

# National Survey of Dental Foundation/Vocational Training 2017 Summary Report

## Introduction

The Advisory Board for Foundation Training in Dentistry (ABFTD) and the Joint Committee for Postgraduate Training in Dentistry (JCPTD) first conducted a national on-line survey of all trainees involved in their first year of dental foundation (DF) training in 2012. Trainees in England, Northern Ireland and Wales participated. Trainees in Scotland did not take part, as they had their own arrangements in place. The survey was modified slightly in 2013, and run again in 2014 and 2015. In 2016 trainees in Scotland were included for the first time and the survey was run again in 2017.

The survey consisted of questions about individual's training such as supervision and the training environment with more specific questions relating to programmes and assessments.

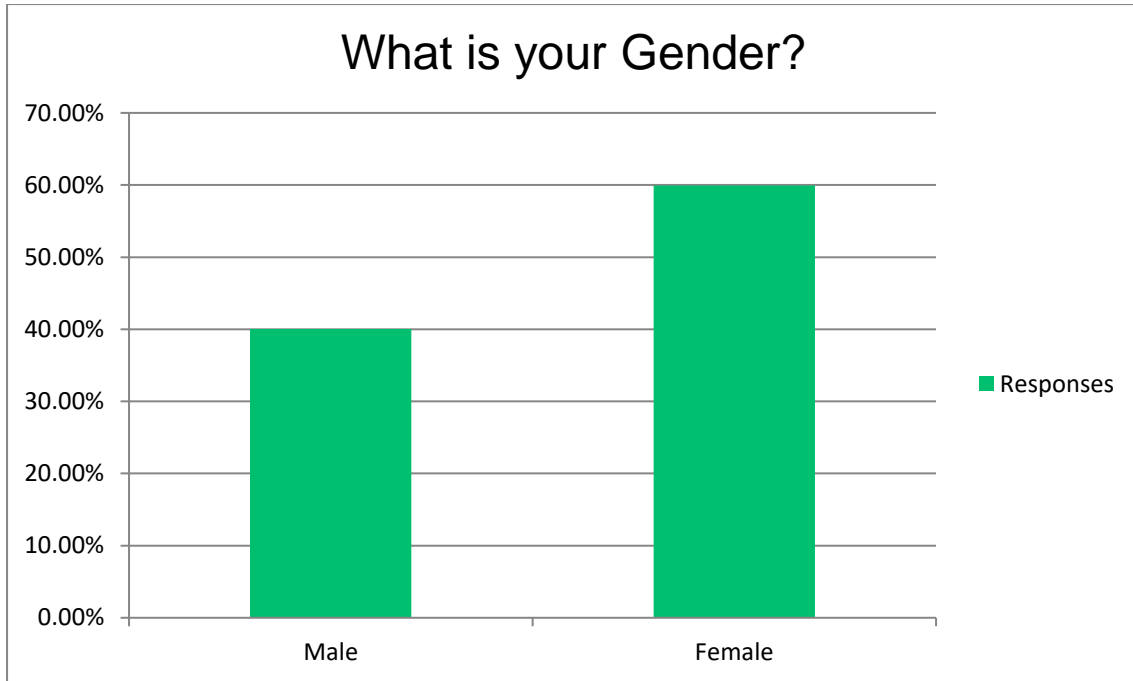
As a national survey the intention is to publish a global summary using the averages from all trainees responding and these results are set out in this report. Results split by deanery/HEE Local Office scheme (names removed from comments) are provided to deaneries to enable them to compare the responses for their deanery with the average response which will make the survey an important part of the quality assurance processes for dental training.

ABFTD and JCPTD would like to thank all trainees participating in the survey for their helpful contributions and the deaneries for enabling the trainees to engage with the survey.

**It must be stressed that this is an opinion survey.**

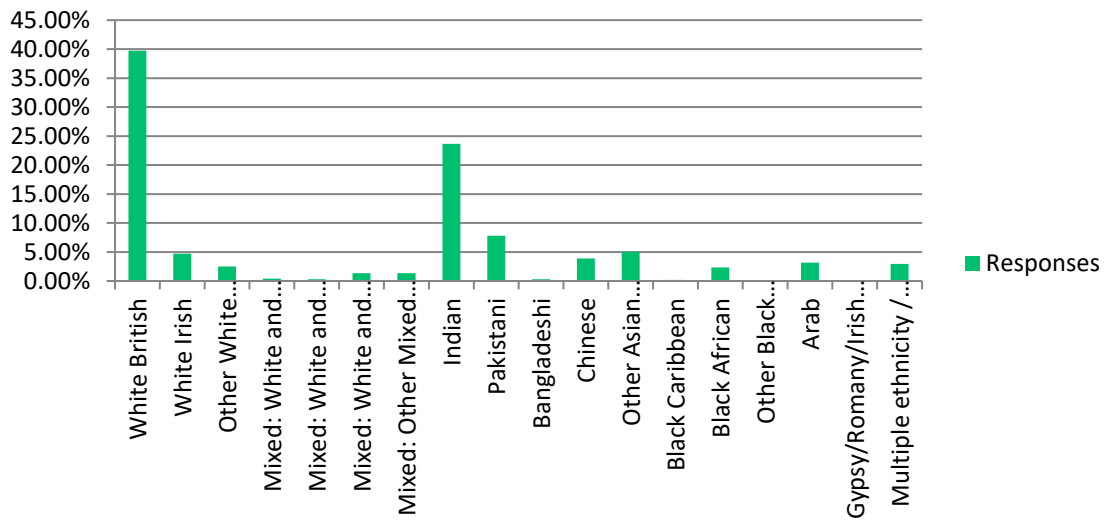
## Results

What is your Gender?		
Answer Choices	Responses	
Male	40.06%	381
Female	59.94%	570
	<b>Answered</b>	<b>951</b>



<b>Which race/ethnicity best describes you? (Please choose only one.)</b>		
<b>Answer Choices</b>	<b>Responses</b>	
White British	39.75%	378
White Irish	4.73%	45
Other White background	2.52%	24
Mixed: White and Black Caribbean	0.42%	4
Mixed: White and Black African	0.32%	3
Mixed: White and Asian	1.37%	13
Mixed: Other Mixed background	1.37%	13
Indian	23.66%	225
Pakistani	7.78%	74
Bangladeshi	0.32%	3
Chinese	3.89%	37
Other Asian background	5.05%	48
Black Caribbean	0.21%	2
Black African	2.31%	22
Other Black background	0.11%	1
Arab	3.15%	30
Gypsy/Romany/Irish Traveller	0.11%	1
Multiple ethnicity / Other (please specify)	2.94%	28
	<b>Answered</b>	<b>951</b>

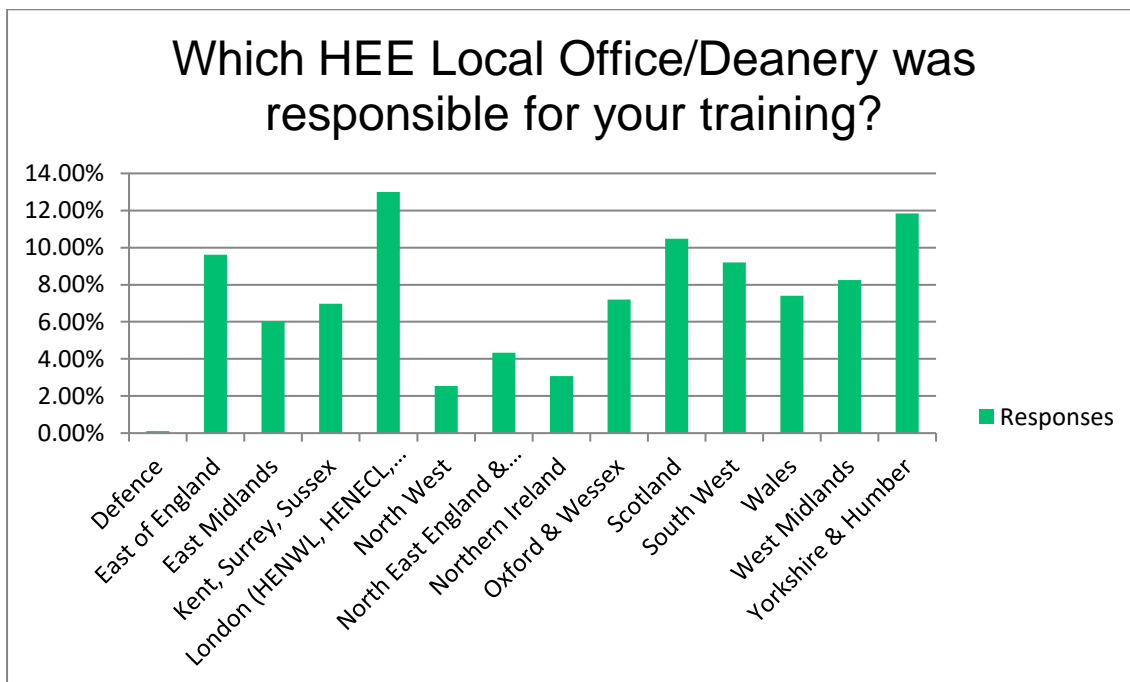
## Which race/ethnicity best describes you? (Please choose only one.)



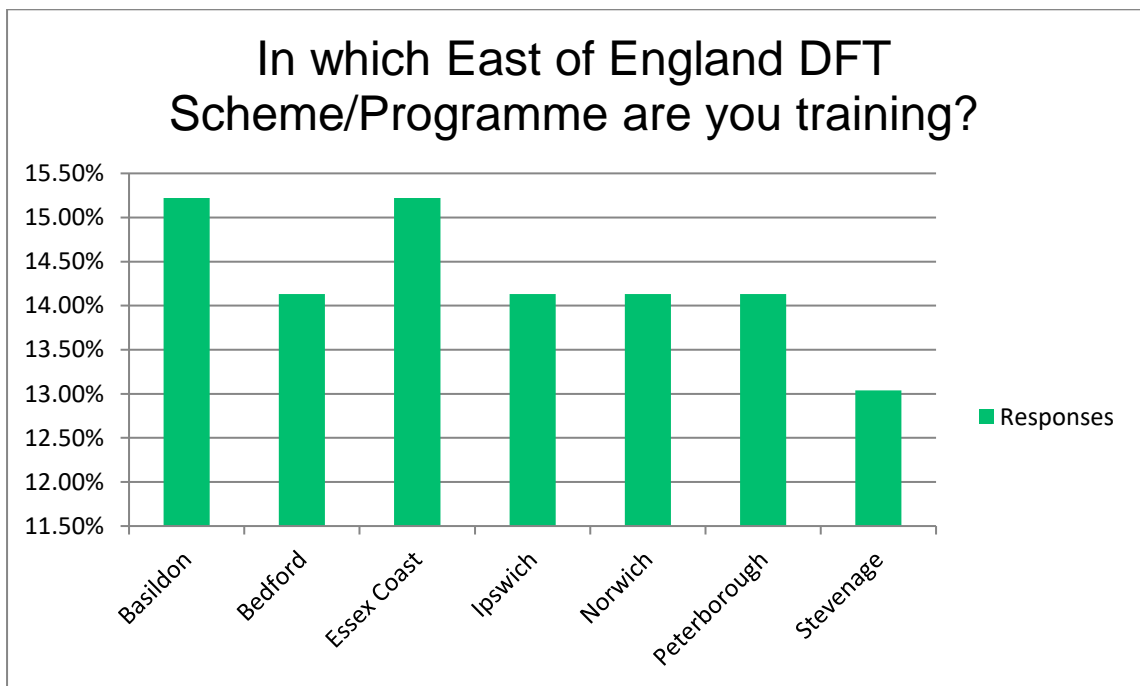
Respondents	Multiple ethnicity / Other (please specify)
1	Indian and Filipino
2	persian
3	British Pakistani
4	Coptic
5	British Asian Pakistani
6	British Sri Lankan
7	Any other
8	British - Moroccan/French descent
9	British Tamil
10	British Asian
11	.
12	Kuridsh
13	Sri Lankan
14	Tamil
15	Tamil
16	Persian
17	African and Arab
18	Mediterranean
19	Human
20	do not wish to disclose
21	Chaldean
22	Persian
23	Iranian
24	Iranian

25	Srilankan
26	Persian
27	chinese/pakistani
28	British Asian

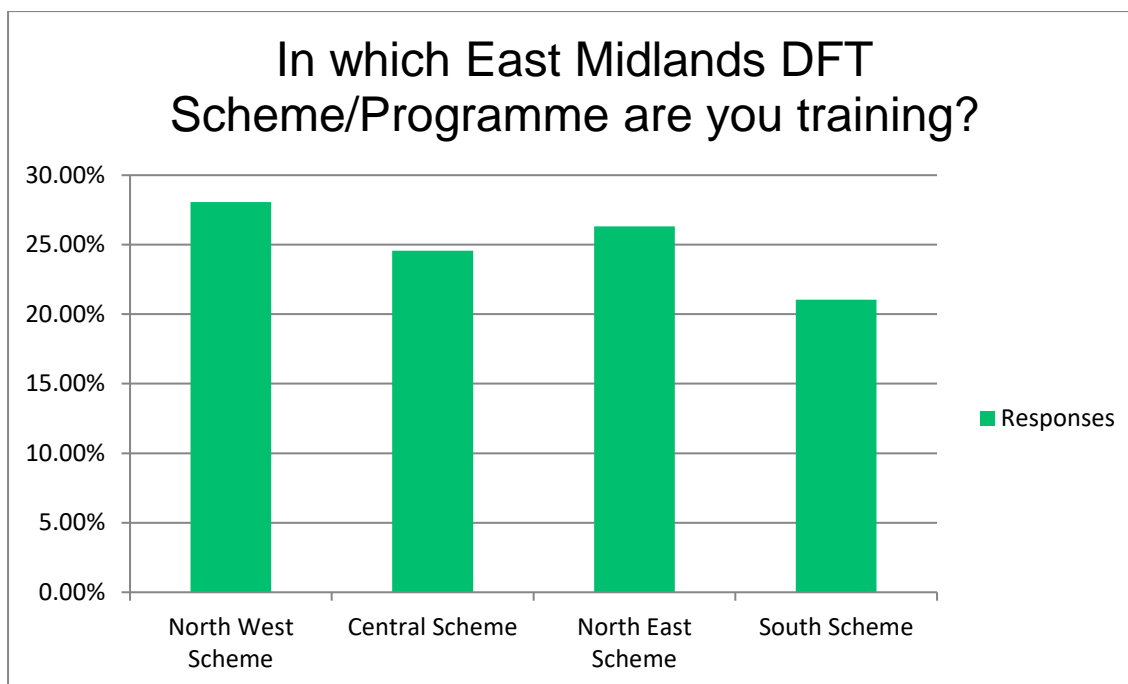
Which HEE Local Office/Deanery was responsible for your training?		
Answer Choices	Responses	
Defence	0.11%	1
East of England	9.62%	91
East Midlands	6.03%	57
Kent, Surrey, Sussex	6.98%	66
London (HENWL, HENECL, HESL)	13.00%	123
North West	2.54%	24
North East England & North Cumbria	4.33%	41
Northern Ireland	3.07%	29
Oxford & Wessex	7.19%	68
Scotland	10.47%	99
South West	9.20%	87
Wales	7.40%	70
West Midlands	8.25%	78
Yorkshire & Humber	11.84%	112
	<b>Answered</b>	<b>946</b>



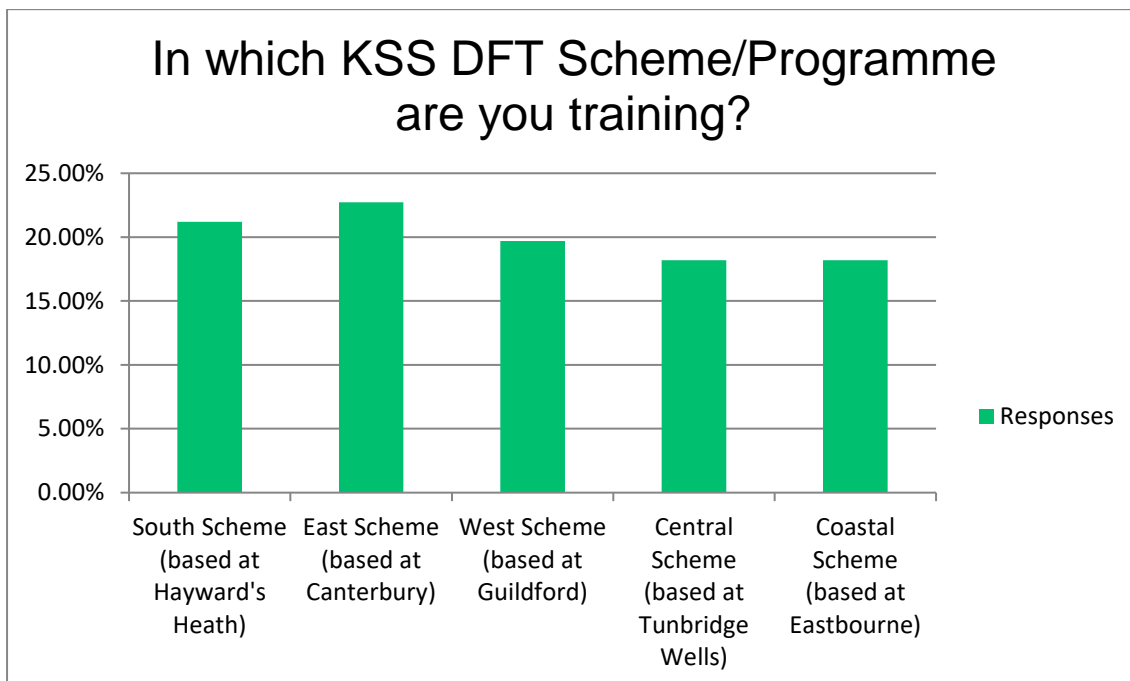
In which East of England DFT Scheme/Programme are you training?		
Answer Choices	Responses	
Basildon	15.22%	14
Bedford	14.13%	13
Essex Coast	15.22%	14
Ipswich	14.13%	13
Norwich	14.13%	13
Peterborough	14.13%	13
Stevenage	13.04%	12
	<b>Answered</b>	<b>92</b>



