Dental Appraiser Training

Course Workbook for Allocated Participants

LAST UPDATED DATE: 13/10/2022  
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VERSION: 1.0

Prior to attending the two half-day remote training sessions, participants are required to complete the necessary mandatory e-learning modules.

This workbook is designed to be your companion and record keeper, to aid you as you work through all the modules where you will be prompted to reflect on situations; and consider workshop/small group discussion points prior to attending.

# Module 01: Appraisal Overview in Scotland

## Your notes

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| --- |
| Make notes in below box: |
|  |

## Your thoughts on

|  |
| --- |
| In your own words, please describe the role of the appraiser: |
|  |
| What might you do (as appraiser) to avoid the appraisees becoming “LastMinute.com’ers”? |
|  |
| Consider some non-engagement behaviours… what would you do if your appraisee fails to engage? |
|  |

## Resources

* Medical Appraisal Scotland website:  
  [http://www.appraisal.nes.scot.nhs.uk](http://www.appraisal.nes.scot.nhs.uk/)
* Notes on dealing with Confidentiality:  
  <https://www.appraisal.nes.scot.nhs.uk/media/uqabsuk1/notes-on-dealing-with-confidentiality.doc>
* GMC Good medical practice:  
  <https://www.gmc-uk.org/ethical-guidance/ethical-guidance-for-doctors/good-medical-practice>

# Module 02: Supporting Information

## Your notes

|  |
| --- |
| Make notes in below box: |
|  |

## Consider:

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| --- |
| How do you ensure in an appraisal that the supporting information covers all roles? |
|  |
| How do you judge if supporting information is appropriate and sufficient? |
|  |

## Consider:

|  |
| --- |
| What issues might you come across when looking at a dentist’s appraisal evidence?  How might you address them? |
|  |

## Good quality supporting information and documentation:

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| --- |
| How can we encourage dentists to produce good quality SI? |
|  |
| How do we approach scope of work and supporting information? |
|  |

# Module 03: PDP and Form 4

## Your notes on PDP

|  |
| --- |
| Make notes in below box: |
|  |

## Your notes on Form 4

|  |
| --- |
| Make notes in below box: |
|  |

## Ahead of day 1 group exercises

Please make sure you have reviewed the following ahead of attending the training:

* **Review PDP video**: <https://www.appraisal.nes.scot.nhs.uk/s/videona/>
* **Review examples of Form 4**: <https://www.appraisal.nes.scot.nhs.uk/appraiser-training/new-appraiser/form-4-examples/>

## Ahead of day 2 mini appraisal

* [Complete PDP template](https://www.appraisal.nes.scot.nhs.uk/media/egyoa5s3/pdp_template.docx) for uploading to Teams **Day 2** channels (when this has been set up)

## Consider

|  |
| --- |
| In your own words, describe what a well-developed PDP looks like. |
|  |
| Consider how will you challenge an under-developed PDP? |
|  |
| Consider your own PDPs from past appraisals, would you do anything different? |
|  |
| How do you discuss PDP outcomes from the previous appraisal (link to CPD)? |
|  |
| How do you support appraisees to develop a new PDP through the appraisal discussion? |
|  |
| What is the role of the Form 4? |
|  |
| What does a good Form 4 look like? |
|  |

## Form 4 exercise

|  |  |
| --- | --- |
| Review the simulated videos via the training section of the Medical Appraisal Scotland website:   * <https://www.appraisal.nes.scot.nhs.uk/s/videos/>   Select one of the videos (or more if you wished) and draft the summary of the discussion via the Form 4 template below. | |
| |  |  |  |  | | --- | --- | --- | --- | |  | [Supporting Information](https://www.appraisal.nes.scot.nhs.uk/s/videos/supportinginfo/) (09:28) |  | [Health](https://www.appraisal.nes.scot.nhs.uk/s/videos/health/) (05:54) | |  | [PDP (1)](https://www.appraisal.nes.scot.nhs.uk/s/videos/pdp1/) (10:27) |  | [Probity](https://www.appraisal.nes.scot.nhs.uk/s/videos/probity/) (05:28) | |  | [PDP (2)](https://www.appraisal.nes.scot.nhs.uk/s/videos/pdp2/) (07:19) |  | [Complaints](https://www.appraisal.nes.scot.nhs.uk/s/videos/complaints/) (10:51) | |  | [MSF](https://www.appraisal.nes.scot.nhs.uk/s/videos/msf/) (09:22) |  | [Anything Else?](https://www.appraisal.nes.scot.nhs.uk/s/videos/anythingelse/) (09:47) | | |
| Domain 1: | **Discussion:**  **Agreed actions:** |
| Domain 2: | **Discussion:**  **Agreed actions:** |
| Domain 3: | **Discussion:**  **Agreed actions:** |
| Domain 4: | **Discussion:**  **Agreed actions:** |

