



Apprenticeship assessment

SPECIFICATION AND GUIDANCE

NCFE Level 3
Dental Nurse

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Introduction to apprenticeship assessment

Apprenticeship assessment for Dental Nurse

The Dental Nurse apprenticeship assessment plan contains knowledge and skills (K&S) within the occupational standard that fully align with the outcomes listed in a Level 3 qualification approved by the General Dental Council (GDC) to enable professional registration with the GDC as a dental nurse. This qualification's assessment result will confirm apprenticeship completion. The assessment plan can be found at: <https://skillsengland.education.gov.uk/>.

For standards where a mandatory qualification provides full or majority coverage of the knowledge and skills:

- no additional apprenticeship assessment or involvement of an Assessment Organisation (AO) is required; certification will be based on successful completion of the mandatory qualifications listed in the specific apprenticeship standard along with any other apprenticeship completion requirements
- Independent Training Providers (ITPs) will be responsible for recording the result of the qualification and other completion requirement evidence on [the apprenticeship assessment service](#), which will initiate certification; this will replace the current requirement for AOs to manage these steps
- ITPs must continue to work with the relevant AOs and maintain a formal agreement that includes:
 - ensuring that the AO updates the [Learner Record Service \(LRS\)](#) to ensure compliance and reduce risk
 - maintaining an audit trail for apprenticeship certificate for quality assurance purposes.

If an ITP does not yet have an account and needs to record a grade to prompt certification, email APAR.mailbox@education.gov.uk and request access.

Guidance materials available on the NCFE website include:

- NCFE's apprenticeship assessment policies and procedures
- apprenticeship assessment guidance materials
- the Qualification Specification for the NCFE CACHE Level 3 Diploma in the Principles and Practice of Dental Nursing.

The learning and assessment journey

On-programme

An apprentice will typically spend 18 months on-programme (this means in training before the gateway to completion) working towards occupational competence. They **must** spend a minimum of 8 months on-programme.

The apprentice must receive training to develop the occupational standard's knowledge and skills criteria and achieve English and maths in line with the DfE apprenticeship funding rules, if required.

While on-programme, apprentices **must** undertake a Level 3 qualification approved by the GDC. To enrol an apprentice onto the NCFE CACHE Level 3 Diploma in the Principles and Practice of Dental Nursing qualification, visit the NCFE website.

NCFE recommends that to drive quality and consistency through on-programme learning, ITPs and employers may wish to consider the following:

- Use of their normal performance management processes to monitor the progress of the apprentice and provide feedback and guide development.
- ITPs may provide support in delivering learning and formative assessment of apprentices, ensuring that the requirements of the apprenticeship standard are reflected in the above processes, and by filling any gaps through their work with apprentices.
- It is strongly recommended that apprentices develop and maintain examples of their work throughout their apprenticeship that cover the full standard.

While on-programme, the ITP must arrange progress reviews to discuss the progress to date of the apprentice against their training plan in line with the DfE apprenticeship funding rules. These reviews must take place at least every 3 months and be a three-way discussion involving the ITP, the employer and the apprentice. Progress reviews can be face to face, virtual or via email. A summary of the progress review must be shared with all parties and then signed, as a minimum, by the ITP and apprentice.

Roles and responsibilities

The table below indicates the roles everyone is expected to undertake.

<p>Apprentice</p>	<ul style="list-style-type: none"> • participates fully in their training and development • actively contributes to their performance review • undertakes the minimum required off-the-job training as per the apprenticeship funding rules, arranged by the employer and ITP • prepares for and completes the Level 3 qualification approved by the GDC • meets all requirements of the apprenticeship leading up to the gateway to completion.
<p>Employer</p>	<ul style="list-style-type: none"> • supports the apprentice throughout their training and development to achieve the knowledge and skills outlined in the standard • conducts reviews to monitor progress • arranges the minimum required off-the-job training to be undertaken by the apprentice as per the apprenticeship funding rules.
<p>Independent Training Provider</p>	<ul style="list-style-type: none"> • provides ongoing training for the apprentice • provides tools and processes to support the apprentice • carries out regular reviews with the apprentice and employer • enrolls the apprentice onto a Level 3 qualification approved by the GDC • works with the employer to ensure that the apprentice is given the opportunities to develop the knowledge and skills, and monitors progress • records the result of the qualification and other completion requirement evidence on the apprenticeship assessment service, which will initiate certification.
<p>NCFE</p>	<ul style="list-style-type: none"> • creates apprenticeship assessment guidance for apprentices, ITPs and employers • recruits and trains internal quality assurers (IQAs) • maintains and follows robust quality assurance processes.

