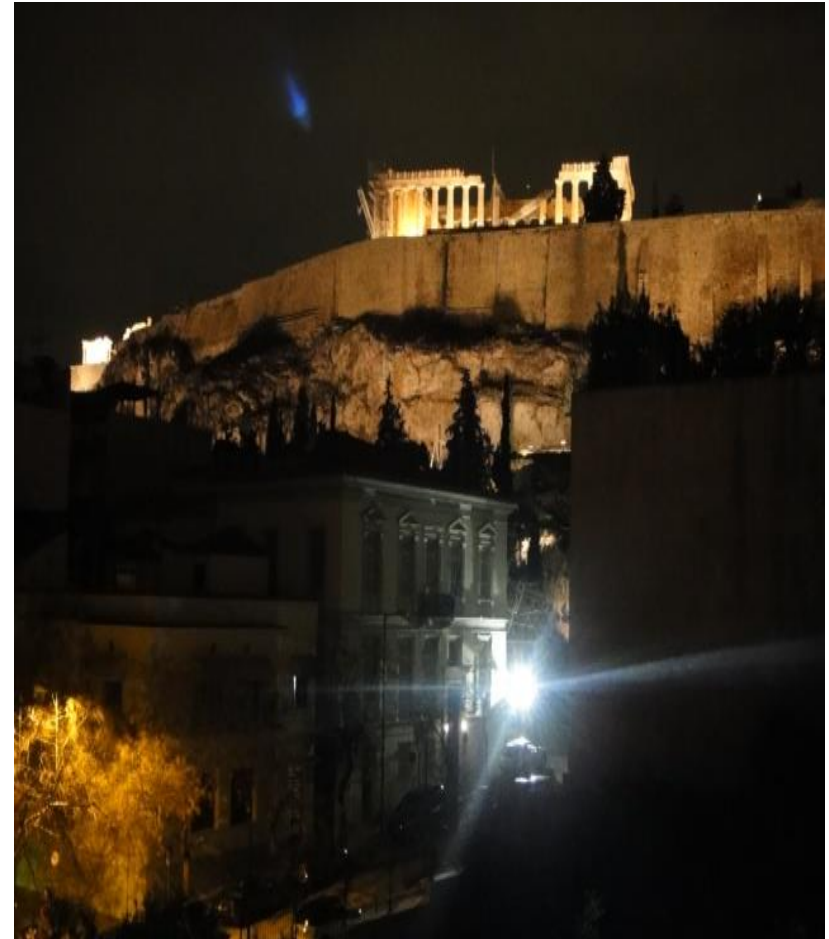
Inventory - publications

- **A review of continuing professional development for dentists in Europe.**
 - Barnes E, Bullock AD, Bailey SER, Cowpe JG, Karaharju-Suvanto T. Eur J Dent Educ. 6 FEB 2012: DOI: 10.1111/j.1600-0579.2012.00737.x.
- **Continuing professional development systems and requirements for graduate dentists in the EU: survey results from the DentCPD project.**
 - Bullock A, Bailey S, Cowpe J, Barnes E, Thomas H, Thomas R, Kavadella A, Kossioni A, Karaharju-Suvanto T, Suomalainen K, Kersten H, Povel E, Giles M, Walmsley D, Soboleva U, Liepa A, Akota, I. In press, 2012.
- **Core continuing professional development (CPD) topics for the European dentist.**
 - Bailey S, Bullock A, Cowpe J, Barnes E, Thomas H, Thomas R, Kavadella A, Kossioni A, Karaharju-Suvanto T, Suomalainen K, Kersten H, Povel E, Giles M, Walmsley D, Soboleva U, Liepa A, Akota, I. Eur J Dent Educ. In press, 2012.
- **Harmonisation & Standardisation of European Dental Schools' Programmes of Continuing Professional Development for Graduate Dentists – DentCPD**
 - Cowpe J, Bailey S, Bullock A, Barnes E, Thomas H, Thomas R, Kavadella A, Kossioni A, Karaharju-Suvanto T, Suomalainen K, Kersten H, Povel E, Giles M, Walmsley D, Soboleva U, Liepa A, Akota, I. A.3. 3-7- Understanding Bologna in context A 3.3-7. The recognition of professional qualifications linking the Bologna process and other European processes. EHEA 1-26 <http://www.ehea.europa.eu/unit.ac.uk/> http://www.ehea-journal.eu/index.php?option=com_steckbriefe&task=view&contact_id=249&Itemid=143, 2011



January 2011 - Cardiff

January 2012 - Athens



Antalya – ADEE 2011

Lyon – ADEE 2012





IADR meetings



San Diego
2011

Iguassu Falls
2012

Progress Report approval 2011

EACEA – Annex 1

LLP Progress Report Assessment Sheet

509961-LLP-2010-1-UK-Erasmus-EMHE /10

- | | |
|--|----|
| • Objectives, results and products | 10 |
| • Coherence between work plan and activities carried out to date | 7 |
| • Partnership | 8 |
| • Management | 8 |
| • Financial management | 9 |
| • Evaluation and/or quality assurance | 7 |
| • Dissemination | 6 |

Overall Score 8/10