



# T Level Technical Qualification in Health

**Occupational specialism assessment (OSA)**

## Dental Nursing

Assignment 1 - E-journal - Distinction

Guide standard exemplification materials (GSEM)

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## Guide standard exemplification materials (GSEM)

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## Introduction

The material within this document relates to the Dental Nursing occupational specialism sample assessment. These exemplification materials are designed to give providers and students an indication of what would be expected for the lowest level of attainment required to achieve a distinction grade.

The examiner commentary is provided to detail the judgements examiners will undertake when examining the student's work. This is not intended to replace the information within the qualification specification and providers must refer to this for the content.

Assignment 1 includes a personal development plan (PDP), a continuing professional development (CPD) log and a reflective journal that you must use and complete on an ongoing basis to evidence where you have demonstrated the required General Dental Council (GDC) skills and knowledge.

After each live assessment series, authentic student evidence will be published with examiner commentary across the range of achievement.

## Personal development plan (PDP)

The personal development plan (PDP) is to be completed at the start of year 2 and prior to the continuing professional development (CPD) log.

You have been provided with the General Dental Council (GDC) development outcomes below to support you in identifying your own areas for development. It is important to assess your areas of development or required learning to support your role as a dental nurse.

GDC development outcomes	
A	Effective communication with patients, the dental team and others across dentistry, including when obtaining consent, dealing with complaints, and raising concerns when patients are at risk.
B	Effective management of self and effective management of others or effective work with others in the dental team, in the interests of patients, providing constructive leadership where appropriate.
C	Maintenance and development of knowledge and skill within your fields of practice.
D	Maintenance of skills, behaviours and attitudes which maintain patient confidence in you and the dental profession and put patients' interests first.

Considering the GDC development outcomes above you are required to identify 3 areas of learning to support your development.

Please complete the table below and remember to discuss these with your tutor and industry placement mentor.

Area of learning required	GDC development outcome this meets	How will this support my role as a dental nurse?
I am slow and not confident with charting with the dentist while the patient is in the chair. I need to practice and learn the notations of the teeth, and how to chart more effectively. I need to get used to doing this quickly.	B, C	<p>This will support my role as a dental nurse as it will allow my charting to be more accurate and minimise the times that I will need to ask the dentist to repeat. The charting being accurate is also important to allow for correct diagnosis and treatment for the patient. If the charting is not correct, the patient's time could be wasted with incorrect treatment, or legal action could be taken against the surgery.</p> <p>This will also improve my technical skills as a dental nurse and allow me to assist the dentist more effectively. The dentist will be able to work without distractions or interruptions which will also build patient confidence in my skills, the team working with them, and the dental profession as a whole.</p>

<p>I would like to be more confident communicating with patients, explaining different procedures. I think this will develop as I become more experienced. I will sit in and listen to other dental care professionals (DCPs) and listen to how they speak to the patients and what to say. I will practice by doing role play with my colleagues and practice talking to my family about different dental treatments.</p>	<p>A</p>	<p>By listening to others this will help me to understand how to explain treatments to the patient and communicate with them. I will be able to speak to the patient with more confidence and I would like to be able to confidently discuss oral health with them. This will help me develop as a nurse and help other dental professionals by letting them get on with other things whilst I can help the patient.</p> <p>It is important that patients fully understand what we are telling them, so they are able to properly consent to treatment. It is also important so they can continue their own treatment with confidence.</p> <p>By being more confident when communicating with a patient, they will be more likely to trust in the advice that I, and the team, give them and feel less anxious when undergoing treatment.</p>
<p>I would like to speed up and work more efficiently.</p> <p>I need to learn how to manage my time better. I need to work more quickly by watching how others work so I can work more effectively with the dental team. I need to watch other more senior dental nurses and see how they work.</p>	<p>B</p>	<p>If I am managing my time more effectively, I will work with the team better but planning where I can support. This will have an effect on the patient as they will be in the care of a team who are working more effectively together, and I will be able to prioritise my time to give more time to the patients.</p> <p>If I am more in control in the surgery, I will have more time to put the patients mind at ease and concentrate on them rather than running around chasing my tail try to get organised. If I am ready for the day and know exactly what is happening for the day in advance, it will help the day go smoothly for everyone involved.</p>

(12 marks)

## Continuing professional development (CPD) log

Considering your personal development plan (PDP) areas of learning, you are required to:

- complete a minimum of 3 CPD activities that you can complete throughout year 2 to support your PDP – your CPD must be completed 1 month prior to your professional discussion assessment
- document your CPD using the template provided

Your CPD activities can be both formal or informal and can take place as part of your industry placement or whilst with the provider; however, these can also be additional activities carried out and completed outside of these settings.