Gateway to completion

Gateway to completion should be used as the final opportunity to check an apprentice has met all the requirements for completion. An apprentice can only be put forward for gateway to completion when the apprentice and their employer (in consultation with the ITP) are content they have attained the sufficient knowledge, skills and behaviours (KSBs) to successfully complete the apprenticeship and the apprentice has passed a Level 3 qualification approved by the GDC.

For the Level 3 Dental Nurse, the requirements are:

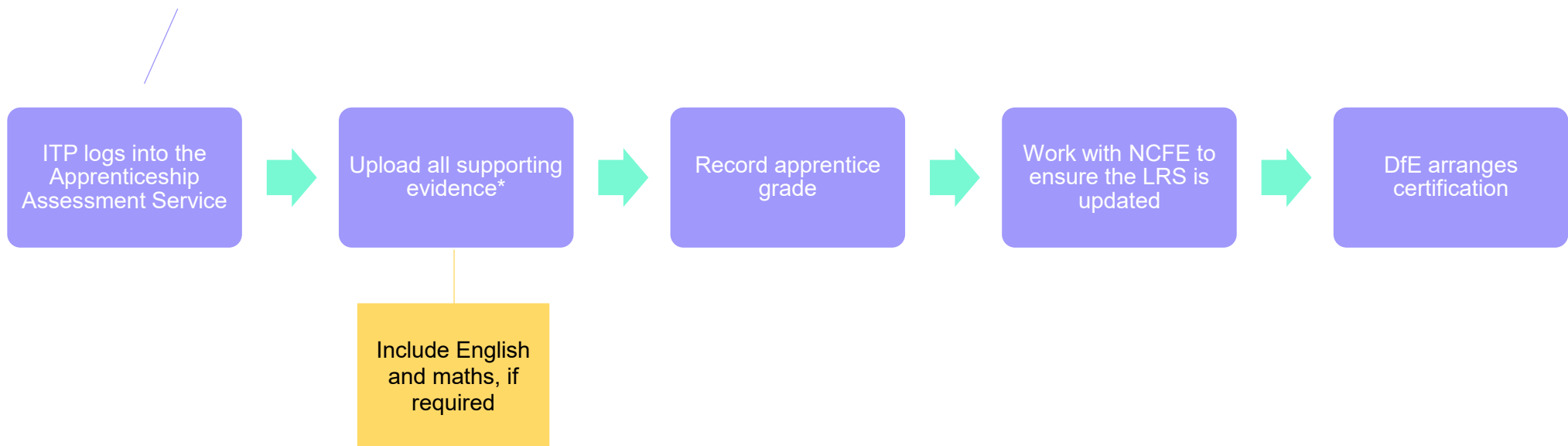
- English and maths qualifications in line with the apprenticeship funding rules*
- Level 3 qualification approved by the GDC
- confirmation from the employer that the apprentice has met the behaviour requirements as set out in the apprenticeship assessment plan.

English and maths are optional for those that began their apprenticeship training when aged 19+. It must be clear in the apprentice's training plan with their ITP whether English and maths have been included in the planned delivery. However, for apprentices who are aged 19+ when their apprenticeship training began, English and maths qualifications will **not be required at the gateway to completion. Where it is agreed with the employer that a 19+ apprentice will study towards a standalone English or maths qualification, the ITP must provide written evidence at gateway to completion to show that the apprentice has attempted the tests, even though they will not be required to achieve English or maths in order to achieve the apprenticeship.*

The following diagram shows the steps required for entrance into the gateway to completion.

Applying for gateway to completion

Once the apprentice has been on-programme for at least 8 months



* The Level 3 qualification approved by the GDC must be achieved and be able to be evidenced before the apprentice can apply for the gateway to completion.