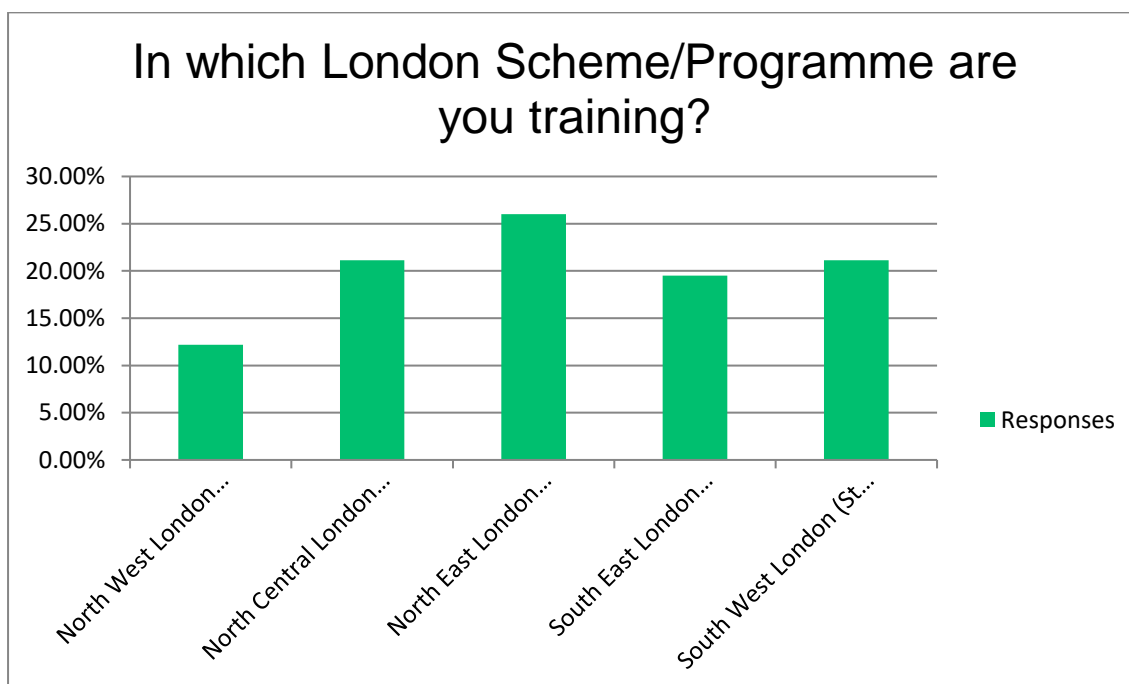
In which East Midlands DFT Scheme/Programme are you training?		
Answer Choices	Responses	
North West Scheme	28.07%	16
Central Scheme	24.56%	14
North East Scheme	26.32%	15
South Scheme	21.05%	12
	<b>Answered</b>	<b>57</b>



In which KSS DFT Scheme/Programme are you training?		
Answer Choices	Responses	
South Scheme (based at Hayward's Heath)	21.21%	14
East Scheme (based at Canterbury)	22.73%	15
West Scheme (based at Guildford)	19.70%	13
Central Scheme (based at Tunbridge Wells)	18.18%	12
Coastal Scheme (based at Eastbourne)	18.18%	12
	<b>Answered</b>	<b>66</b>

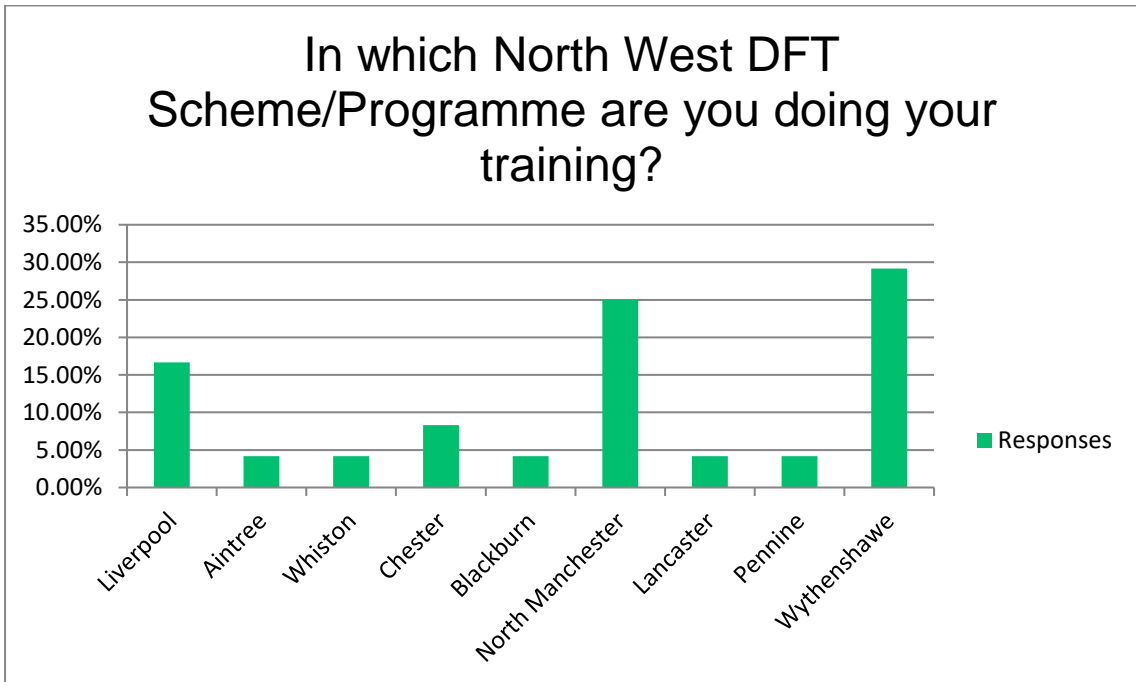


In which London Scheme/Programme are you training?		
Answer Choices	Responses	
North West London (Northwick Park) September Cohort	12.20%	15
North Central London (UCL/Eastman)	21.14%	26
North East London (BHT/QMUL)	26.02%	32
South East London (LonDEC/KCL)	19.51%	24
South West London (St George's Hospital)	21.14%	26
	<b>Answered</b>	<b>123</b>

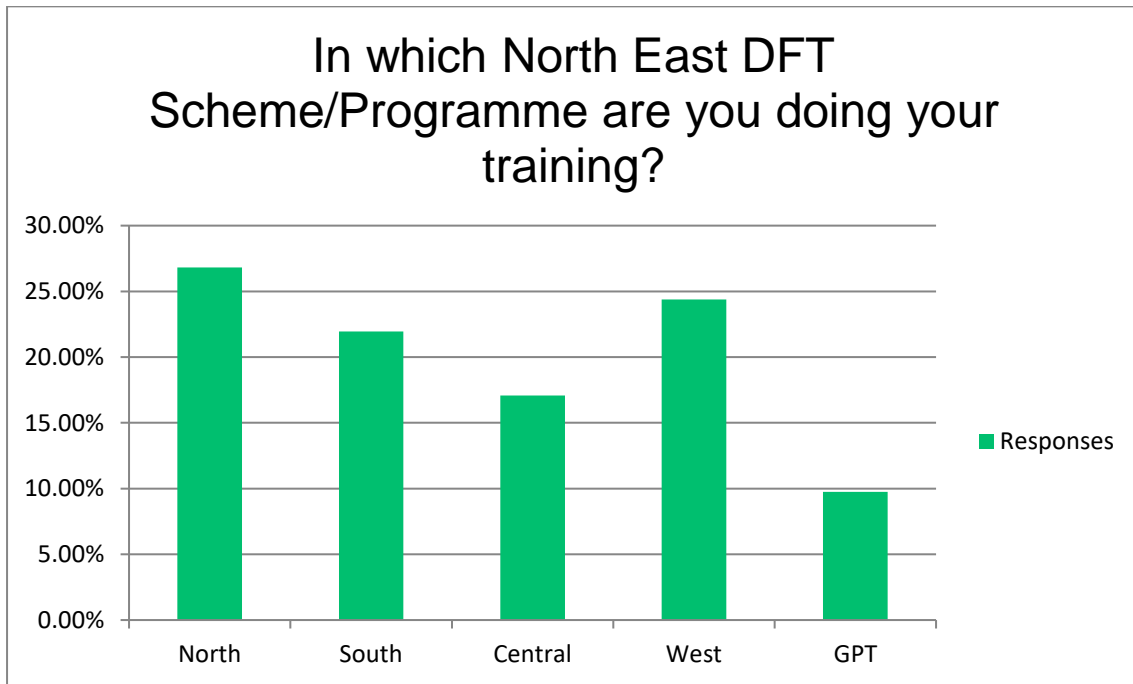




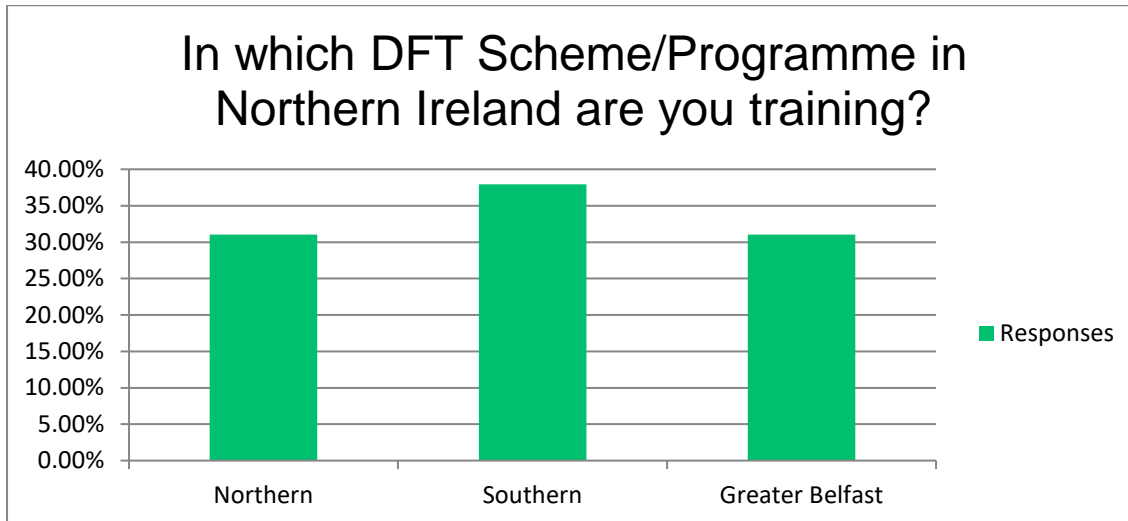
In which North West DFT Scheme/Programme are you doing your training?		
Answer Choices	Responses	
Liverpool	16.67%	4
Aintree	4.17%	1
Whiston	4.17%	1
Chester	8.33%	2
Blackburn	4.17%	1
North Manchester	25.00%	6
Lancaster	4.17%	1
Pennine	4.17%	1
Wythenshawe	29.17%	7
	<b>Answered</b>	<b>24</b>



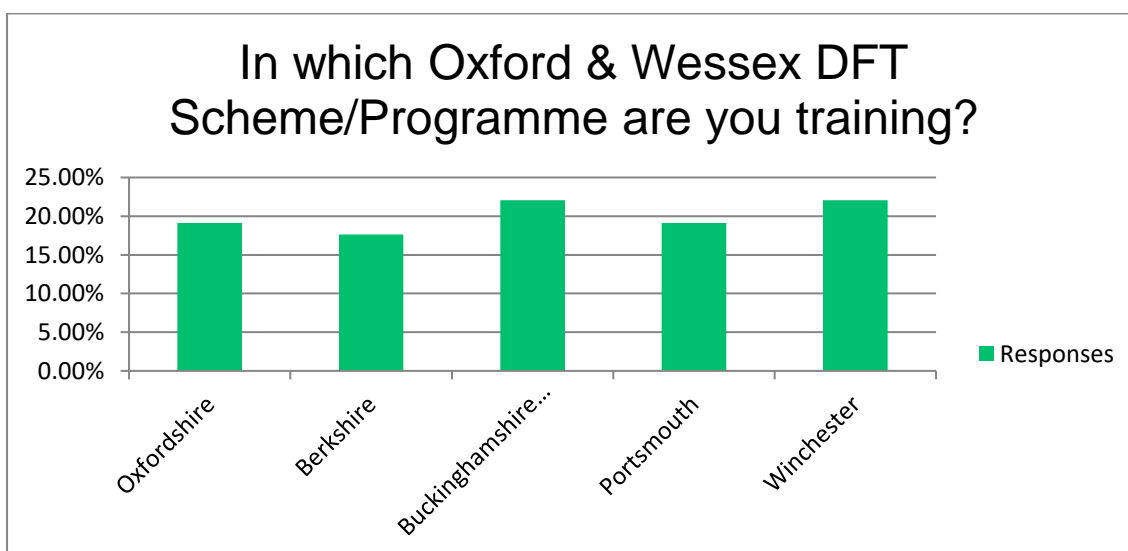
In which North East DFT Scheme/Programme are you doing your training?		
Answer Choices	Responses	
North	26.83%	11
South	21.95%	9
Central	17.07%	7
West	24.39%	10
GPT	9.76%	4
	<b>Answered</b>	<b>41</b>



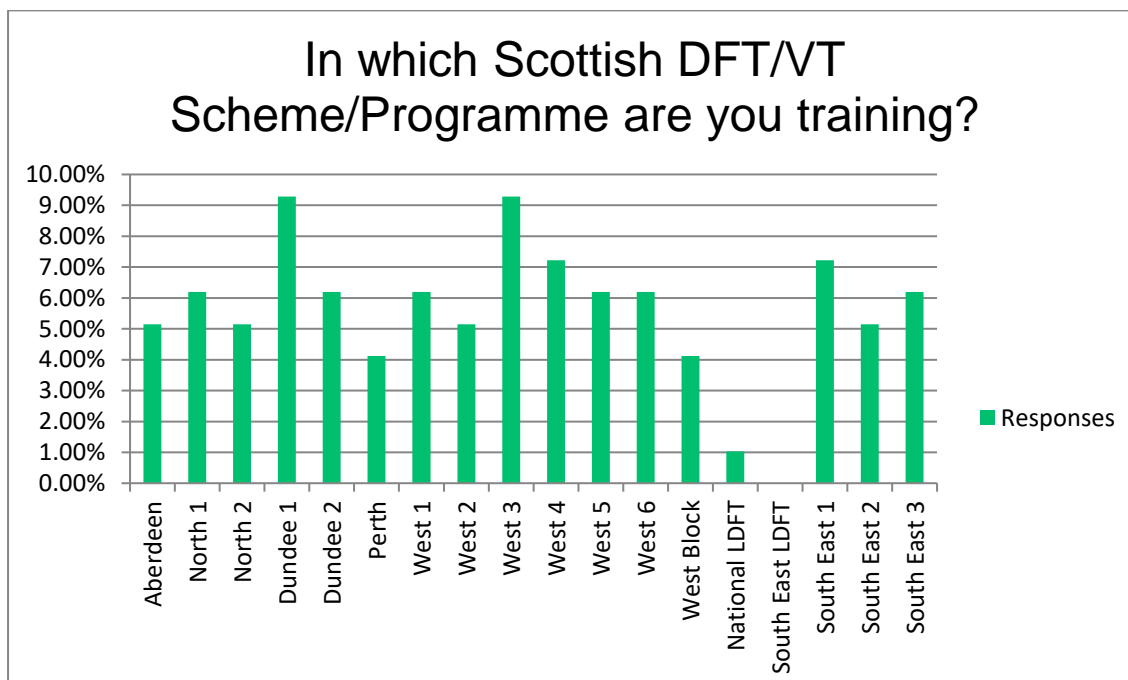
In which DFT Scheme/Programme in Northern Ireland are you training?		
Answer Choices	Responses	
Northern	31.03%	9
Southern	37.93%	11
Greater Belfast	31.03%	9
	<b>Answered</b>	<b>29</b>



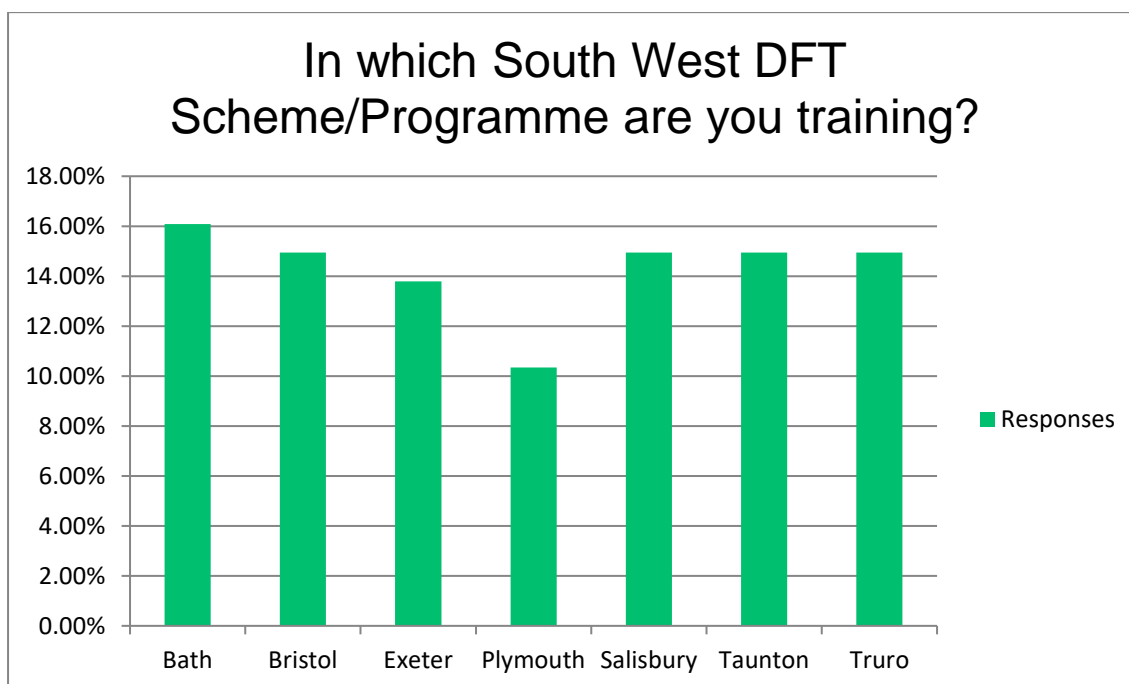
In which Oxford & Wessex DFT Scheme/Programme are you training?		
Answer Choices	Responses	
Oxfordshire	19.12%	13
Berkshire	17.65%	12
Buckinghamshire (Milton Keynes)	22.06%	15
Portsmouth	19.12%	13
Winchester	22.06%	15
	<b>Answered</b>	<b>68</b>