## Further reading

* Completing Form 4 Guidance:  
  <https://www.appraisal.nes.scot.nhs.uk/resources/resources-for-appraisers/form-4-guidance/>

# Module 04: Appraiser Skills

## Your notes

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| --- |
| Make notes in below box: |
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| How and when you would use these skills as an appraiser? |
|  |

## Consider:

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| --- |
| What are the qualities of a good appraiser? (Group your thoughts under the three headings) |
| Knowledge:  Skills:  Attributes: |

## Simulated Medical Appraisal video review:

|  |
| --- |
| Please review PDP video below: <https://www.appraisal.nes.scot.nhs.uk/s/videos/pdp2/> |
| Is the video a “High-Quality” appraisal?  *If yes – what did the appraiser do that you thought was good?*  *If no – why not?* |
|  |
| If you were the appraiser, how would you have facilitated that discussion? |
|  |
| What feedback would you give the appraiser? |
|  |
| What questions, if any, would you like to ask the tutors on training day? |
|  |

## Communication skills:

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| --- |
| Come up with examples of communication skills you might use at an appraisal: |
|  |

## Further reading:

* Pendleton D, Schofield T, Tate P, Havelock P. The Consultation: An Approach to Learning and Teaching. Oxford: Oxford University Press; 1984.
* Silverman JD, Kurtz SM, Draper J.The Calgary-Cambridge approach to communication skills teaching 1: Agenda-led, outcome-based analysis of the consultation. Educ Gen Pract 1996;4:288–299.
* <https://www.appraisal.nes.scot.nhs.uk/media/01sfwj1h/pendleton-s-rules.docx>

# Module 05: Using a coaching approach in appraisals

## Your notes

|  |
| --- |
| Make notes in below box: |
|  |

## Further reading:

* Connor and Pokora ‘Coaching and Mentoring at Work’ 2012
* Michael West and Jeremy Dawson NHS Staff Management and Health Service Quality 2012
* Coaching for Performance Published 1992 - 2002

# Module 06: Challenging Appraisal Situations

## Your notes

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| --- |
| Make notes in below box: |
|  |

## Consider

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| --- |
| What situations you would find challenging in an appraisal? |
|  |
| How would you deal with them? |
|  |

## Consider what concerns may arise during an appraisal:

|  |
| --- |
| What concerns or problems might cause you to postpone, cancel or stop an appraisal?  What would be a difficult appraisal for you? How might you deal with them? |
|  |

## Self-awareness / Pitfalls:

|  |  |
| --- | --- |
| From the below list, what potential pitfalls do you recognise for yourself as an appraiser? | |
| * The people pleaser * The rescuer * The judge * The task oriented * The doctor * The elder statesman * The head teacher * The perfectionist * The diffident * The money oriented * The over-involved/colluder | **How might you avoid these traps?** |

# Module 07a: Appraisal in Trainer Role (Secondary Care and University)

## Your notes

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| --- |
| Make notes in below box: |
|  |

## Your Questions

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| --- |
| Make notes of questions to ask on training day: |
|  |

# Module 07b: Appraisal in Trainer Role (Primary Care)

## Your notes

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| --- |
| Make notes in below box: |
|  |

## Your Questions

|  |
| --- |
| Make notes of questions to ask on training day: |
|  |

# Remote training attendance

When you have completed all the modules you will be ready for attending the “Remote Training” sessions, facilitated via Microsoft Teams. Each course will have a bespoke team setup and link, if you have not received details yet on how to join, please contact Harry Peat ASAP to get this organised. ([harry.peat@nhs.scot](mailto:harry.peat@nhs.scot))

The focus on the two half-days will be around small group discussions, exercises and large group plenary. A lot of the group work will be based on the responses you provided in this workbook so make sure you have this available on the day for referencing.

# Your Feedback

Your feedback is important as our training content and delivery evolves to ensure a good learning experience for future participants. We would love to hear your feedback on what worked well, what could have been better, and any other ideas for improving the training.

A feedback form will be made available at the end of day 2, please complete this and give us your honest feedback when prompted.

Thank you.

# Further support

* <https://www.appraisal.nes.scot.nhs.uk/contacts/local-administration-teams/>
* <https://www.appraisal.nes.scot.nhs.uk/contacts/appraisal-leads/>
* <https://www.appraisal.nes.scot.nhs.uk/contacts/soar-user-support/>