Assessment guidance

Overview

It is important that the assessment of apprentices is proportionate, valid, and provides reliable evidence of an apprentice's attainment of the relevant knowledge and skills. The knowledge and skills within the occupational standard fully align with the outcomes listed in the Level 3 qualification approved by the GDC; therefore, the qualification's assessment result shall confirm apprenticeship completion. Apprentices are not required to undertake any additional assessments.

The Level 3 qualification approved by the GDC must be achieved before the end of the apprenticeship.

Awarding the final grade

The apprenticeship is awarded fail or pass. If an apprentice fails their Level 3 qualification approved by the GDC, the apprenticeship will be deemed an overall fail. If an apprentice meets all gateway to completion requirements and achieves a pass, merit or distinction grade in their Level 3 qualification approved by the GDC, the apprenticeship will be awarded a pass.

Certification

The ITP is responsible for apprenticeship certification.

Reasonable adjustments

For instructions and support with reasonable adjustments, please refer to the *Reasonable Adjustments and Special Considerations Policy*, which can be found on the NCFE website.

Resits and retakes

Apprentices are permitted to resit the Multiple Choice Question (MCQ) Test from the NCFE CACHE Level 3 Diploma in the Principles and Practice of Dental Nursing twice more either because they failed or to improve their grade. This may be chargeable. This means that apprentices can have a total of three attempts. For other Level 3 qualifications approved by the GDC, please refer to the relevant Qualification Specification for resit or retake details.

Timeline





Additional information

Complaints

Complaints can be submitted on the NCFE website by completing the Making a Complaint webform and following the *NCFE Complaints Procedure*.

Useful links and reading materials

To fully prepare for the apprenticeship, this list has been compiled to be used as additional study material.

Books

Hollins, C. (2013). *Diploma in Dental Nursing, Level 3 textbook*. Wiley-Blackwell.

Austin, M et al, *St John Ambulance, St Andrew's First Aid, and the British Red Cross. (2014). St John Ambulance First Aid Manual (Revised 10th ed.)*. Dorling Kindersley (DK).

Hollins, C. (2019). *Levison's textbook for dental nurses*. Wiley-Blackwell.

Resource	Link
Dental Health – National Smile Month	https://www.dentalhealth.org/national-smile-month
General Dental Council – EDI	https://www.gdc-uk.org/about-us/our-organisation/reports/equality-diversity-and-inclusion-strategy-2024-2025/
General Dental Council – the nine principles	https://standards.gdc-uk.org/
Gov.uk – Data protection	https://www.gov.uk/data-protection
Gov.uk – Health matters: child dental health	https://www.gov.uk/government/publications/health-matters-child-dental-health/health-matters-child-dental-health
Gov.uk – Safeguarding young people	https://www.gov.uk/government/publications/safeguarding-children-and-young-people/safeguarding-children-and-young-people
Health and Safety Executive	https://www.hse.gov.uk/
Information Commissioner's Office	https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/
NCFE	https://www.ncfe.org.uk/apprenticeships/
NHS England – Starting Well: A Smile4Life Initiative	https://www.england.nhs.uk/commissioning/primary-care/dental/starting-well/
NICE guidance	https://www.nice.org.uk/guidance
Resuscitation Council (UK)	https://www.resus.org.uk/
Social Care Institute for Excellence (SCIE)	https://www.scie.org.uk/
World Health Organization	https://www.who.int/

Glossary of terms

Term	Meaning
Aetiology	The study of causation or origination in the context of diseases or conditions.
Biomaterials	Specific materials such as dental cements, fibre-reinforced composites, metals and alloys.
Boundaries	Define effective and appropriate interaction between professionals and the public they serve. Boundaries exist to protect both the professional and the client.
Cardiopulmonary Resuscitation	This is when someone gives chest compressions to a person in cardiac arrest to keep them alive until emergency help arrive.
Clinical Audits	A process that has been defined as a quality improvement process that seeks to improve patient care and outcomes.
Clinical Skills	A combination of technical and soft skills which will support in all clinical procedures and chairside assistance.
Code of Practice	A set of written rules which explains how people working in a particular profession should behave.
Communication Skills	Skills that include both written and verbal communication to help with sharing information with co-workers, patients and patients' families.
Consent	NHS Choices (2010) defines consent as: 'the principle that a person must give their permission before they receive any type of medical treatment. Consent is required from a patient regardless of the type of treatment being undertaken, from a blood test to an organ donation'.
Continuing Professional Development (CPD)	A process of tracking and documenting the skills, knowledge and experience that you gain, formally and informally. It is a record of what you experience, learn and then apply.
Continuous Improvement	The ability to understand the processes that impact on the objectives of the organisation; to measure process effectiveness and efficiency; and, to make changes to these processes based on information and knowledge.
Craniofacial	Craniofacial is a medical term that relates to the bones of the skull and face.