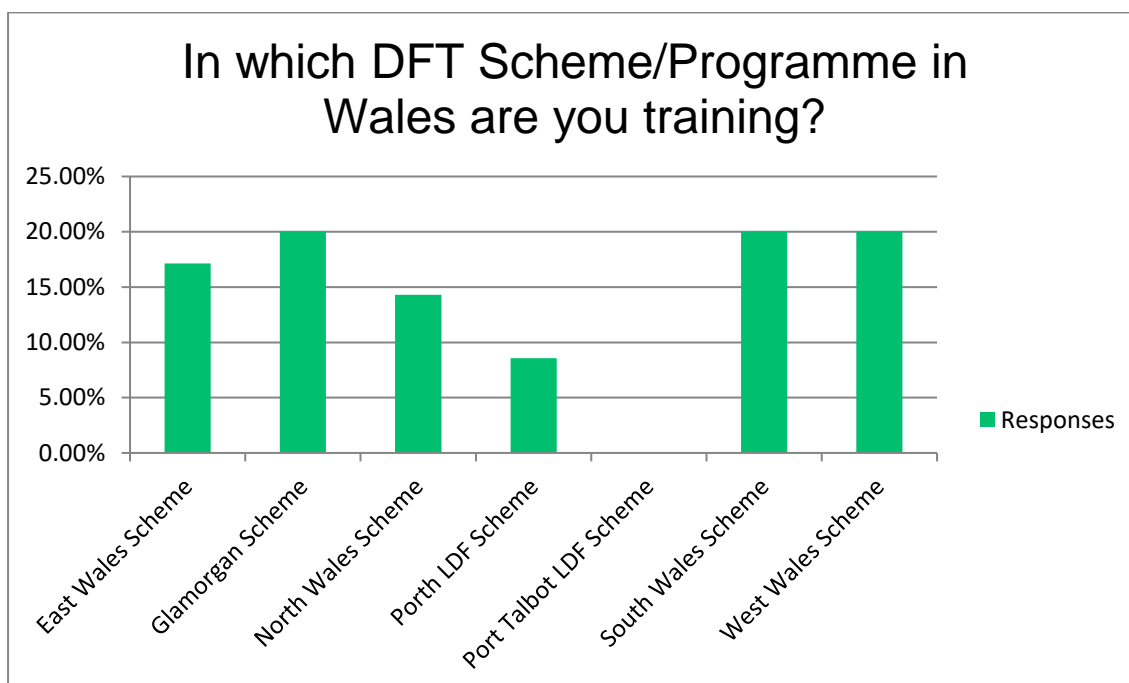
In which Scottish DFT/VT Scheme/Programme are you training?		
Answer Choices	Responses	
Aberdeen	5.15%	5
North 1	6.19%	6
North 2	5.15%	5
Dundee 1	9.28%	9
Dundee 2	6.19%	6
Perth	4.12%	4
West 1	6.19%	6
West 2	5.15%	5
West 3	9.28%	9
West 4	7.22%	7
West 5	6.19%	6
West 6	6.19%	6
West Block	4.12%	4
National LDFT	1.03%	1
South East LDFT	0.00%	0
South East 1	7.22%	7
South East 2	5.15%	5
South East 3	6.19%	6
	<b>Answered</b>	<b>97</b>



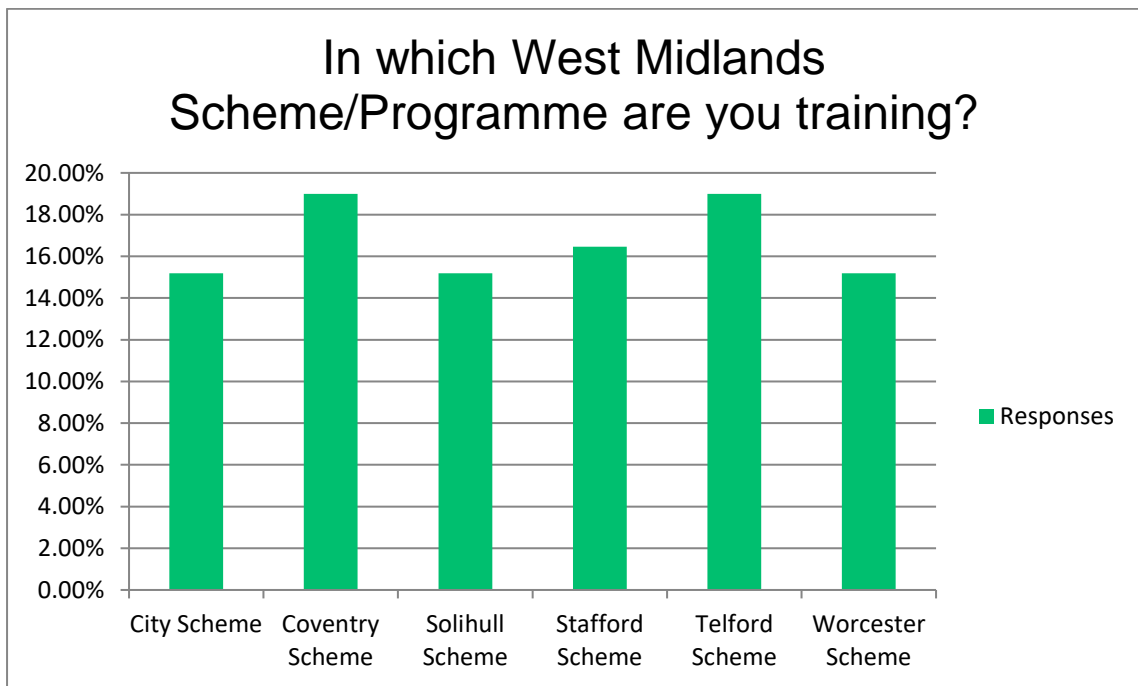
In which South West DFT Scheme/Programme are you training?		
Answer Choices	Responses	
Bath	16.09%	14
Bristol	14.94%	13
Exeter	13.79%	12
Plymouth	10.34%	9
Salisbury	14.94%	13
Taunton	14.94%	13
Truro	14.94%	13
	<b>Answered</b>	<b>87</b>



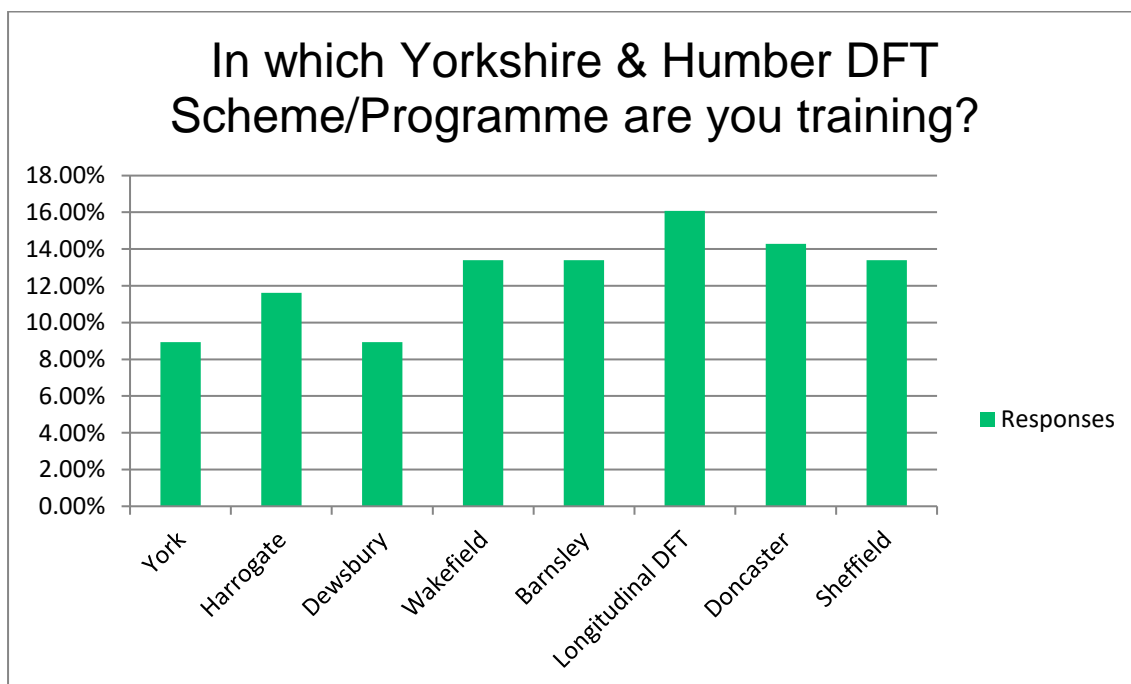
In which DFT Scheme/Programme in Wales are you training?		
Answer Choices	Responses	
East Wales Scheme	17.14%	12
Glamorgan Scheme	20.00%	14
North Wales Scheme	14.29%	10
Porth LDF Scheme	8.57%	6
Port Talbot LDF Scheme	0.00%	0
South Wales Scheme	20.00%	14
West Wales Scheme	20.00%	14
	<b>Answered</b>	<b>70</b>



In which West Midlands Scheme/Programme are you training?		
Answer Choices	Responses	
City Scheme	15.19%	12
Coventry Scheme	18.99%	15
Solihull Scheme	15.19%	12
Stafford Scheme	16.46%	13
Telford Scheme	18.99%	15
Worcester Scheme	15.19%	12
	<b>Answered</b>	<b>79</b>

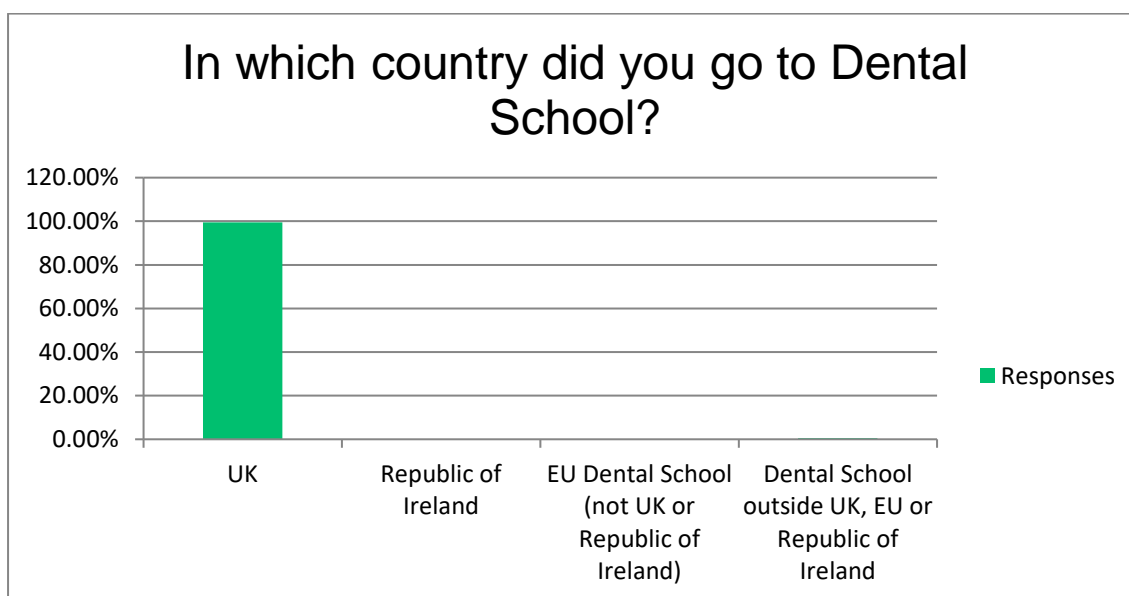


In which Yorkshire & Humber DFT Scheme/Programme are you training?		
Answer Choices	Responses	
York	8.93%	10
Harrogate	11.61%	13
Dewsbury	8.93%	10
Wakefield	13.39%	15
Barnsley	13.39%	15
Longitudinal DFT	16.07%	18
Doncaster	14.29%	16
Sheffield	13.39%	15
	<b>Answered</b>	<b>112</b>

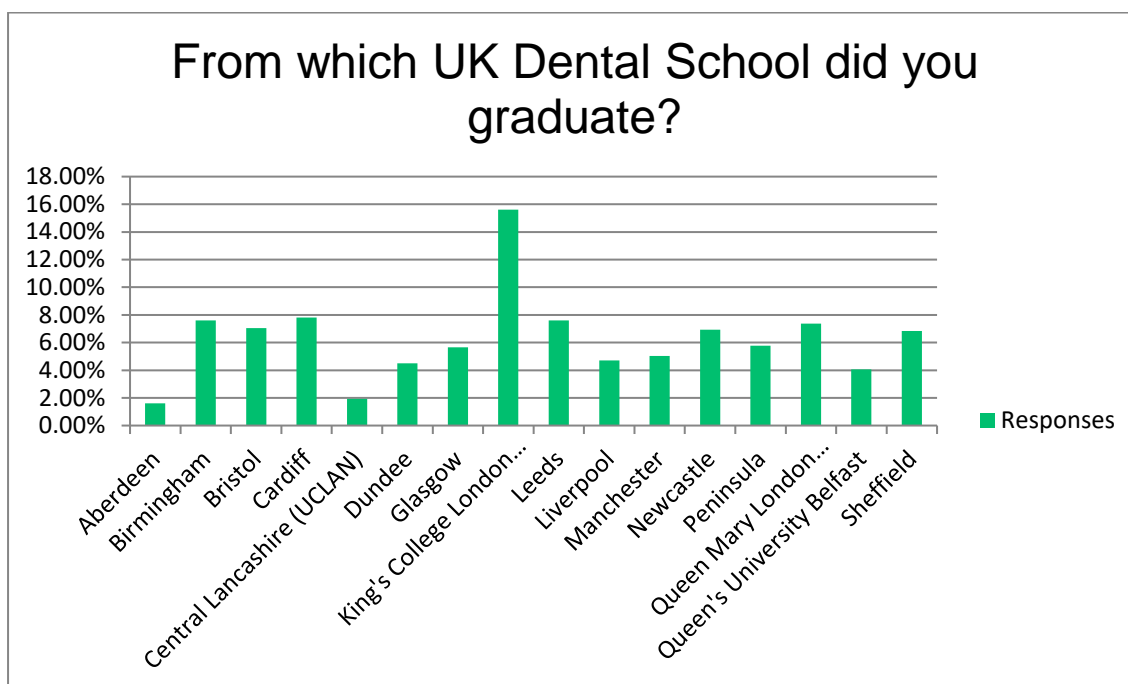




In which country did you go to Dental School?		
Answer Choices	Responses	
UK	99.47%	938
Republic of Ireland	0.00%	0
EU Dental School (not UK or Republic of Ireland)	0.00%	0
Dental School outside UK, EU or Republic of Ireland	0.53%	5
	<b>Answered</b>	<b>943</b>



From which UK Dental School did you graduate?		
Answer Choices	Responses	
Aberdeen	1.60%	15
Birmingham	7.59%	71
Bristol	7.05%	66
Cardiff	7.80%	73
Central Lancashire (UCLAN)	1.92%	18
Dundee	4.49%	42
Glasgow	5.66%	53
King's College London (KCLDI)	15.60%	146
Leeds	7.59%	71
Liverpool	4.70%	44
Manchester	5.02%	47
Newcastle	6.94%	65
Peninsula	5.77%	54
Queen Mary London (Bart's & the London)	7.37%	69
Queen's University Belfast	4.06%	38
Sheffield	6.84%	64
	<b>Answered</b>	<b>936</b>



### From which Republic of Ireland Dental School did you graduate?

Answer Choices	Responses
Cork	0.00%   0
Dublin	0.00%   0
<b>Answered</b>	<b>0</b>

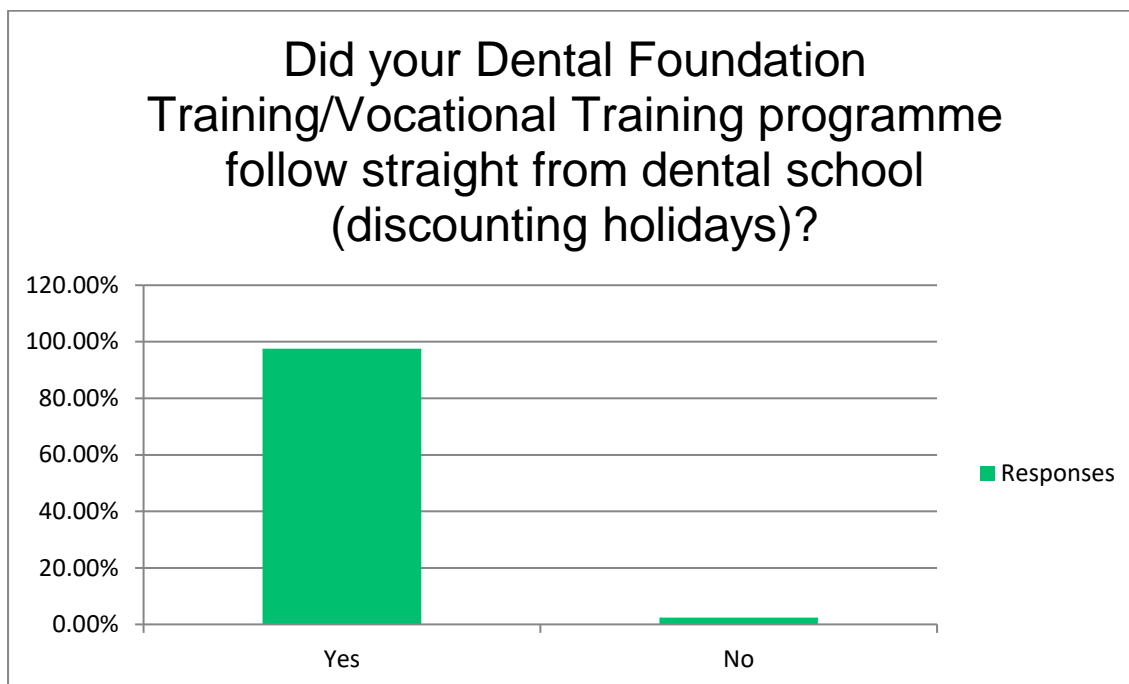
### From which Dental School outside the UK or Republic of Ireland did you graduate?

