The School of Dentistry at UCLan runs an innovative, primary-care based, study programme that aligns more closely with the future working environment of the majority of dentists compared with traditional curricula. It features a greater focus on primary care dentistry and a ‘hub and spoke’ design (Fig.1) with UCLan being the central hub and four Dental Education Centres located in Carlisle, Morecambe, Blackpool and Accrington. Upon graduation, students enter their foundation year, however, thus far, evidence for the effectiveness of the course in preparing students for the next stage in their career is anecdotal. We are also unsure how UCLan students compare with graduates from other dental schools.

The study will not only influence the development of the undergraduate dental curriculum at UCLan, but also has national implications through potential changes to the foundation training programme.

**Study Objectives**

- Assess values, attitudes, emotions and anticipated career trajectory of UCLan students pre-and-post-graduation
- Compare with graduates of other, more traditional, dental schools.
- Pilot the data collection method for potential future cohorts.
- UCLan students complete a battery of questionnaires aligned with fundamentals of professional standards and curriculum and assessment frameworks (General Dental Council guidance on preparing for practice and professional standards) and the UK Committee of Postgraduate Dental Deans and Directors curriculum and assessment framework.
- Questionnaires measure professionalism, attitudes to patient safety, team working, prevention and stress/burnout and are completed prior to graduation and at 6, 12 and 18-month follow-up either face-to-face, online or via post. Graduates of other dental schools’ completed questionnaires at the 6 and 12-month time points (Fig.2).

**Methods**

- UCLan students recruited on results day, complete questionnaires in person
- UCLan students recruited on results day, complete questionnaires in person, online, or phone
- UCLan students followed up, complete questionnaires in person, online, or phone
- UCLan students followed up, complete questionnaires in person, online, or phone
- Non-UCLan students recruited at REMA carriers day, complete questionnaires in person
- Non-UCLan students followed up, complete questionnaires in person, online, or phone

**Progress:**

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Year</th>
<th>Baseline</th>
<th>6 months</th>
<th>12 months</th>
<th>18 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCLan</td>
<td>2015/16</td>
<td>27</td>
<td>21</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>2016/17</td>
<td>30</td>
<td>20</td>
<td>TBC</td>
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<tr>
<td></td>
<td>2017/18</td>
<td>32</td>
<td>15</td>
<td>TBC</td>
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<tr>
<td>Non-UCLan</td>
<td>2015/16</td>
<td>21</td>
<td>15</td>
<td></td>
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<tr>
<td></td>
<td>2016/17</td>
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<td></td>
<td>2017/18</td>
<td>15</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fig. 3 Progress to date

In the first complete cohort, 15 (55.6%) provided responses at all 4 time points Baseline and 6-month data for UCLan and non-UCLan participants has been analysed

**Differences over time (UCLan cohort Baseline – 6 months: 2015/2016**

No change:
- Career option
- Specialist training aspiration
- Significantly higher at 6 months:
  - Quality of life (mean (IQR): 9.5 (5.13-25) vs 18 (15-21), p<0.001)
  - Recognising clinical incompetence as cause of error: 21 (19-23) vs 22 (20-24), p=0.005 (reverse scored)

**Differences between 2015 and 2016 cohorts (UCLan):**

- The 2016 UCLan cohort scored twice as high in quality of life as the 2015 cohort (mean 14 vs 7.5, p=0.009)

**Differences between UCLan and non-UCLan cohorts: 2015/2016**

- Generally no differences noted
- UCLan graduates more likely to score higher at 6 months on:
  - Patient safety training (18 (17-20) vs 17 (15-18), p=0.003)
  - Error reporting confidence (19 (17-20) vs 17 (15-19), p=0.001)

**Interim Discussion**

- The mode of data collection is proving successful with good response rates.
- Differences in views towards patient safety training and error reporting confidence in foundation training are interesting but need further exploration. Recruitment of further cohorts and analysis of incoming data will help us to identify meaningful trends, similarities and differences.
- Future work proposes qualitative interviews with UCLan graduates to understand quantitative results.

**References**