Term	Meaning
Cultural Competence	A person who accepts cultural differences and responds with appropriate attitudes and behaviours to allow for effective treatment and communication. Cultural competence will improve the quality of oral healthcare services and outcomes for patients.
Dental Radiography	Images of the teeth that the Dentist uses to evaluate the patient's oral health.
Dignity	To treat someone with dignity is to treat them as being of worth, in a way that is respectful of them as valued individuals.
Direct Access	Direct Access means giving patients the option to see a dental care professional (DCP) without having first seen a dentist and without a prescription from a dentist. Some dental care professionals are able to see patients direct.
Discrimination	Discrimination is the unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age, sexual orientation, or certain other personal characteristics.
Diversity	Diversity is about empowering people by respecting and appreciating what makes them different, in terms of age, gender, ethnicity, religion, disability, sexual orientation, education or national origin.
Duty of Care and Candour	The duty of care is a legal obligation that requires that individuals take reasonable steps to protect others from harm. The duty of candour refers to the requirement for healthcare professionals to be open and honest with patients about any mistakes or adverse events which have occurred in their treatment.
Epidemiological Trends	Epidemiology is the study of how often diseases occur in different groups of people and why. Knowledge about trends comes from the findings of dental epidemiology. For example, the trends in dental caries, periodontal disease, and tooth loss.
Equality	Equality means each individual (or group of people) is given the same resources and opportunities, regardless of their circumstances.
Evidence-based Approach	The practical application of the findings of the best available current research.
General Anatomy	General anatomy lays the groundwork upon which dental knowledge is built. Understanding the intricate structures of the human body, including bones, muscles, nerves, and blood vessels, is fundamental. Without this knowledge, you cannot understand what contributes to developmental disturbances and diseases of the mouth and teeth.
General Dental Council	The General Dental Council (GDC) is the UK-wide statutory regulator for dental care professionals. The primary purpose of the GDC is to protect patient safety and maintain public confidence in dental services.

Term	Meaning
GDC Standards for the Dental Team (2013)	The nine principles contained within Standards for the Dental Team sets out the standards of conduct, performance and ethics that govern you as a dental professional.
General Data Protection Regulation (GDPR)	The UK GDPR is the data protection law that governs how personal data is handled in the United Kingdom, following Brexit. It is based on the EU's GDPR but has been adapted for the UK. The Data Protection Act 2018 supports the UK GDPR.
Inclusion	Inclusion is an extension of equality and diversity. It means that all people, without exception, have the right to be included, respected, and appreciated as valuable members of the community.
Information Governance	Information Governance ensures that providers handle personal and sensitive information relating to patients and employees following the correct protocols. Information governance falls within the following legislation: The Data Protection Act 2018.
Legislation	The act or process of making or enacting laws.
Medical Emergency	A serious and unexpected situation involving illness or injury and requiring immediate action.
Orthodontic Assessment	An examination of the teeth, jaws, and soft tissues. It should also take into account the patient's overall health, as well as any symptoms they may be experiencing.
Pathogenesis	The pathogenesis of a disease describes the mechanisms by which it develops, progresses, and either persists or is resolved.
Patient Assessment Process	The components of Patient Assessment include collecting patient history, carrying out a physical examination, and assessing vital signs and mental health status.
Patient-Centred Care	Care that is respectful of and responsive to individual patient preferences, needs, and values throughout the patient care process.
Partnership Working	Partnerships can be formed between individuals, agencies or organisations with a shared interest.
Personal Development Planning	A plan for your personal development as a dental nurse. Creating a Personal Development Plan (PDP) provides an opportunity for you to consider what CPD activities will help you progress and develop. It will also include reflective practice, feedback, identification of learning needs and appraisal.