<b>Answered</b>	<b>5</b>
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Respondents	Responses
1	GOVERNMENT DENTAL COLLEGE, BANGALORE, INDIA
2	University of Medical sciences and Technology
3	Rajiv Gandhi University of Health Sciences, India
4	Sudan, University of Medical Sciences and Technology
5	University of the Western Cape, South Africa

**Did your Dental Foundation Training/Vocational Training programme follow straight from dental school (discounting holidays)?**

Answer Choices	Responses	
Yes	97.55%	915
No	2.45%	23
	<b>Answered</b>	<b>938</b>

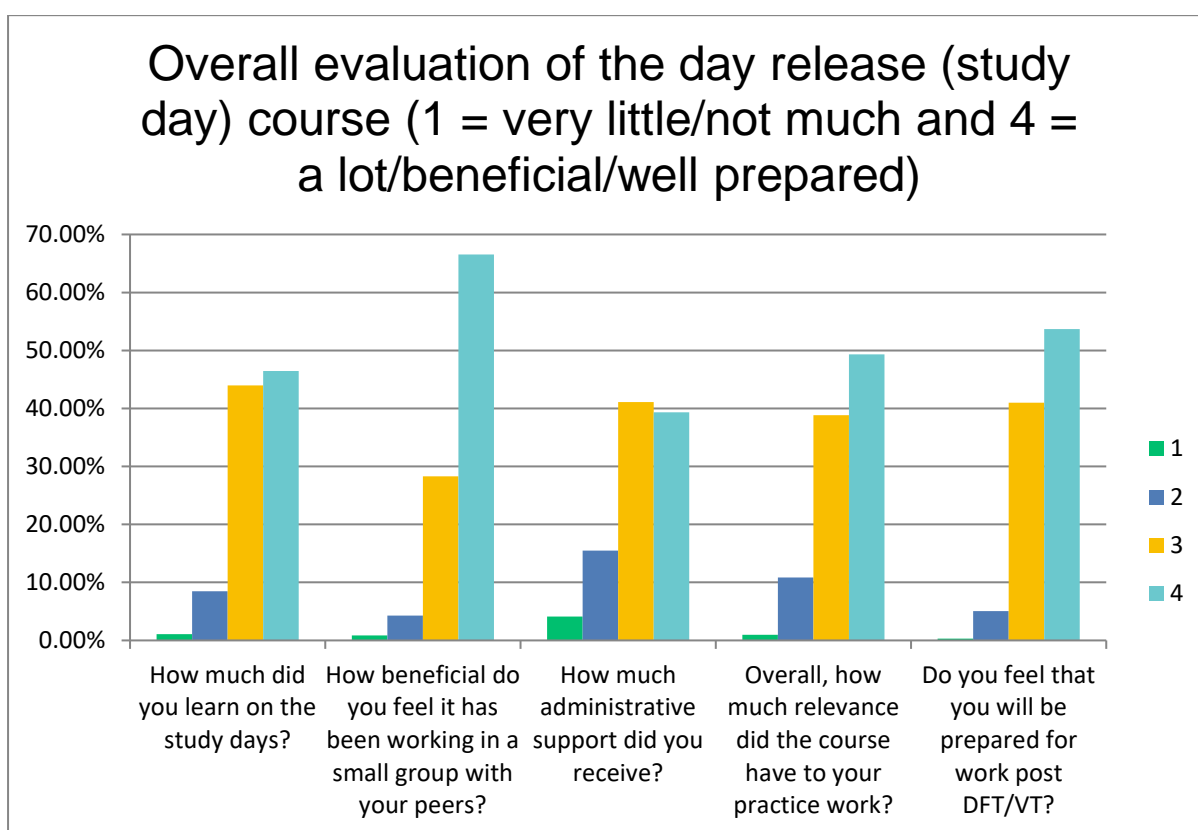


**Comments in response to the question; “What did you do between Dental School and Dental Foundation Training/Vocational Training and for how long?”**

The reasons for gaps between dental school and Dental Foundation Training/Vocational Training included working overseas, time working as an associate in private practice and time working in Dental Core Training posts while preparing to sit the Overseas Registration Examination or other examinations. Some spent time working as dental nurses while others worked but not in dentistry. One had a year’s maternity leave and one took a year out to care for a family member. A couple took time out to travel or relax. It was not clear from the answers what proportion of trainees deferred entry to DFT for a complete year or more and what proportion deferred for a few months.

<b>Overall evaluation of the day release (study day) course (1 = very little/not much and 4 = a lot/beneficial/well prepared)</b>					
	1	2	3	4	Total

How much did you learn on the study days?	10	79	409	432	930
	1.08%	8.49%	43.98%	46.45%	
How beneficial do you feel it has been working in a small group with your peers?	8	40	263	619	930
	0.86%	4.30%	28.28%	66.56%	
How much administrative support did you receive?	38	144	382	366	930
	4.09%	15.48%	41.08%	39.35%	
Overall, how much relevance did the course have to your practice work?	9	101	361	459	930
	0.97%	10.86%	38.82%	49.35%	
Do you feel that you will be prepared for work post DFT/VT?	3	47	381	499	930
	0.32%	5.05%	40.97%	53.66%	
				<b>Answered</b>	<b>930</b>



### “How much did you learn on the study days?” Optional Comments

Most trainees felt that their study days had been very good and they had learnt a lot. However, a large number felt that their study days had been mixed with some very good and some very poor days. Many felt that the study days repeated what they had been taught at Dental School. Some of these felt that was a waste of time while others saw the repetition as beneficial as it consolidated knowledge or placed it in the context of general dental practice. There was enthusiasm for practical study

days with opportunities to develop skills and tips on clinical and patient management. However, trainees also appreciated sessions on finance and NHS regulations which were generally new knowledge for them. There was concern that some study days were aimed more at specialist or private practice and covered techniques and materials they would not be able to access in their NHS practices. Some trainees felt that the order of topics through the year could have been improved with some topics appearing late in the year when they would have been better studied early on. Many trainees enjoyed sharing knowledge and experiences with their peers and senior colleagues.

**“How beneficial do you feel it has been working in a small group with your peers?” Optional Comments**

A large majority of trainees found working in a small group very beneficial. The opportunity to exchange and compare ideas and experiences was highly valued, particularly if group members had attended different Dental Schools and had different approaches to aspects of dentistry. Many trainees felt that it was easier to contribute and ask questions, and that they got more feedback and focussed teaching in a small group, compared with a large group. The support provided by the group was greatly valued by many trainees.

A few trainees did not regard working in a small group as beneficial. Some cited preferences for different learning styles. Other trainees had little opportunity for working in small groups or belonged to groups that were geographically distant from their places of work so they could not benefit from the group socially. One or two trainees commented that the value of working in a small group with peers depended on the interaction, which could be variable. One felt that they were doing all the work while someone else contributed very little.

**“How much administrative support did you receive?” Optional Comments**

Administrative support appears to have varied quite a lot between schemes. Many trainees felt that their administrative support had been very good in every respect. Deanery/HEE Local Office staff and TPDs were regularly praised. However, many trainees felt that the administrative support could have been improved. Common concerns included unclear or inadequate notice for deadlines and late information about changes to events or cancellations. Some trainees also reported difficulties applying for performer numbers and delays uploading expenses claim forms followed by short deadlines for trainees to submit these. A number of trainees felt that training on the electronic portfolio had been inadequate.

**“Overall, how much relevance did the course have to your practice work?”  
Optional Comments**

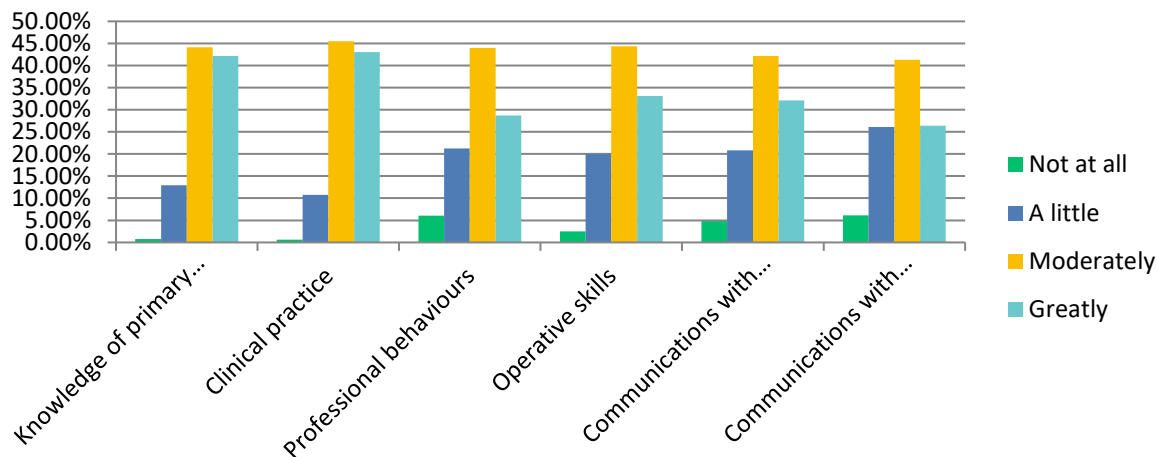
Many trainees found the course very relevant to their practice and many found their course mostly relevant, although there were some sessions that they did not find useful. There was enthusiasm for practical sessions, although several acknowledged that non-clinical sessions (e.g. finance and NHS regulations) were also important. Several trainees commented that sometimes there was too much focus on private practice treatments that were not realistic in NHS general practice, although some thought this was still helpful knowledge for the future. A few trainees commented that they had learnt more in practice than on the course, although some were still grateful for the practical tips.

**“Do you feel that you will be prepared for work post DFT/VT?” Optional Comments**

The great majority of trainees felt that their training had prepared them well for work post DFT/VT. Many felt that the study days had helped to supplement the training and knowledge gained in practice. However, others felt that their time in practice had played a larger role in preparing them for Associate work than the study course. Many commented that their confidence had improved considerably although quite a few were concerned about their speed and their ability to meet the UDA targets required of an Associate. Many trainees felt prepared but were aware that they still had quite a way to go before they developed into fully-fledged professionals. A couple of trainees said they felt less confident at the end of DFT than they did at the start and a couple felt that they had gaps in their expertise as a result of the patient base in their training practice.

<b>Please rate which areas of the day release (study day) course have altered your practice</b>					
	Not at all	A little	Moderately	Greatly	Total
Knowledge of primary care dentistry	7	120	409	391	927
	0.76%	12.94%	44.12%	42.18%	
Clinical practice	6	100	422	399	927
	0.65%	10.79%	45.52%	43.04%	
Professional behaviours	56	197	408	266	927
	6.04%	21.25%	44.01%	28.69%	
Operative skills	23	186	411	307	927
	2.48%	20.06%	44.34%	33.12%	
Communications with patients	45	193	391	298	927
	4.85%	20.82%	42.18%	32.15%	
Communications with staff	57	242	383	245	927
	6.15%	26.11%	41.32%	26.43%	
				<b>Answered</b>	<b>927</b>

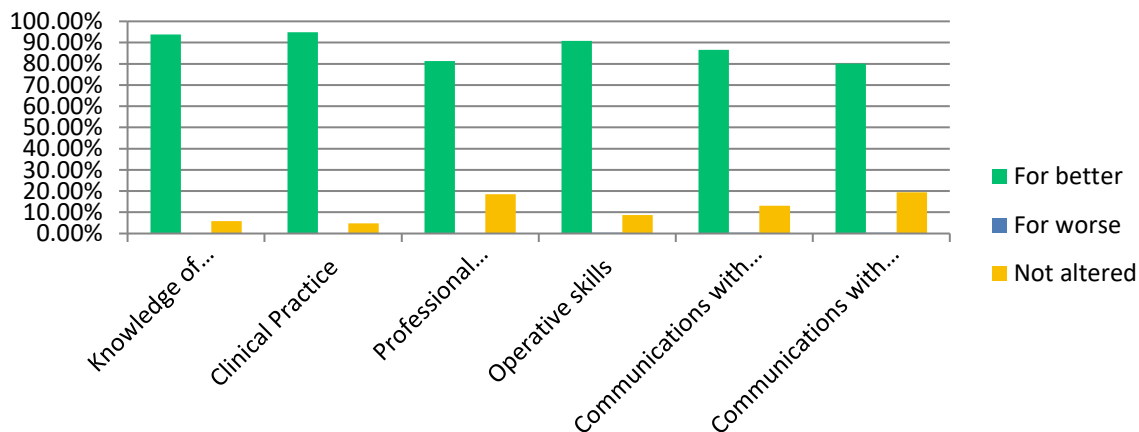
## Please rate which areas of the day release (study day) course have altered your practice



### Which areas of the day release (study day) course have altered your practice for better or worse?

	For better	For worse	Not altered	Total
Knowledge of primary care dentistry	870	3	54	927
	93.85%	0.32%	5.83%	
Clinical Practice	880	3	44	927
	94.93%	0.32%	4.75%	
Professional behaviours	753	3	171	927
	81.23%	0.32%	18.45%	
Operative skills	842	4	81	927
	90.83%	0.43%	8.74%	
Communications with patients	802	4	121	927
	86.52%	0.43%	13.05%	
Communications with staff	743	4	180	927
	80.15%	0.43%	19.42%	
			<b>Answered</b>	<b>927</b>

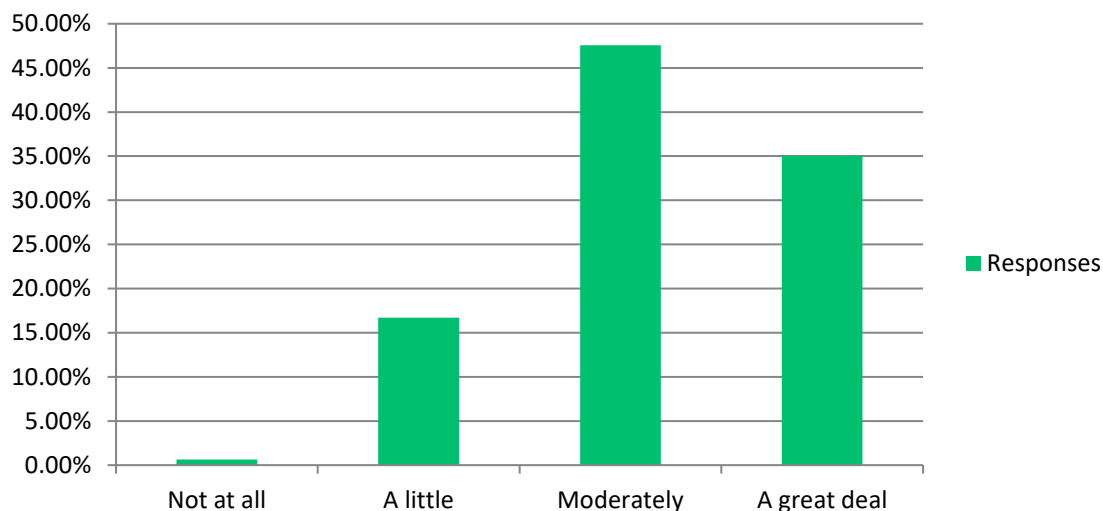
## Which areas of the day release (study day) course have altered your practice for better or worse?



## How has it changed your work as a clinician?

Answer Choices	Responses	
Not at all	0.65%	6
A little	16.72%	155
Moderately	47.57%	441
A great deal	35.06%	325
	<b>Answered</b>	<b>927</b>

## How has it changed your work as a clinician?





## “What was the best part of the day release (study day) course?” Comments

Hands-on practical sessions were regularly mentioned as the best parts of study day courses. Some trainees picked out specific topics e.g. oral surgery, endodontics, restorative dentistry, crown & bridge work, composites and occlusions. However, some trainees also mentioned sessions on communication and finance. The social support aspect of the study day courses was also valued highly. The most frequent comments were about the opportunity to meet other Dental Foundation/Vocational Trainees and share experiences and differing approaches to similar challenges. The opportunity to gain extra knowledge was generally enjoyed, whether that was from experts in a specialised field or from senior colleagues in general dental practice. The opportunity to interact with lecturers as well as peers and ask questions was valued.

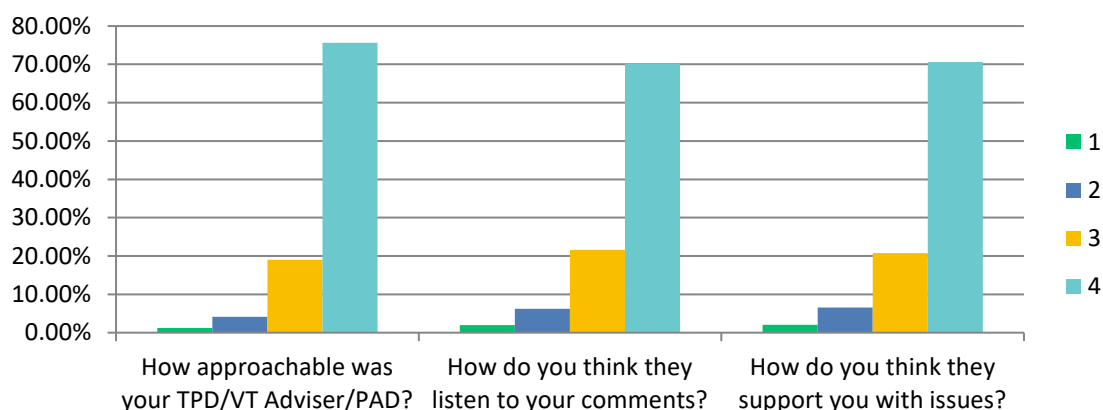
## “What was the worst part of the day release (study day) course? For example, what should be taken out or what should be added to improve it?” Comments

There was considerable variation in the topics trainees felt were poor or should be removed from their day release (study day) courses. Possibly, this reflects variation between deaneries/HEE Local Offices in the delivery of those study days. However, there were some themes to the responses. For example, there was less enthusiasm for study days that repeated basic undergraduate teaching or were non-clinical lecture-style study days with Power Point presentations. Several trainees felt that more hands-on sessions were needed in their programmes. Concerns were also expressed that some days were set beyond DFT/VT capabilities or opportunities as they were focussed on hospital/specialist/private practice and were thus not relevant to NHS general dental practice. There were also concerns about the order of topics within programmes and the repetition of some topics. Concerns were raised about the quality of some venues. These ranged from poor heating or catering to equipment failures on practical study days. Transport difficulties and excessive travelling distances were reported in some schemes. A large number of trainees reported nothing bad in their day release (study day) scheme and did not recommend any changes.

