A dental school is socially accountable for the quality of the training it provides. It should check periodically that new graduates are able to deliver high quality dental treatments and to fulfil the health needs of the population.

The aim of this study was then to evaluate the level of self-rated competency by recent graduates from Clermont-Ferrand dental school (France).

183 graduates from three successive cohorts (graduated between 2013-2015) were asked to complete an online questionnaire listing 53 competences extracted from the list of competences of the European dentist (Cowpe et al, 2010).

The school may identify weaknesses and then implement changes in order to increase the level of competence of its graduates.

Evaluation of a dental school' curriculum by recent graduates
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The response rate was 57.9 % (n=106 respondents).

The respondents (50-99%) judged that they were “extremely” or “rather competent” for 41 competences.

12 competences seemed to be poorly acquired (table 1).

Among the 12 competences poorly acquired, some are known to be difficult to acquire due to low exposure during dental studies (n° 23,28,38).

The five skills which were identified as still needing to be improved were competencies n° 10 – 31 – 38 – 52 and 54 (in decreasing order).

Asking recent graduates about learning during their studies is of most importance for a dental school and is part of its quality assurance process. The school may identify weaknesses and then implement changes in order to increase the level of competence of its graduates.

Cowpe J., Plasschaert A., Harzer W., Vinkka-Puhakka H. and Walmsley A.D.