Term	Meaning
Policies and Procedures	Documents put in place to explain how organisations will deal with issues when they arise and to show that they operate in a fair and consistent way towards all employees.
Preventive Dentistry	Dental Care that helps maintain good oral health.
Professionalism	Set of values and behaviours, both clinical and personal, which is in the best interest of the patient.
Reflective Practice	A way of studying your own experiences to improve the way you work.
Safeguarding	Protecting people's health, wellbeing and human rights, and enabling them to live free from harm, abuse and neglect.
Scope of Practice	The Scope of Practice describes the procedures, actions and processes that a healthcare practitioner is permitted to undertake in keeping with the terms of their professional licence.
Self-Awareness	Self-awareness is the foundation skill required for reflective practice as the outcomes from being self-aware underpin the whole process. Being self-aware means that you are conscious of your beliefs, values, qualities, strengths and limitations.
Standard Precautions	Standard precautions are a set of infection control practices used to prevent transmission of diseases that can be acquired by contact with blood, body fluids, non-intact skin and mucous membranes.
Stakeholders	Stakeholders are individuals or groups that have a vested interest in an organisation's dealings, on either a personal, political or economic level. Stakeholders can be considered as either internal (within the organisation: employees, managers and directors), or external (outside of the organisation: patients, regulators, investors and manufacturers).
Sustainable Approach	Sustainability has been defined as meeting the needs of the present without compromising the ability of future generations to meet their own needs, and for dental practices, this means minimising adverse effects on the environment and helping to conserve natural resources.
Teamwork	Dental Nurses usually work as members of a team in either a hospital or clinic setting, which requires teamwork skills. Working together as a team can help each patient receive high-quality care in an efficient and timely manner.

This list is not exhaustive, and ITPs should make their own decisions on the content of their programmes of delivery to ensure apprentices have a good breadth of understanding, based on the knowledge and skills within the assessment plan and the Level 3 qualification approved by the GDC specification.

Command words

Verb	Meaning
Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Develop (a plan/idea)	Expand a plan or idea by adding more detail and/or depth of information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Give (examples of)	Provide relevant examples to support the subject.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Perform	Carry out a task or process to meet the requirements of the question.
Provide	Identify and give relevant and detailed information in relation to the subject.

Appendix I: knowledge, skills and behaviours

The following tables show the KSBs from the Dental Nurse apprenticeship assessment plan. For full details of what is required to achieve these, refer to the Level 3 qualification approved by the GDC Qualification Specification.

Knowledge and skills
Knowledge
K1: The aetiology, pathogenesis and epidemiological trends of oral and dental disease and their application to patient management.
K2: Clinical presentations of oral and dental diseases relevant to the role of a dental nurse and the principles underpinning their diagnosis, prevention, and treatment.
K3: The variance in disease presentation across diverse cultural and social groups, and those with protected characteristics, and how this impacts diagnosis, prevention, and treatment.
K4: General and systemic diseases and psychological conditions, and their relevance to oral health and impact on clinical treatment, patient compliance, self-care, and outcomes.
K5: The relevance to patient management of dental, oral, craniofacial, and general anatomy, recognising the diversity of anatomy across the patient.
K6: Physiology and its application to patient management.
K7: Psychological and sociological concepts and theoretical frameworks of health, illness, behavioural change and disease, and how these can be applied in clinical practice.
K8: The potential routes of transmission of infectious agents in dental practice, mechanisms for the prevention of infection, the scientific principles of decontamination and disinfection.
K9: The need for effective recorded maintenance and testing of equipment and requirements for appropriate storage, handling, and use of materials.

Knowledge and skills

Knowledge continued

K10: Health risks of prescribed, non-prescribed and recreational drug use and misuse on oral and general health.

K11: The scientific principles underpinning the use of materials and biomaterials used in dentistry.

K12: The scientific principles of medical ionizing radiation and statutory regulations, and how these are applied to clinical practice.

K13: The principles of obtaining valid patient consent.

K14: The importance of each component of the patient assessment process.

K15: How to raise safeguarding concerns for children and adults and act accordingly.

K16: Principles of preventive care.

K17: How diet and nutritional status can influence oral and general health and how to provide appropriate advice and support.

K18: Common signs and symptoms of oral cancer and the importance of raising a concern and early referral.

K19: The responsibilities of the dental team as an access point to and from wider healthcare.

Knowledge and skills

Knowledge continued

K20: The roles and organisation of various referral networks, clinical guidelines and policies and local variation.