## Training Programme Director/VT Adviser/Patch Associate Dean

Please comment on your Training Programme Director/VT Adviser/Patch Associate Dean (1 = not at all and 4 = very well)					
	1	2	3	4	Total
How approachable was your TPD/VT Adviser/PAD?	11	38	175	696	920
	1.20%	4.13%	19.02%	75.65%	
How do you think they listen to your comments?	18	57	199	646	920
	1.96%	6.20%	21.63%	70.22%	
How do you think they support you with issues?	19	60	191	650	920
	2.07%	6.52%	20.76%	70.65%	
				<b>Answered</b>	<b>920</b>

Please comment on your Training Programme Director/VT Adviser/Patch Associate Dean (1 = not at all and 4 = very well)



**“How approachable was your TPD/PAD?” Optional Comments**

Comments reflected the results in the table and were generally very positive. Many trainees felt that their TPD/VTA/PAD was excellent, very approachable and always available for advice and help. One or two trainees thought they were too firm but understood why. Some trainees found their TPD/VTA/PAD difficult to contact at times.

**“How do you think they listen to your comments?” Optional Comments**

Most trainees felt that their TPD/VTA/PAD took on board any issues they raised and were sure to follow up any concerns. Quite a few trainees had no issues but were confident that they would have been considered and helped if they had. However, some trainees felt that they were not really heard.

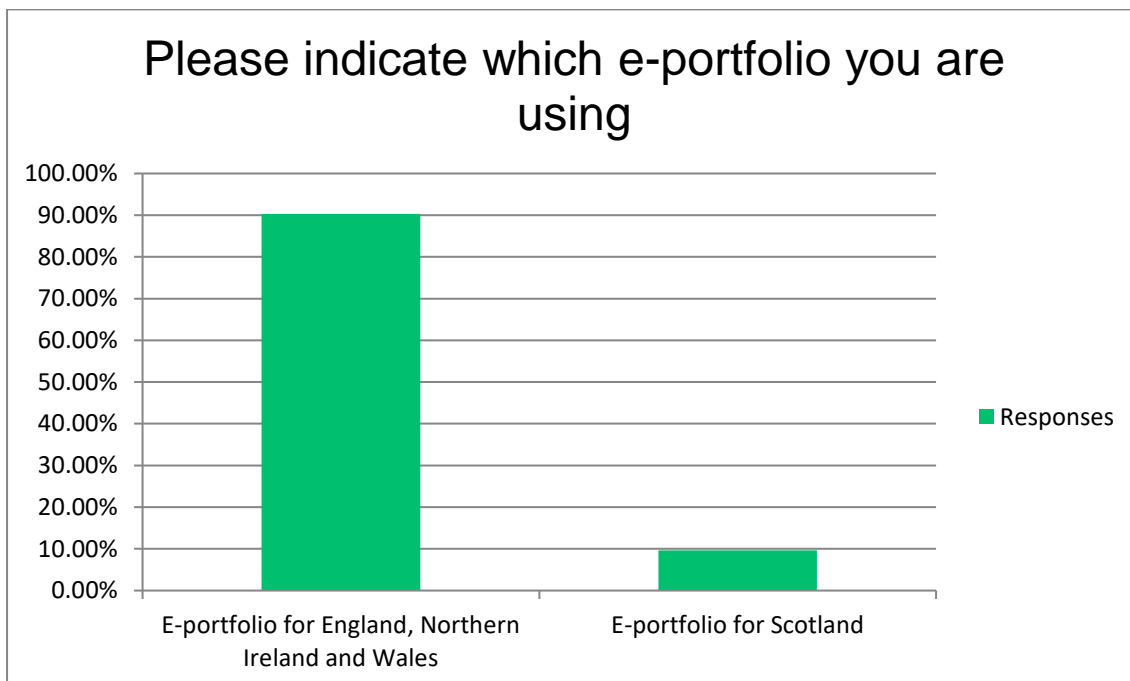
**“How do you think they support you with issues?” Optional Comments**

The comments reflected the results in the table. The great majority of trainees felt that they were very well supported and were grateful for that support, using words like “very”, “amazing” and “excellent”. A few trainees felt that it took a long time to get a response when they needed help and that no action was taken to address concerns (e.g. poor equipment in the practice) so they felt unsupported.

**Please enter any comments you would like to be fed back to your TPD/VT Adviser/PAD” (Optional)**

Comments were included in scheme reports provided to deaneries/HEE Local Offices.

Please indicate which e-portfolio you are using		
Answer Choices	Responses	
E-portfolio for England, Northern Ireland and Wales	90.33%	831
E-portfolio for Scotland	9.67%	89
	<b>Answered</b>	<b>920</b>



Please rate your experience with the e-portfolio for E, NI & W (1 = difficult/none and 4 = very easy/a lot)					
	1	2	3	4	Total
How easy was it to use the e-portfolio?	42	200	387	198	827
	5.08%	24.18%	46.8%	23.94%	
Of how much value was it to your learning?	116	345	289	77	827
	14.03%	41.72%	34.95%	9.31%	
				<b>Answered</b>	<b>827</b>

**“How easy was it to use the e-portfolio?” Optional Comments**

Some trainees commented that they found the e-portfolio difficult while others found it easy. Several trainees found using the e-portfolio challenging at first but became

more comfortable with it over time. In particular, they had difficulties navigating the e-portfolio and felt it was over complicated and there were issues uploading and saving and regular crashes which deleted their work. They were also frustrated by being “timed out” when contemplating their reflections which lost the work done up to that point. There was also confusion about the dates by which things needed to be submitted. A number of trainees reported problems with the multi-source feedback tool. For example, not all recipients received the e-mail invitation and some practices had fewer staff than were required to complete the MSF.

### **“Of how much value was it to your training?” Optional Comments**

Many trainees felt that it was helpful to have a record of their activities but that the amount of reflection was excessive. Other trainees saw the reflection as a good learning tool. Several felt that the e-portfolio was helpful to trainers and TPDs as a means of tracking their progress, rather than being beneficial to their own learning. Many trainees found the e-portfolio repetitive and time-consuming and a bit of a “tick-box” exercise, particularly later in the training year, even if they saw it as valuable early on, and suggested that it could be streamlined.

### **Comment on the e-portfolio? (e.g. what should be changed to make it better?)**

Many trainees thought the e-portfolio was fine and did not need changing but many found it too complex, repetitive and time-consuming. Several trainees felt that the number of reflective logs, ADEPTs, tutorials and CBDs should be reduced as the numbers required were too big. One or two suggested that some elements of the e-portfolio had little educational value but were still compulsory. Considerable frustration was expressed about the e-portfolio timing them out in the middle of tasks so that they lost all the work they had already entered and had to re-do it. Disabling the auto-log out facility or adding an auto-save function would be helpful. Several trainees suggested that it should be easier to amend mistakes and retrieve submitted work if it had not been assessed yet if they wanted to add or amend something. Many trainees felt there were too many sections and different areas with similar names. They would like fewer boxes for reflection and clarity about what should go into which box for tutorial write-ups. Many trainees reported issues with the MSF. A number of quite specific changes were suggested such as an option in the complex treatment log to record partially completed procedures e.g. “crown prep done”. Also, entering complex treatments in the complex treatment log as well as the treatment log was unnecessary duplication. Several trainees suggested the addition of a calendar/timetable of what needed to be done when. Better guidance on how to use the e-portfolio was suggested. There were also requests to stop it crashing.

<b>Please rate your experience with the e-portfolio for Scotland (1 = difficult/none and 4 = very easy/a lot)</b>					
	1	2	3	4	Total
How easy was it to use the e-portfolio?	6	20	37	25	88
	6.82%	22.73%	42.05%	28.41%	
Of how much value was it to your learning?	12	31	29	16	88
	13.64%	35.23%	32.95%	18.18%	
				<b>Answered</b>	<b>88</b>

### **“How easy was it to use the e-portfolio for Scotland?” Optional Comments**

Most of the trainees who commented said that they found the e-portfolio for Scotland difficult to navigate with some forms hard to find. A couple of comments were positive although one said it was fairly straightforward “when used to it”.

### **“Of how much value was it to your training?” Optional Comments**

Views varied on the value to training. One or two trainees felt the e-portfolio for Scotland was useful to reflect on incidents or for assessments but most of those commenting found it very repetitive and a number felt that the time spent on it could have been better used.

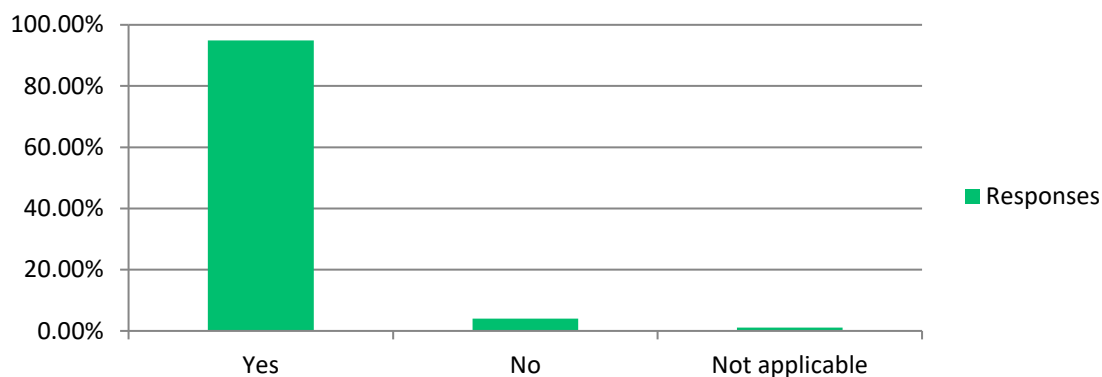
### **“Comment on the e-portfolio for Scotland (e.g. what should be changed to make it better?)**

Many trainees requested improved navigation. It was sometimes difficult to find what they were looking for. There was also concern that questions were repetitive and could be worded better. A number of trainees suggested that it would be better to let trainees enter what they had learnt into a text box, rather than completing drop boxes. One or two trainees suggested that the electronic portfolio for Scotland should allow easier access to editing entries already made. Also, it should not log out so quickly without saving a draft copy. Several trainees commented that the e-portfolio for Scotland was fine as it was.

## **Workplace Based Assessments in Dental Foundation Training/Vocational Training**

<b>Was the feedback from your ADEPTs (LEPS in Scotland) helpful in improving your clinical practice?</b>		
Answer Choices	Responses	
Yes	94.86%	867
No	4.05%	37
Not applicable	1.09%	10
	<b>Answered</b>	<b>914</b>

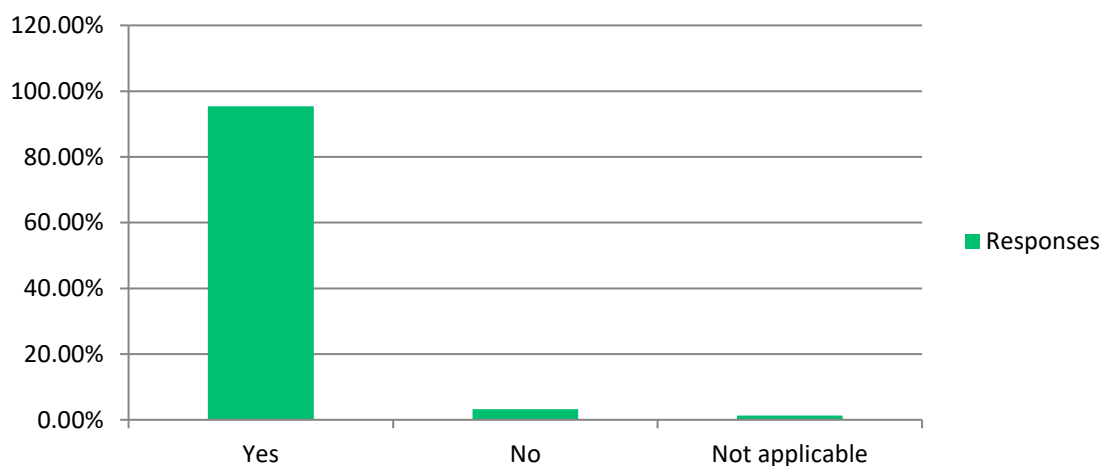
### Was the feedback from your ADEPTs (LEPS in Scotland) helpful in improving your clinical practice?



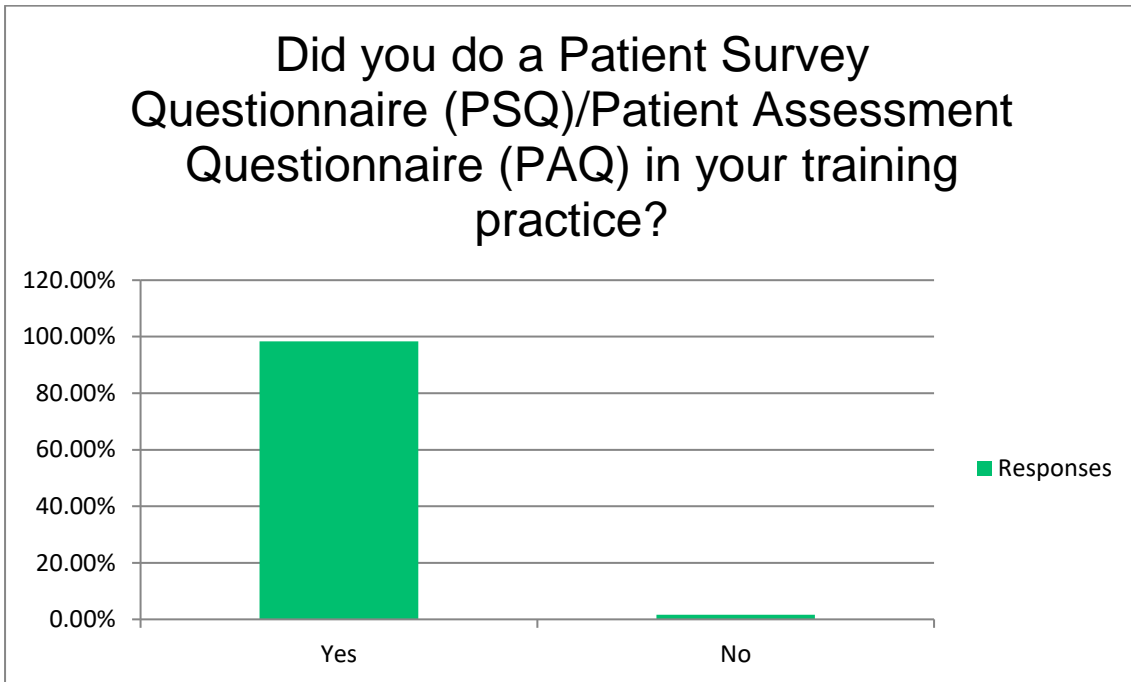
### Was the feedback from your Case Based Discussions (CBDs) helpful in improving your clinical practice?

Answer Choices	Responses	
Yes	95.40%	872
No	3.28%	30
Not applicable	1.31%	12
	<b>Answered</b>	<b>914</b>

### Was the feedback from your Case Based Discussions (CBDs) helpful in improving your clinical practice?

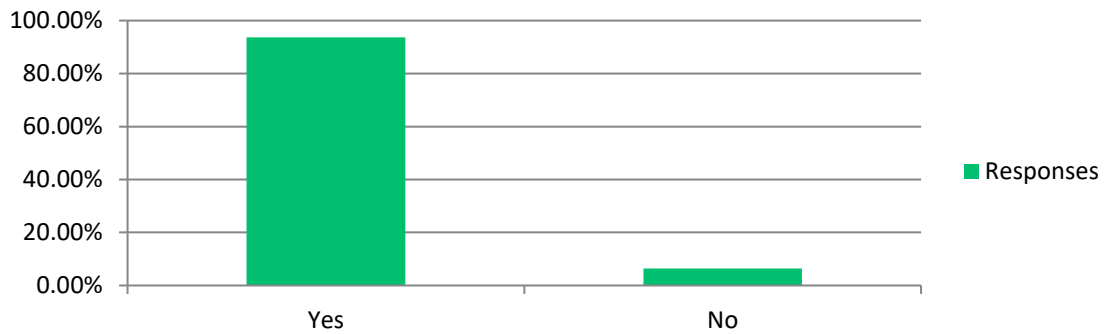


Did you do a Patient Survey Questionnaire (PSQ)/Patient Assessment Questionnaire (PAQ) in your training practice?		
Answer Choices	Responses	
Yes	98.36%	899
No	1.64%	15
	<b>Answered</b>	<b>914</b>



Did the responses to your Patient Survey Questionnaire (PAQ) Patient Assessment Questionnaire (PAQ) give you insight into your performance?		
Answer Choices	Responses	
Yes	93.65%	841
No	6.35%	57
	<b>Answered</b>	<b>898</b>

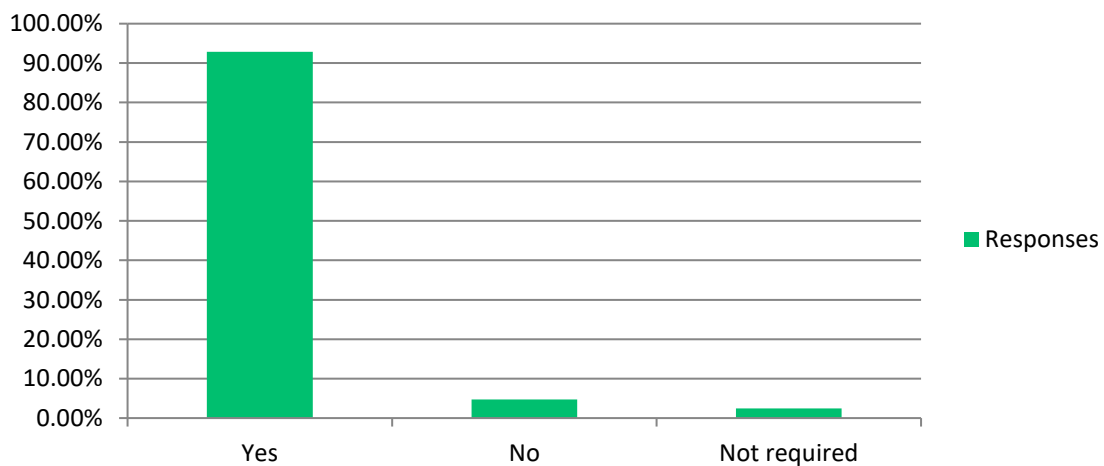
Did the responses to your Patient Survey Questionnaire (PAQ)? Patient Assessment Questionnaire (PAQ) give you insight into your performance?



Did you have a Multi-Source Feedback Questionnaire (MSF) during Dental Foundation Training/Vocational Training?

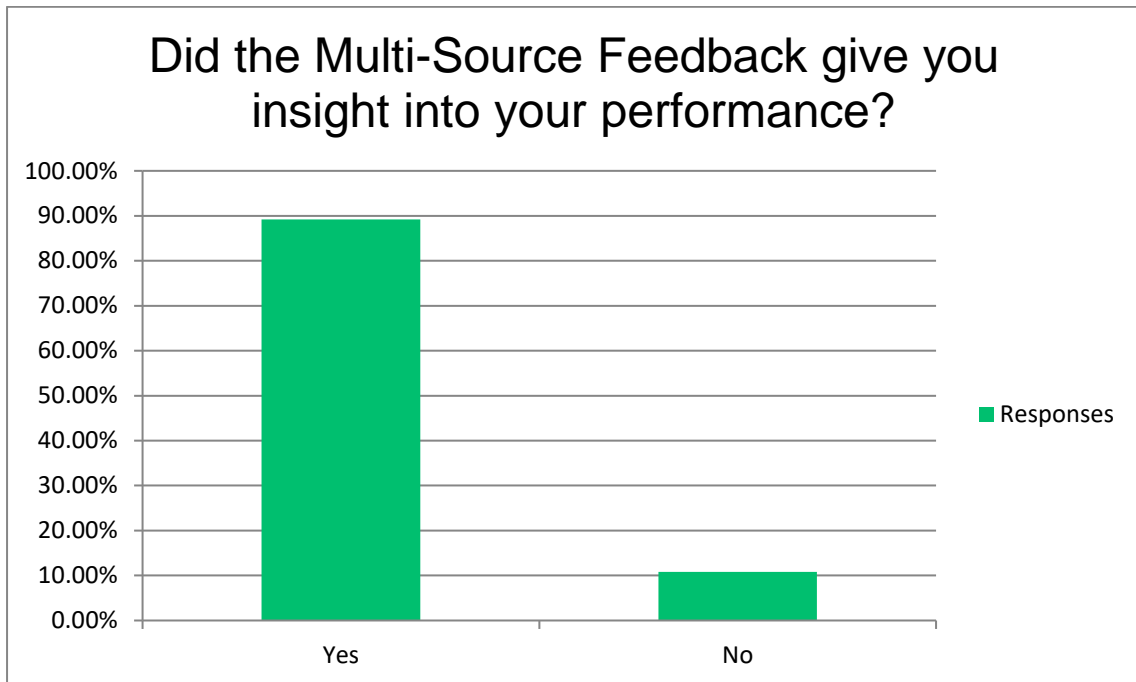
Answer Choices	Responses	
Yes	92.88%	848
No	4.71%	43
Not required	2.41%	22
	<b>Answered</b>	<b>913</b>

Did you have a Multi-Source Feedback Questionnaire (MSF) during Dental Foundation Training/Vocational Training?



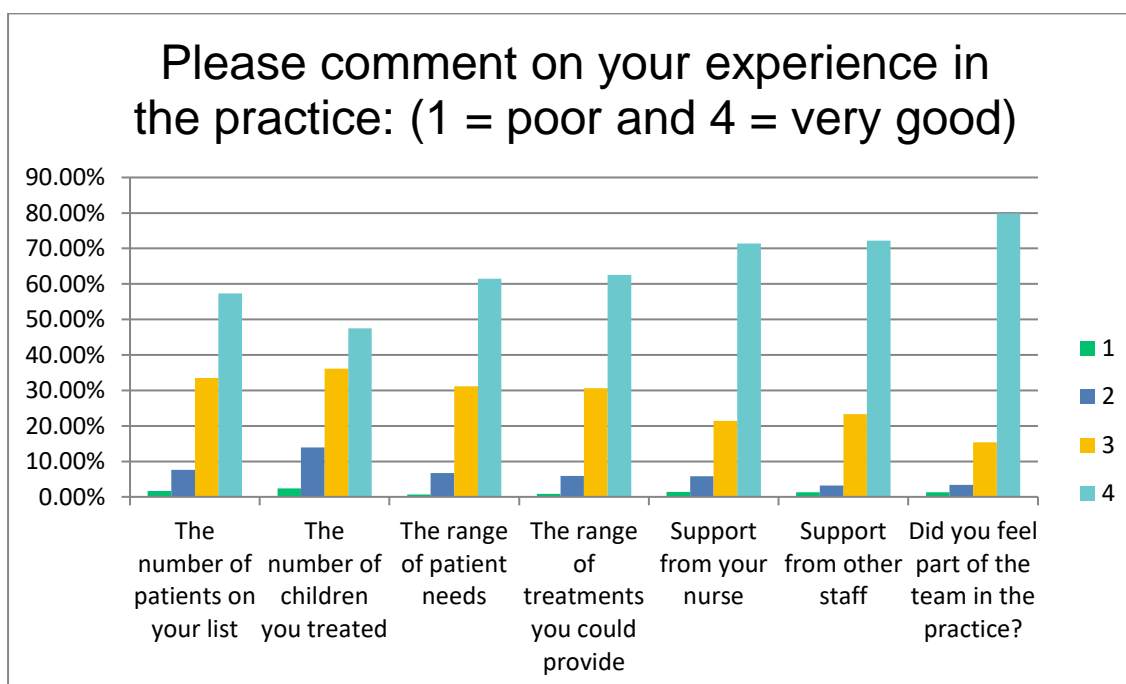


Did the Multi-Source Feedback give you insight into your performance?		
Answer Choices	Responses	
Yes	89.19%	759
No	10.81%	92
	<b>Answered</b>	<b>851</b>



How would you rate Workplace Based Assessments as a method of improving your performance? (1 = poor and 4 = very good)						
	1	2	3	4	Total	Weighted Average
WBAs as a formative assessment tool	23	117	469	304	913	3.15
	2.52%	12.81%	51.37%	33.30%		
				<b>Answered</b>		<b>913</b>

Please comment on your experience in the practice: (1 = poor and 4 = very good)					
	1	2	3	4	Total
The number of patients on your list	15 1.65%	69 7.57%	305 33.48%	522 57.30%	911
The number of children you treated	22 2.41%	127 13.94%	329 36.11%	433 47.53%	911
The range of patient needs	6 0.66%	61 6.70%	284 31.17%	560 61.47%	911
The range of treatments you could provide	8 0.88%	54 5.93%	279 30.63%	570 62.57%	911
Support from your nurse	13 1.43%	53 5.82%	195 21.41%	650 71.35%	911
Support from other staff	12 1.32%	29 3.18%	212 23.27%	658 72.23%	911
Did you feel part of the team in the practice?	12 1.32%	31 3.40%	140 15.37%	728 79.91%	911
				<b>Answered</b>	<b>911</b>



### “The number of patients on your list” Optional Comments

Many trainees reported that they had good numbers of patients. Some trainees started with low numbers but increased as the DFT/VT became more experienced which was ideal. However, some trainees felt that they did not have enough patients and some who had good numbers found that many of them were unreliable so there were high numbers of DNA (Did Not Appear) patients. Several trainees commented that they were allowed to control their own book so they were busy without being

overwhelmed and could increase their numbers as they got quicker. However, one or two trainees felt that they were not given patients that would have been good for their training as they were preferentially allocated to Associates in the practice.

#### **“The number of children you treated” Optional Comments**

Many trainees reported good numbers of child patients and a good range of required treatments. However, some had fewer than they would have liked due to the patient demographic in the area such as low needs.

#### **“The range of patient needs” Optional Comments**

Many trainees reported seeing a good range of high and low needs patients and were happy with their experience. However, the demographics of some practices meant that some trainees were in low needs areas or very deprived areas which affected the range of treatments patients required.

#### **“The range of treatments you could provide” Optional Comments**

Most trainees were able to provide a good range of treatments, and many said there were no restrictions on the treatments they could provide as long as they were appropriate for the patient and within their own capabilities. Several trainees would have liked to do more of specific treatments such as extractions, endodontics, crowns or dentures but were limited by patient needs in the practice. For example, if the practice demographic had high numbers of high needs patients requiring stabilisation before treatment or low needs patients with few problems; that affected what was required. A few trainees reported limitations with regard to materials or equipment or their opportunities to provide complex treatments.

#### **“Support from your nurse” Optional Comments**

Most trainees were very happy with the support they received from their nurse(s) with many acknowledging their contribution to their learning and development as dentists. Comments such as “Excellent”, “fantastic” and “amazing” were made and many trainees said their nurse had been welcoming and supportive in the early part of their DFT/VT year which had helped them to settle into the practice and develop confidence. Where trainees made negative comments about their nursing support it was often linked to high turnover or being required to work with a number of nurses, changing frequently. Trainees also found it challenging if they were expected to work with student nurses and train them while learning themselves. One or two trainees commented on negative attitudes in individual nurses and some found the practice nurses mixed with some very good and some rather poor.

**“Support from other staff” Optional Comments**

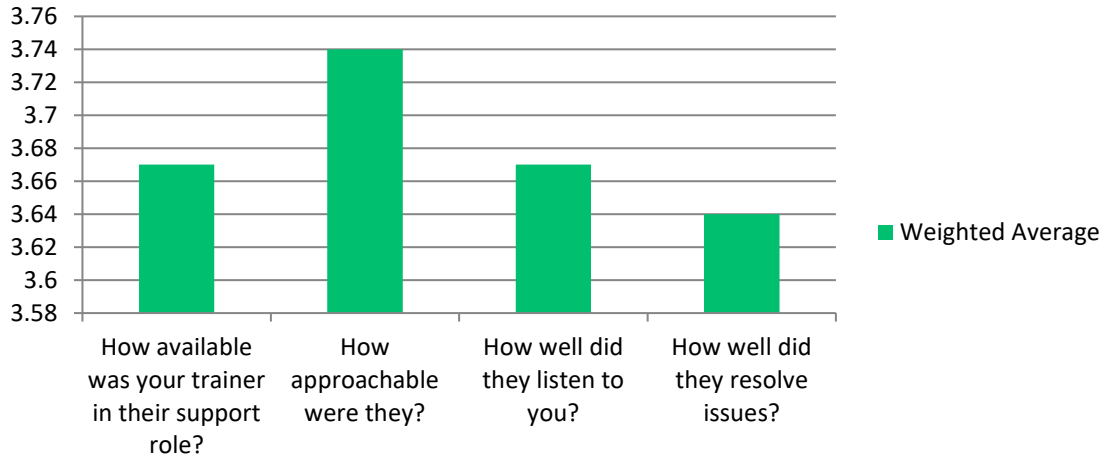
Most of the comments referred to helpful and supportive staff throughout the practice. One or two comments referred to difficult working relationships within the practice and a couple of trainees felt that members of staff did not understand the time needed for certain treatments. One or two trainees had limited support from their trainer but other members of the practice compensated for that.

**“Did you feel part of the team in the practice?” Optional Comments**

The great majority of trainees commenting felt very much part of the practice. Many trainees said they felt welcome and included and several said they would be sorry to leave. Some trainees felt part of the practice sometimes and not others. A few trainees did not feel part of the practice for reasons such as practice relationships or the large size of the practice.

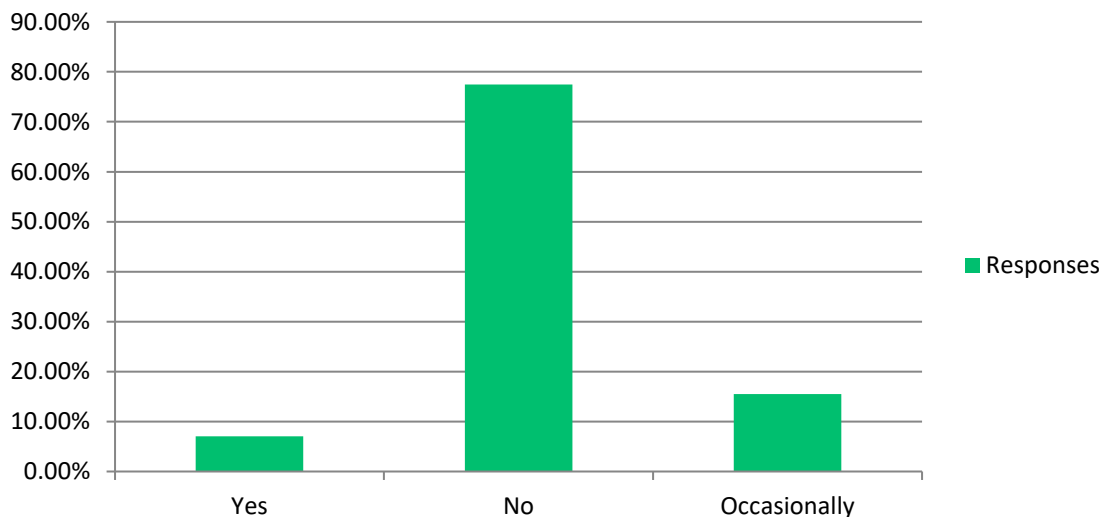
<b>Please answer the following questions in relation to your trainer (1 = not at all/none and 4 = a great deal/very good)</b>						
	1	2	3	4	Total	Weighted Average
How available was your trainer in their support role?	10 1.10%	49 5.39%	172 18.92%	678 74.59%	909	3.67
How approachable were they?	15 1.65%	32 3.52%	126 13.86%	736 80.97%	909	3.74
How well did they listen to you?	18 1.98%	50 5.50%	142 15.62%	699 76.90%	909	3.67
How well did they resolve issues?	17 1.87%	54 5.94%	172 18.92%	666 73.27%	909	3.64
				<b>Answered</b>		<b>909</b>

Please answer the following questions in relation to your trainer (1 = not at all/none and 4 = a great deal/very good)

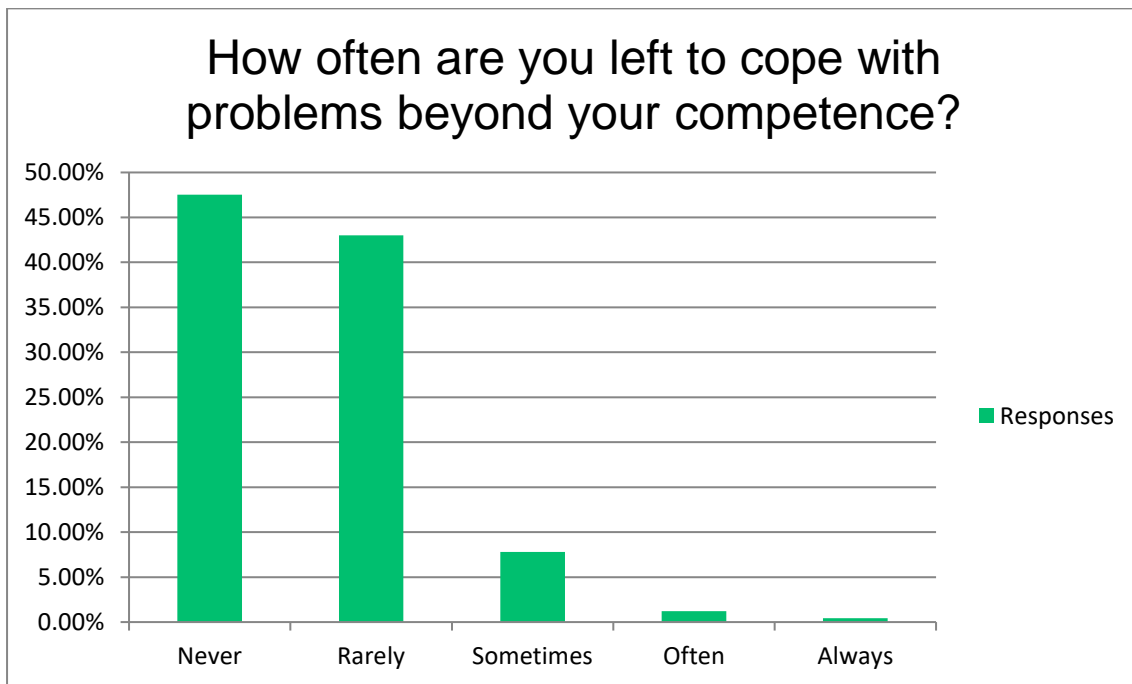


Were you ever put under undue pressure?		
Answer Choices	Responses	
Yes	7.04%	64
No	77.45%	704
Occasionally	15.51%	141
	<b>Answered</b>	<b>909</b>

Were you ever put under undue pressure?