K21: Common conditions and complications that may arise following dental implant therapy.

K22: The importance and components of a comprehensive and contemporaneous patient history.

K23: The risks within and around the clinical environment.

K24: The use of a range of communication methods and technologies and their appropriate application in support of clinical practice.

K25: The importance of non-verbal communication, including listening skills, and the barriers to effective communication.

K26: The professional expectations, potential impact, and consequence of using social media as a communication tool.

K27: The importance of contemporaneous, complete and accurate patient records in accordance with legal requirements and best practice.

K28: The legal responsibilities of maintaining and protecting patients' information.

K29: The responsibilities and limitations of delegating to other members of the dental team.

K30: The role and professional responsibilities associated with appraisal; training and review of colleagues; provision of and receipt of effective feedback in the context of developing members of the dental team.

Knowledge and skills

Knowledge continued

K31: The roles of dental and other healthcare professionals in the context of learning and working in a dental and wider healthcare team.

K32: The contribution that team members and effective team working makes to the delivery of safe and effective high-quality care, including the benefits of working in culturally diverse teams.

K33: Team working guidance provided by the GDC and other relevant bodies.

K34: The impact of Direct Access on each registrant group and the impact on the application of each group's scope of practice.

K35: The scope of practice of each member of the dental team and how the roles interact for effective teamwork and patient care.

K36: The need to ensure that those who raise concerns are protected from discrimination or other detrimental effects.

K37: The differences between management and leadership.

K38: Own management and leadership role and the range of skills and knowledge required to do this effectively.

K39: How to take responsibility for the quality of services and devices provided to the patient as relevant to own scope of practice.

K40: The GDC's expectations and requirements as set out in regulations and guidance and other relevant laws, ethical guidance and systems, in addition to the above legal frameworks.

K41: The importance of having appropriate indemnity arrangements in place for both the professional and patient.

Knowledge and skills

Knowledge continued

K42: The importance of candour and effective communication with patients when things go wrong or when dealing with a complaint.

K43: How and where to report any patient safety issues which arise.

K44: The responsibilities of, and mechanisms for raising concerns about your own or others' health, behaviour or professional performance as described in GDC guidance.

K45: Diversity, equality, inclusion and discrimination and the underpinning legislation, and explain how to apply these principles to manage patients with protected characteristics and work within the dental team, noting that this legislation may differ in England, Scotland, Wales and Northern Ireland.

K46: Attributes of professional attitudes and behaviour in all environments and media, including interaction with social media.

K47: The principles and procedures for good complaints handling.

K48: The responsibility that dental practices and individual practitioners have in compliance with legal and regulatory frameworks.

K49: Cultural competence and its relevance in assessing the needs and planning care for patients from diverse backgrounds.

K50: The dental and wider healthcare systems dental professionals work within including local and national health policy and organisations, delivery of healthcare and equity.

K51: The basic principles of a population health approach including demographic and social trends, UK and international oral health trends, determinants of health and inequalities in health, and the ways in which these are measured and current patterns.

K52: The role of health promotion in terms of the changing environment, community and individual behaviours to deliver health gain.

Knowledge and skills

Knowledge continued

K53: Methods of evidence-based prevention at a community and or population level.

K54: The principles of planning oral health care for communities to meet needs and demands.

K55: The ethical challenges associated with providing patient care within the current dental healthcare systems.

K56: The principles and limitations of the currently available options for funding of dental healthcare provision for individual patients.

K57: The management of resources in provision of care decisions including appropriate use of primary and secondary care networks.

K58: The importance of collaboration across the health and social care sector for the benefit of communities and individual patients.

K59: The barriers and challenges which prevent sections of the population accessing oral healthcare, including patients from marginalised populations and patients with protected characteristics.

K60: The main principles relating to sustainable oral health care, both environmentally and in terms of patient compliance, and the factors that might affect implementing a sustainable approach.

K61: The term 'insight' in the context of professional practice.

K62: Why insight is important in ensuring safe and effective patient care, and to personal development.

K63: The principles of an evidence-based approach.

Knowledge and skills

Knowledge continued

K64: Models for self-reflection and how this process can be used to inform personal development, viewpoint, preconceptions, bias and behaviour.