How often are you left to cope with problems beyond your competence?		
Answer Choices	Responses	
Never	47.52%	432
Rarely	43.01%	391
Sometimes	7.81%	71
Often	1.21%	11
Always	0.44%	4
	<b>Answered</b>	<b>909</b>

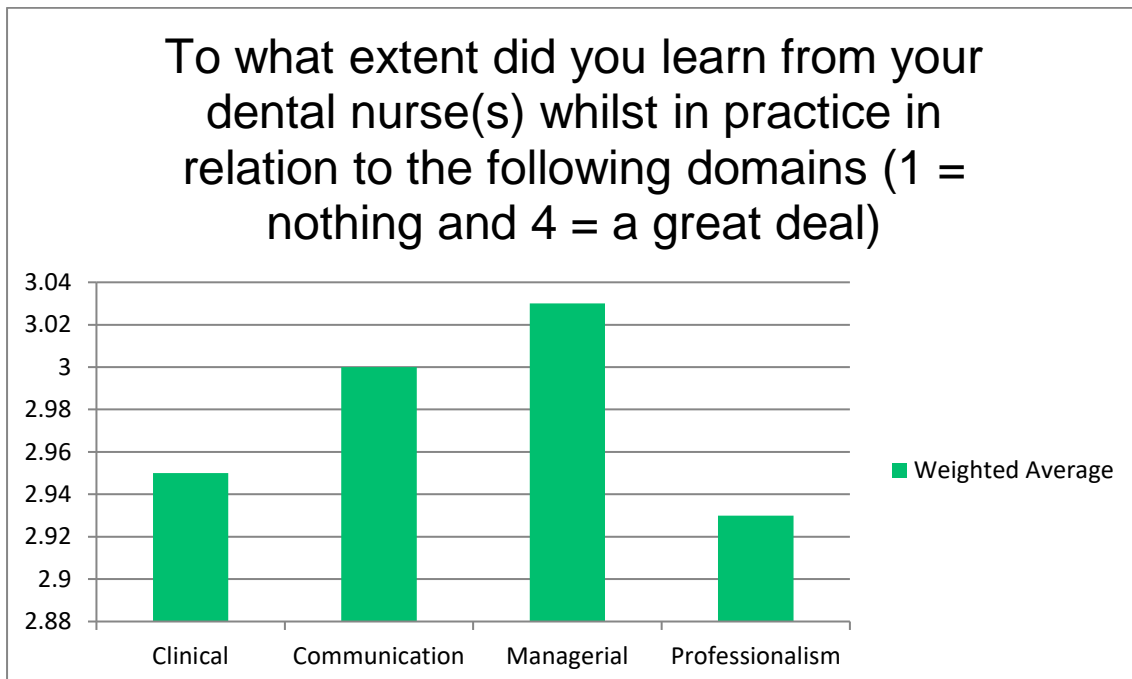


**“Comments on your Educational Supervisor (Trainer)? (For example, what is the best thing about them or what should they change in order to be a better Educational Supervisor/Trainer?” Optional Comments**

As indicated in the tables, many trainees’ comments about their Educational Supervisor (Trainer) were very positive and showed genuine respect and gratitude. Some felt fortunate to have had such a good ES. Many found their ES approachable and supportive and words such as “excellent” and “fantastic” were common. Some trainees commented on their Educational Supervisor’s breadth of knowledge and calmness and others commented that they were never made to feel that anything they asked was silly or unimportant. Several trainees described how their trainer had built their confidence by allowing them a level of independence while they knew that they would be supported if they needed it. A number of trainees remarked how helpful their ES had been in the transition from dental school to practice. Where trainees made negative comments about their ES, it was often in relation to their absences from the practice. Some ES needed to improve their organisation,

particularly in relation to workplace based assessments and tutorials, where more hands-on tutorials and better feedback would have helped. Some ES appeared to struggle with the electronic portfolio, which had been unhelpful. A small number of trainees had found their ES judgemental, which was inhibiting, or felt that they were not interested in teaching.

<b>To what extent did you learn from your dental nurse(s) whilst in practice in relation to the following domains (1 = nothing and 4 = a great deal)</b>						
	1	2	3	4	Total	Weighted Average
Clinical	66	224	302	315	907	2.95
	7.28%	24.70%	33.30%	34.73%		
Communication	78	175	321	333	907	3
	8.60%	19.29%	35.39%	36.71%		
Managerial	71	178	310	348	907	3.03
	7.83%	19.63%	34.18%	38.37%		
Professionalism	85	198	324	300	907	2.93
	9.37%	21.83%	35.72%	33.08%		
				<b>Answered</b>		<b>907</b>



**“Please highlight areas you found your dental nurse to be most useful in relation to learning” Optional Comments**

Many trainees commented that their nurse(s) had great experience and were a valuable source of information and support across many aspects of dentistry. Particular areas where trainees learned from their dental nurse included:

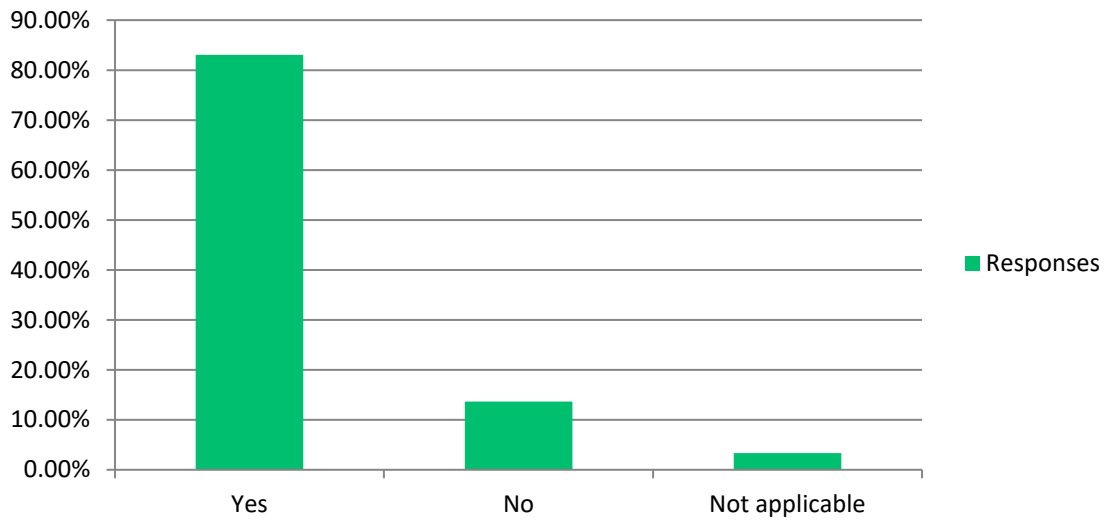
- Understanding how the practice worked. (This was particularly important when the trainee was new)
- NHS rules and regulations/NHS forms/management
- Use of the practice computer system
- Communication with the laboratory
- Time management
- Infection control and decontamination
- Selection of materials
- Helping the trainee to increase their speed
- Information on how other dentists did things, particularly how they might tackle problems
- Providing constructive feedback, including feedback on the trainee’s clinical skills
- Communication with patients, particularly how to talk to and calm difficult or anxious patients.

There were one or two negative comments where trainees did not feel that they had learned much from their nurse(s) and a number of trainees had worked with trainee nurses. While one felt that training the nurse(s) had improved their leadership skills, others felt that they had learned little from the experience or that it had been detrimental to their own learning.

<b>Did you receive feedback on your training from the dental nurse?</b>		
Answer Choices	Responses	
Yes	83.02%	753
No	13.67%	124
Not applicable	3.31%	30
	<b>Answered</b>	<b>907</b>



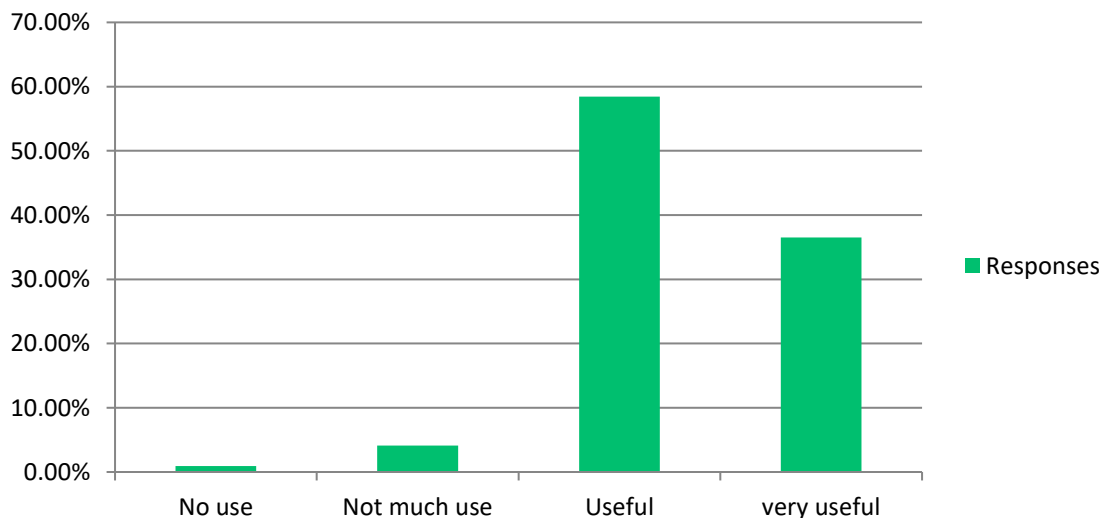
### Did you receive feedback on your training from the dental nurse?



### How useful did you find the feedback on your training from the dental nurse?

Answer Choices	Responses	
No use	0.93%	7
Not much use	4.12%	31
Useful	58.43%	440
very useful	36.52%	275
	<b>Answered</b>	<b>753</b>

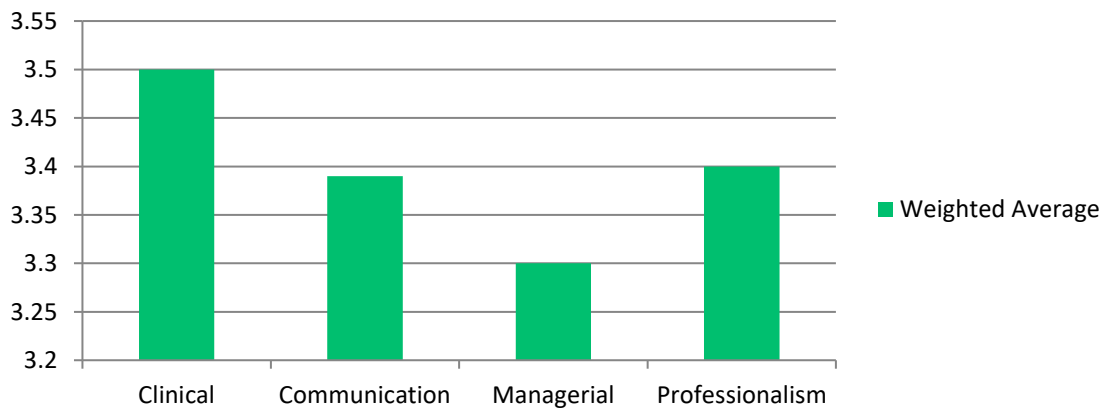
### How useful did you find the feedback on your training from the dental nurse?



**To what extent did you learn from other dentists (not your trainer) in your practice in relation to the following domains? (1 = nothing and 4 = a great deal)**

	1	2	3	4	Not applicable	Total	Weighted Average
Clinical	25	74	304	425	77	905	3.5
	2.76%	8.18%	33.59%	46.96%	8.51%		
Communication	54	111	275	361	104	905	3.39
	5.97%	12.27%	30.39%	39.89%	11.49%		
Managerial	69	139	265	314	117	904	3.3
	7.63%	15.38%	29.31%	34.73%	12.94%		
Professionalism	51	95	300	353	105	904	3.4
	5.64%	10.51%	33.19%	39.05%	11.62%		
					<b>Answered</b>		<b>905</b>

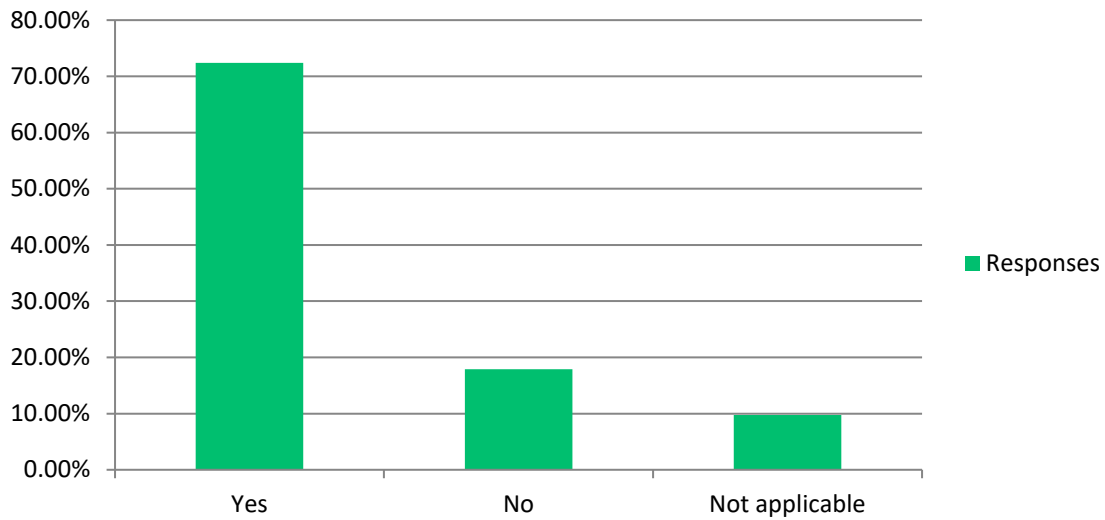
**To what extent did you learn from other dentists (not your trainer) in your practice in relation to the following domains? (1 = nothing and 4 = a great deal)**



**Did you receive feedback on your training from other dentists in your practice?**

Answer Choices	Responses	
Yes	72.38%	655
No	17.90%	162
Not applicable	9.72%	88
	<b>Answered</b>	<b>905</b>

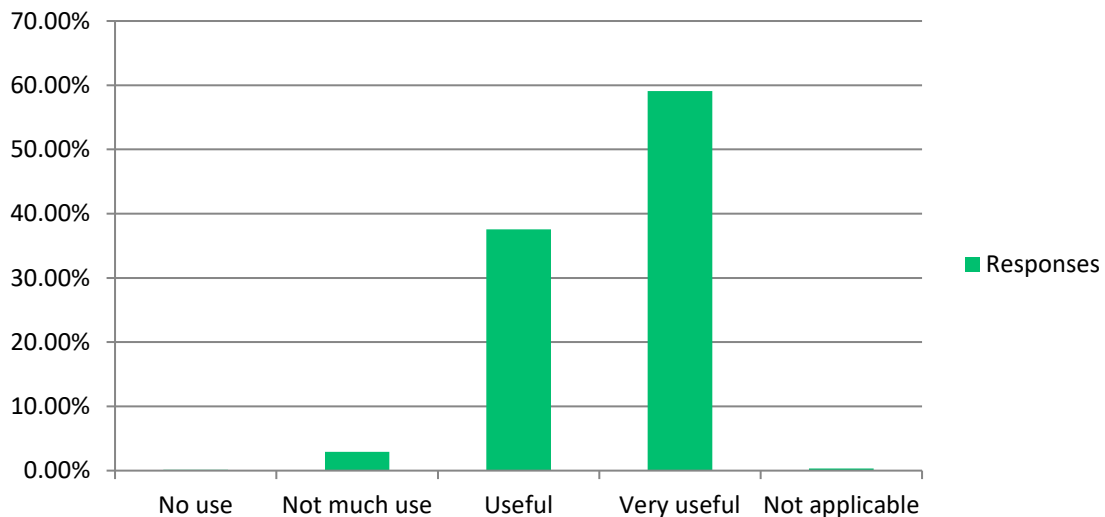
### Did you receive feedback on your training from other dentists in your practice?



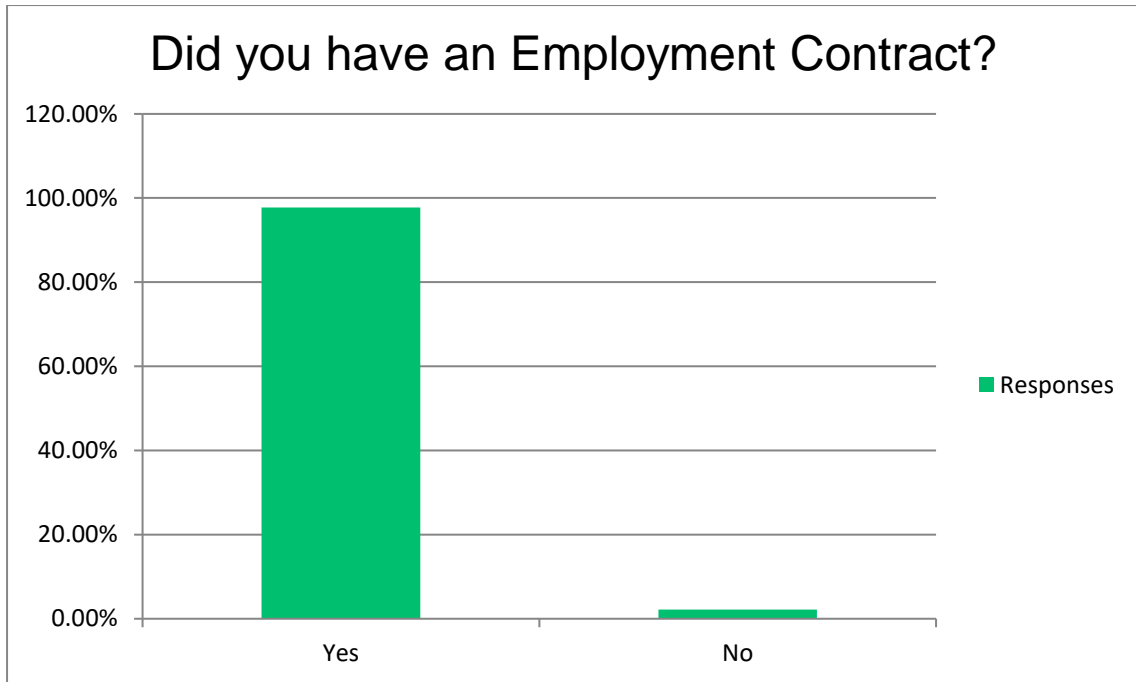
### How useful did you find the feedback from other dentists in your practice?