K65: The importance of assessment, feedback, critical reflection, identification of learning needs and appraisal in personal development planning.

K66: The importance of and requirement for commitment to lifelong learning.

K67: The principles of personal development planning, recording of evidence, and reflective practice.

K68: Strategies to identify and manage the personal and emotional challenges of work, teamwork and workload.

K69: Opportunities for improvement of a clinical service or to manage and or mitigate risks.

K70: Ways to self-monitor, self-care and routes of seeking appropriate advice in terms of personal wellbeing.

K71: Strategies to identify and manage the personal and emotional challenges of uncertainty and change.

K72: The role of coping strategies for practice, such as reflection, self-acceptance, debriefing, handing over to another colleague, peer support and asking for help in responding to challenges and setbacks.

Skills

S1: Identify relevant and appropriate dental, oral, craniofacial, and general anatomy, recognising the diversity of anatomy across the patient population.

S2: Evaluate the health risks of prescribed, non-prescribed and recreational drug use and misuse on oral and general health.

Knowledge and skills

Skills continued

S3: Evaluate the scientific principles underpinning the use of materials and biomaterials, their limitations and selection, with emphasis on those used in dentistry.

S4: Identify the signs of abuse, neglect or emotional trauma, explain local and national systems that safeguard the welfare of children and adults.

S5: Identify the signs of normal and abnormal facial growth, physical, mental and dental development milestones and explain their significance.

S6: Assess patients' levels of anxiety, experience, and expectations in respect of dental care and oral health.

S7: Contribute to relevant special investigations and diagnostic procedures.

S8: Undertake orthodontic assessment.

S9: Obtain valid consent from patients explaining all the relevant factors and taking into account the legal requirements where appropriate within scope of practice.

S10: Record an accurate and contemporaneous patient history.

S11: Accurately record dental charting as carried out by other appropriate registrants.

S12: Accurately record an oral health assessment.

S13: Prepare records, images, equipment and materials for clinical assessment.

S14: Process and manage dental radiographs and images.

Knowledge and skills

Skills continued

S15: Manage patient anxiety appropriately, effectively, and safely.

S16: Monitor, support and reassure patients through effective communication and behavioural techniques.

S17: Identify changes in the patient's reported oral health status and take appropriate action.

S18: Make arrangements for follow-up care as prescribed by the operator.

S19: Provide chairside support to the operator during treatment.

S20: Prepare, mix and handle dental materials.

S21: Identify and explain the risks within and around the clinical environment and manage these in a safe and effective manner.

S22: Implement, perform, and manage effective decontamination and infection control procedures according to current guidelines.

S23: Prepare and maintain the clinical environment including the instruments and equipment.

S24: Identify, assess, and manage medical emergencies.

S25: Provide patients/carers with comprehensive, personalised preventive advice, instruction, and intervention in a manner which is accessible, promotes self-care and motivates patients/carers to comply with advice and take responsibility to maintain and improve oral health.

S26: Support the management of patients with acute oral conditions ensuring involvement of appropriate dental team members.

Knowledge and skills

Skills continued

S27: Adopt an evidence-based approach to clinical practice.

S28: Communicate effectively and sensitively, tailoring to context, by spoken, written and or electronic means with all patients, including patients whose first language is not English, using representatives or interpreters where necessary, in relation to patients with anxious or challenging behaviour or special considerations such as emotional trauma and difficult circumstances, such as breaking bad news, or discussing issues such as alcohol consumption, smoking, or diet.

S29: Communicate effectively and sensitively by spoken, written and electronic means with the public.

S30: Communicate effectively by spoken, written and electronic means with colleagues from dental and other healthcare professions in relation to the direct care of individual patients, oral health promotion and raising concerns when problems arise, including where patients cause distress to staff.

S31: Maintain contemporaneous, complete and accurate patient records in accordance with legal requirements and best practice.

S32: Communicate with care, compassion, empathy and respect in all professional interactions with patients, their representatives, the public and colleagues.

S33: Communicate appropriately and effectively in professional discussions and transactions.

S34: Give feedback effectively to other members of the team.

S35: Respect the roles of dental and other healthcare professionals in the context of learning and working in a dental and wider healthcare team.

S36: Demonstrate effective team working.

S37: Contribute to your team in providing dental care for patients.