Answer Choices	Responses	
No use	0.15%	1
Not much use	2.90%	19
Useful	37.56%	246
Very useful	59.08%	387
Not applicable	0.31%	2
	<b>Answered</b>	<b>655</b>

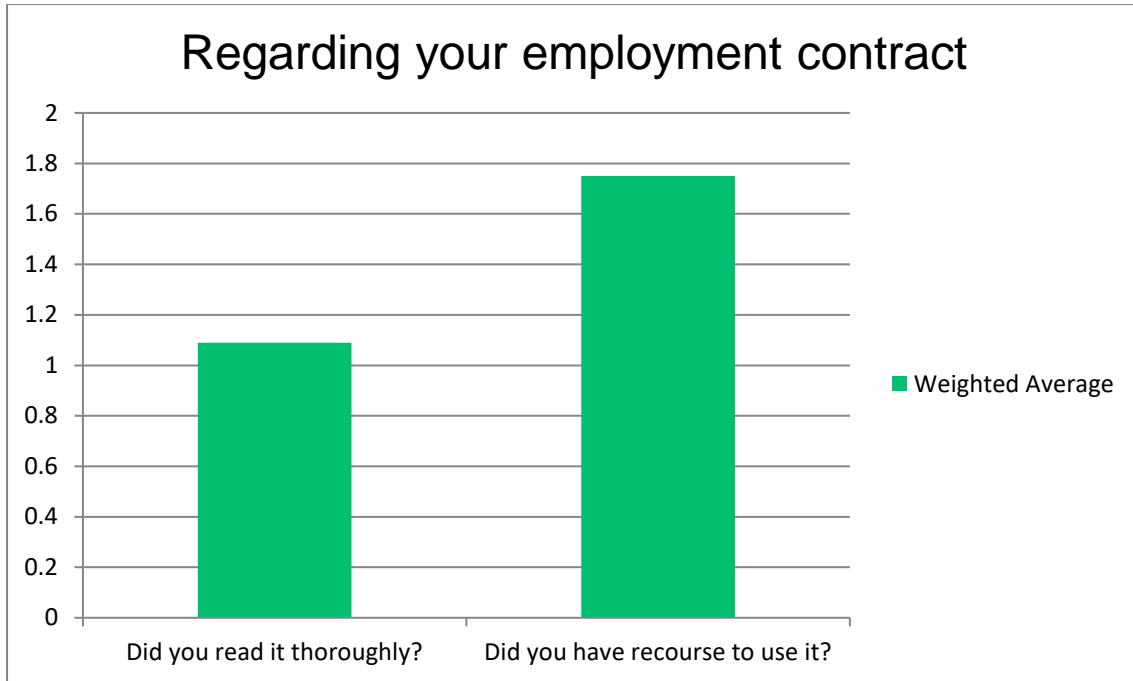
### How useful did you find the feedback from other dentists in your practice?



Did you have an Employment Contract?		
Answer Choices	Responses	
Yes	97.79%	885
No	2.21%	20
	<b>Answered</b>	<b>905</b>



Regarding your employment contract						
	Yes		No		Total	Weighted Average
Did you read it thoroughly?	90.54%	804	9.46%	84	888	1.09
Did you have recourse to use it?	25.00%	220	75.00%	660	880	1.75
				<b>Answered</b>		<b>888</b>



Were you off sick during your training?		
Answer Choices	Responses	
Yes	53.48%	484
No	46.52%	421
	<b>Answered</b>	<b>905</b>

Were sickness arrangements applied?		
Answer Choices	Responses	
Yes	86.92%	432
No	13.08%	65
	<b>Answered</b>	<b>497</b>

Do you feel that you have been subjected to any form of discrimination, bullying, harassment or intimidation?		
Answer Choices	Responses	
Yes	2.43%	22
No	97.57%	883
	<b>Answered</b>	<b>905</b>

<b>Do your concerns relate to:</b>					
	Yes		No		Total
Discrimination	34.78%	8	65.22%	15	23
Bullying, harassment or intimidation?	74.07%	20	25.93%	7	27
			<b>Answered</b>		<b>27</b>

<b>Have you raised these concerns?</b>		
Answer Choices	Responses	
Yes	70.37%	19
No	29.63%	8
	<b>Answered</b>	<b>27</b>

<b>Have these concerns been addressed to your satisfaction?</b>		
Answer Choices	Responses	
Yes	57.89%	11
No	42.11%	8
	<b>Answered</b>	<b>19</b>

<b>Do you wish this to be raised in confidence with your:</b>		
Answer Choices	Responses	
Postgraduate Dental Dean or Director	14.29%	1
Chair of the Advisory Board for Foundation Training (ABFTD)	14.29%	1
None	42.86%	3
Other (please specify)	28.57%	2
	<b>Answered</b>	<b>7</b>

### **Comments from those answering “Other”**

One trainee said that the deanery was aware of their issues and had been helpful. However, they did not feel that much could be done and would prefer not to share the matter again for the sake of their own recovery. The other trainee understood that the matter was in the process of being dealt with. If not, they would like it to be raised with the Postgraduate Dental Dean and any other relevant people.

### **Note on responses to the question on discrimination and bullying**

It was noted that there were more “yes” answers to the question “Do your concerns relate to bullying, harassment or intimidation?:” than the previous question “Do you feel that you have been subjected to any form of discrimination, bullying, harassment or intimidation?” This appears to be a quirk of the survey logic. If participants reverse to an earlier question and re-enter answers the new answers over-write the earlier ones. If the answer to the earlier question “skips” them over the subsequent

questions (in this case, trainees answering “no” to bullying or harassment go straight to the question about tutorials) they cannot overwrite their earlier answers as the skip logic bypasses those subsequent questions. So it appears that a very small number of trainees originally said “yes” they had been bullied or harassed and entered the subsequent questions e.g. “Have these concerns been met to your satisfaction/” and then changed their minds and went back.

## Tutorials

<b>Did your tutorials take place every week on average?</b>		
Answer Choices	Responses	
Yes	94.03%	851
No	5.97%	54
	<b>Answered</b>	<b>905</b>

<b>Please rate your tutorials (1 = not at all and 4 = very good)</b>						
	1	2	3	4	Total	Weighted Average
How useful were they?	11	67	352	475	905	3.43
	1.22%	7.40%	38.90%	52.49%		
					<b>Answered</b>	<b>905</b>

### **“Comment on your tutorials (e.g. what should be changed to make them better?”**

The great majority of trainees were positive about their tutorials and the comments reflected the results in the question table. Many trainees said that nothing about their tutorials needed to be changed. Many trainees referred to the value of tutorials based on their individual needs or choices. Many had tutorials based on cases encountered in the practice which made them highly relevant and many commented that they had a good mix of hands-on and discussion-based tutorials. Trainees also valued the knowledge and experience of their trainers. Some trainees felt that their tutorials were not so useful and recommendations to make them better included better structure and planning, more regular tutorials and protected time to avoid interruptions. Several trainees would have liked more clinical-based, hands-on tutorials and possibly better access to resources so that they could study the topic in their own time. Some trainees would like a standard curriculum or list of topics as it was sometimes difficult to think of topics, particularly late in the year, and some thought too many were required in the electronic portfolio.

<b>Would you recommend your DFT/VT scheme/programme to a new graduate?</b>		
Answer Choices	Responses	
Yes	96.80%	876
No	3.20%	29
	<b>Answered</b>	<b>905</b>

**“Why would you recommend/not recommend your DFT/VT programme?  
Optional Comments**

The vast majority of trainees said they would recommend their scheme. Reasons included good practices, trainers, TPD and study days. Several commented that their programmes were well run and well supported and that they had learnt a lot. Many trainees felt that the programme was a good transition from university to practise and some felt that they would have struggled with the transition without it. A few trainees were on two-year LDFT schemes and found the combination of general dental practice and hospital experience particularly valuable. Some comments were more personal or specific to a particular scheme, such as the availability of a PGCert or Masters’ degree or a beautiful location. A couple of trainees said they would recommend their programme because they needed a performer’s number. Where comments were negative, the majority referred to poor study days, or study days they considered poor compared with other schemes they heard about. One or two trainees felt that the travelling required was a problem in their scheme and a couple felt that the number of assignments was too time-consuming for the value gained, particularly as other schemes required less written work.

<b>Would you recommend your DFT/VT training practice to a new graduate?</b>		
Answer Choices	Responses	
Yes	94.70%	857
No	5.30%	48
	<b>Answered</b>	<b>905</b>

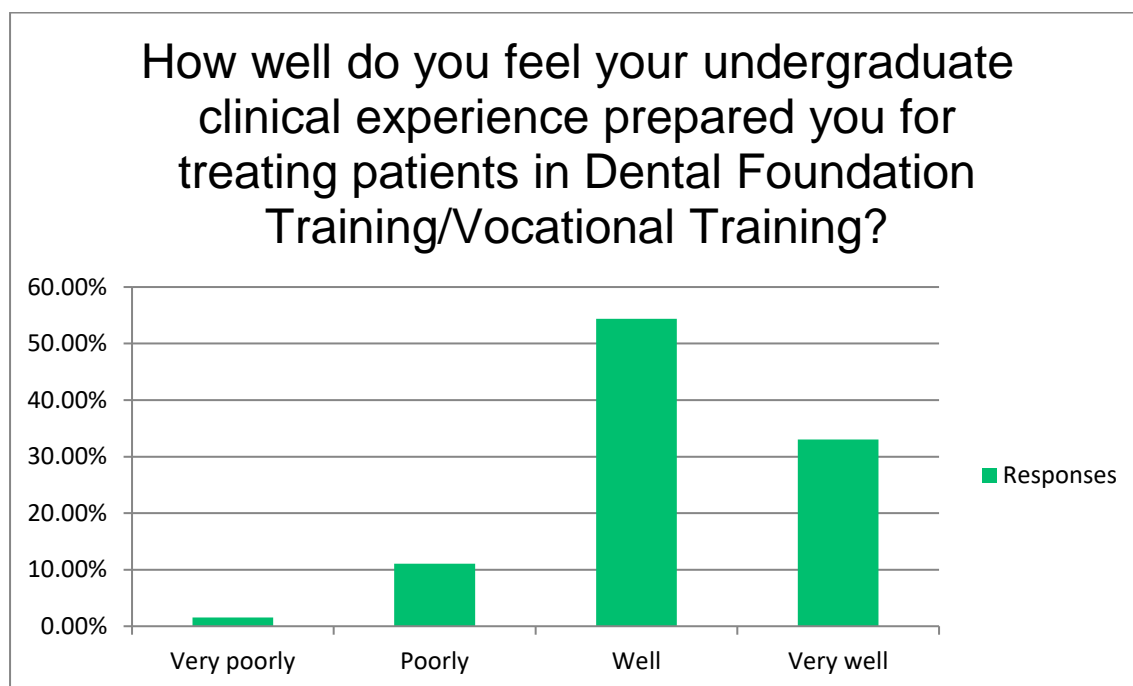
**“Why would you recommend/not recommend your DFT/VT training practice?”  
Optional Comments**

The majority of comments were very positive, praising their trainer, supportive staff, high quality facilities and materials and a good range of patients. Many trainees felt they had had a great learning experience in a supportive environment with no undue pressure. Quite a few of the trainees commenting said that some aspects of their training practice were good but others were not so good. For example, they may have found their Educational Supervisor poor but the nurses and facilities were so good they made up for it. Alternatively, the training and facilities were very good but the practice was so large, it was difficult to feel part of it. One or two trainees felt that



they had not been well supported. A couple of trainees reported serious difficulties and one was concerned about variable standards between dentists in their practice. A number had issues with the range of patients available, either their clinical needs or a low number or irregular flow of patients. A few trainees commented that the practice was not suitable for a Foundation Dentist but did not provide any detail.

<b>How well do you feel your undergraduate clinical experience prepared you for treating patients in Dental Foundation Training/Vocational Training?</b>		
Answer Choices	Responses	
Very poorly	1.55%	14
Poorly	11.05%	100
Well	54.36%	492
Very well	33.04%	299
	<b>Answered</b>	<b>905</b>



**“In what way do you feel that you were under-prepared for DFT/VT following your undergraduate clinical experience?”**

The main reason stated by trainees was lack of clinical experience. Several said they had not seen enough patients or that the patients seen were generally stable and needed little treatment. Specific areas mentioned included molar endodontics, dentures, crowns, caries and fillings/amalgam fillings, oral surgery including difficult

extractions and emergencies. Trainees also felt that they had insufficient experience of treatment planning and clinical decision-making.

Several trainees mentioned that undergraduate training had taught the “gold standard” of dentistry and that was rather different from the reality of NHS dentistry. Many trainees said that they had little experience of, or guidance about dentistry in a primary care setting including UDHs, NHS banding, NHS rules and regulations, finance/costs and time management/time pressures

<b>Are there any areas in which you feel you have deskilled during Dental Foundation/Vocational Training?</b>		
Answer Choices	Responses	
Yes	22.32%	202
No	77.68%	703
	<b>Answered</b>	<b>905</b>

**“If you feel that you have deskilled during DFT/VT, please give further details”**

The most common areas in which trainees felt they had deskilled were Oral Surgery, including extractions, and restorative procedures such as dentures, crowns and bridges. Several trainees felt they had deskilled in Paediatric Dentistry, including the placement of stainless steel crowns. Oral Medicine, sedation, aesthetic restorations and posterior composites were also mentioned. A few trainees commented that there were limitations in their practice in terms of equipment and materials and several felt that they had lost skills in very specific areas due to limited patient needs. One or two trainees felt that their clinical knowledge or knowledge of materials had reduced

<b>Are you in a 2-year longitudinal (LDFT/GPT) scheme which includes Dental Foundation Training/Vocational Training?</b>		
Answer Choices	Responses	
Yes, Year 1	0.44%	4
Yes, Year 2	2.54%	23
No	97.02%	878
	<b>Answered</b>	<b>905</b>

<b>Would you recommend the 2-year training scheme?</b>		
Answer Choices	Responses	
Yes	92.59%	25
No	7.41%	2
	<b>Answered</b>	<b>27</b>

**“Please comment on your 2-year LDF/GPT training scheme (e.g. what would make it better?)”**

The number of trainees in two-year schemes was small. However, the great majority of them would recommend their two-year scheme, with many describing the experience as excellent. The wide range of experience and the opportunity to gain insight into both general dental practice and hospital dentistry was valued and seen as helpful in deciding on a future career. A couple of trainees did not feel that their scheme offered enough secondary care experience and a couple commented on the lack of a TPD or supervising consultant for the secondary care part of their programme. Also, the e-portfolio was not set up for two-year schemes which left trainees with no place to log their secondary care experience.

<b>Did you receive any patient complaints during your Dental Foundation/Vocational Training?</b>		
Answer Choices	Responses	
Yes	20.49%	185
No	79.51%	718
	<b>Answered</b>	<b>903</b>

<b>Do you feel that you received adequate teaching in dealing with patient complaints from your undergraduate training?</b>		
Answer Choices	Responses	
Yes	74.75%	675
No	25.25%	228
	<b>Answered</b>	<b>903</b>

<b>Do you feel that you were adequately supported to deal with patient complaints from your Dental Foundation Training/Vocational Training</b>		
Answer Choices	Responses	
Yes	96.79%	874
No	3.21%	29
	<b>Answered</b>	<b>903</b>

**“Please provide any detail (please do not mention names or places that could identify you or the patient) Optional Comments**

The great majority of trainees did not receive any patient complaints. Several of the comments provided said that the trainee had received no complaints themselves but had learnt from observing other complaints in the practice. Many comments referred to distinct incidents and were thus very specific to the individual trainee. However, there were common themes. For example, the majority of incidents were resolved

quickly in the practice. Also, trainees recognised the importance of good communication and that difficulties could arise if patients did not fully understand what they were being told. A number of incidents had arisen due to patient behaviour, not the actions of the dentist. For example, patients becoming angry if they were very late for an appointment and then told that the dentist could not see them or requesting inappropriate treatment such as antibiotics that were not justified. Most trainees felt that they were well supported by the practice. One or two felt that there was a difference between knowing how to deal with a complaint in theory and the stress of doing so for real and one commented that their options for dealing with an incident were restricted by how the practice chose to handle the issue.

<b>Confidence (1 = not at all and 5 = very)</b>							
	1	2	3	4	5	Total	Weighted Average
How confident do you feel in handling complaints following your foundation training?	5	25	325	446	102	903	3.68
	0.55%	2.77%	35.99%	49.39%	11.30%		
						<b>Answered</b>	<b>903</b>

<b>Do you feel that you would benefit from extra training or education on handling complaints?</b>		
Answer Choices	Responses	
Yes	59.03%	533
No	21.26%	192
Don't know	19.71%	178
	<b>Answered</b>	<b>903</b>

<b>Are there any ways in which this evaluation questionnaire could be improved?</b>		
Answer Choices	Responses	
Yes	5.76%	52
No	94.24%	851
	<b>Answered</b>	<b>903</b>

### **Optional Comments on the Survey**

Many trainees thought it was a good, thorough survey asking appropriate questions. Quite a number of trainees thought it was too long and should be shortened although some trainees found it easy and quick. Several trainees felt that it had encouraged useful reflection. Suggestions to make it better included making text boxes bigger so that trainees could see what they had written without scrolling, adding a question on the amount of work required outside clinical time as there were big variations and adding a section on the Final Review of Competence Progression. A couple of

trainees commented that the survey should be made anonymous. Trainees should be assured that all respondents' personal information is removed and comments are screened for names and locations before reports are forwarded to deaneries so that respondents cannot be identified even indirectly. However, the survey team does need to collect information on names etc for validation purposes. For example the survey team would not be able to confirm that a trainee who had completed the survey and lost their acknowledgement had participated if we did not collect that information.