Knowledge and skills

Skills continued

S38: Where appropriate, manage, refer or delegate work according to the scope of practice of members of the dental team, in line with competence and professional practice.

S39: Take a patient-centred approach to working with the dental and wider healthcare team.

S40: Raise concerns where appropriate about your own or others' health, behaviour or professional performance.

S41: Comply with systems and processes to support safe patient care.

S42: Act in accordance with current best practice guidelines.

S43: Act in accordance with national and local clinical governance and health and safety requirements.

S44: Act within the legal frameworks which inform personal behaviour, the delivery of healthcare and the protection and promotion of the health of individual patients.

S45: Act with integrity and ensure your actions maintain the trust of colleagues, patients, and the public in you, your team, and the profession across all environments and media.

S46: Demonstrate personal accountability to patients, the regulator, the team and wider community.

S47: Work in partnership with colleagues to develop and maintain an effective and supportive environment which promotes the safety and wellbeing of the patient and dental team.

S48: Where appropriate, lead, manage and take professional responsibility for the actions of colleagues and other members of the team involved in patient care.

S49: Where appropriate, support patients to negotiate the barriers and challenges which prevent sections of the population accessing oral healthcare, including patients from marginalised populations and patients with protected characteristics.

Knowledge and skills

Skills continued

S50: Treat your patients, members of the public and your colleagues with dignity and respect and without discrimination.

S51: Support patients to make informed decisions about their care, making their interests your first concern.

S52: Demonstrate cultural competence, accepting and respecting the diversity of patients and colleagues.

S53: Provide the best possible outcome for your patients by using your knowledge and skills, acting as an advocate for their needs where appropriate.

S54: Speak up to protect others from harm.

S55: Evaluate the effectiveness of evidence-based prevention at a community and or population level.

S56: Proactively address discriminatory language, behaviour and microaggressions from colleagues, patients and other professionals.

S57: Evaluate the role of health promotion in terms of the changing environment, community and individual behaviours to deliver health gain.

S58: Evaluate and apply the evidence base in relation to the environmental impacts of common treatment methods and approaches to the delivery of oral healthcare.

S59: Contribute positively to the healthcare communities of which you are a part.

S60: Evaluate an evidence base.

S61: Utilise the receipt of effective feedback in the professional development of self.

Knowledge and skills

Skills continued

S62: Demonstrate personal development planning, recording of evidence, and reflective practice.

S63: Evaluate the impact of new techniques and technologies as they relate to dental nurse practice.

S64: Accurately assess your own capabilities and limitations in the interest of high-quality patient care and seek advice from supervisors or colleagues where appropriate.

S65: Recognise personal assumptions, biases and prejudices and manage the impact of these on patient care and professional behaviour with colleagues, patients and wider society.

S66: Recognise the impact of contextual factors on the health care environment and patient safety and manage this professionally.

S67: Demonstrate own professional responsibility in the development of self.

S68: Develop and maintain professional knowledge and competence.

S69: Demonstrate engagement with systems and personal strategies which promote and maintain physical and mental wellbeing.

S70: Demonstrate appropriate continuous improvement activities.

S71: Recognise when and how to take action if wellbeing is compromised to a point of affecting an individual's role or professional relationships.

S72: Effectively manage your own time and resources.

S73: Underpin all patient care with a preventive approach, that takes account of patient compliance and self-care, to contribute to the patient's long-term oral and general health.

Behaviours

Behaviour statements are **not** formally assessed. However, employers must confirm with NCFE that they have been suitably demonstrated over the course of the apprenticeship.

NCFE provides a mandatory Behaviour Confirmation Form on the online assessment platform that **must** be completed and submitted at the gateway to completion.

Behaviours

B1: Compassionate professional behaviour and professional responsibilities making sure the fundamental needs of patients and carers are addressed.

B2: Act with integrity, be polite, considerate, trustworthy, conscientious and honest.

B3: Take personal and professional responsibility for their actions.

B4: Manage time and prioritise effectively.

B5: Be open and honest in their interactions with patients, carers, colleagues and employers when things go wrong, known as the professional duty of candour.

B6: Respect patients' wishes about whether they wish to participate in the education of learners.

B7: Uphold the General Dental Council Standards for the Dental Team (2013).

B8: Willingness to learn and be proactive in progressing in your own development.



Contact us

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