Each CPD activity must be verified by either your placement mentor or your provider. They must sign to confirm the CPD activity has taken place, or that they have seen evidence to confirm the activity has been completed.

You have been provided with the General Dental Council's (GDC's) examples of CPD against each of the development outcomes below to support you in identifying your own CPD activities:

GDC development outcome	GDC example of CPD content
<p>A Effective communication with patients, the dental team and others across dentistry, including when obtaining consent, dealing with complaints, and raising concerns when patients are at risk</p>	<ul style="list-style-type: none"> <li>• communication skills</li> <li>• consent</li> <li>• complaints handling</li> <li>• raising concerns</li> <li>• safeguarding</li> </ul>
<p>B Effective management of self and effective management of others or effective work with others in the dental team, in the interests of patients, providing constructive leadership where appropriate</p>	<ul style="list-style-type: none"> <li>• effective practice management – not applicable</li> <li>• business management – not applicable</li> <li>• team working</li> <li>• leadership skills</li> </ul> <p>Note: Effective practice management and business management are direct examples from the GDC development outcomes and are here for reference only. As a student dental nurse, you are <b>not</b> required to use these as examples of CPD.</p>
<p>C Maintenance and development of knowledge and skill within your fields of practice</p>	<ul style="list-style-type: none"> <li>• clinical and technical areas of study</li> <li>• radiography</li> <li>• cross infection control</li> <li>• medical emergencies and cardiopulmonary resuscitation (CPR)</li> <li>• CPD on quality assurance for the Medicines and Healthcare products Regulatory Agency (MHRA)</li> <li>• CPD specific for your daily roles</li> <li>• upskilling opportunities</li> </ul>

D Maintenance of skills, behaviours and attitudes which maintain patient confidence in you and the dental profession and put patients' interests first

- ethical and legal issues and developments
- professional behaviours
- equality and diversity training

### CPD log template

Date of CPD	Outline of CPD completed	GDC development outcome	Review of how the CPD supports your role as a dental nurse and how this has met your PDP needs	CPD verification signature:
22/10/21– 29/11/21	<p>Practise charting daily.</p> <p>Test runs with mentor once a week.</p> <p>Inform the dentist and ask them to go slower to build the skill with a patient.</p>	B, C	<p>Practising charting for 10 minutes a day has increased my confidence with this skill as well as increasing my speed, and I can see my own improvement each day. By completing test runs with my head nurse/mentor, I have become more accurate in my charting, which is of the utmost importance for holding correct patient records for their oral health. Furthermore, I have informed the dentist of my continuing development in this area and have asked them to go slower when calling out the notation and any information to be recorded. I have realised that by informing the team around me of my own development plan that it has allowed us to work more seamlessly together as a team and provide better care for our patients.</p>	<p>D. Fukui Doretta Fukui Dentist 29/11/2021</p>
12/12/21	<p>Watching webinars and reading about communication skills.</p> <p>Sitting in on consultations</p>	A	<p>I have been reading up about and watching webinars on effective communication. I have been making notes and listening to team members in consultations and at reception. This has given me a lot of insight on how to react and communicate with patients and other team members with different personalities. I now know what to say in different situations and know what to say if I am unable to answer. I am more confident to talk to patients in front of others and communicate with other team members with confidence. I am asking lots of questions after a dental procedure and learning as much as possible about it, so I am more confident to explain it to a patient. This has really helped and every day I learn something new. Every patient understands in a different way, so I have to adapt to each person when explaining a procedure or when a patient asks me a question. The way I show my expressions can make a difference so I must be aware of non-verbal communication also.</p>	<p>D. Fukui Doretta Fukui Dentist 19/12/2021</p>



21/12/21	<p>Practise setting up instrument trays for different procedures.</p> <p>Do spot tests with my mentor.</p> <p>Become more accustomed with the instruments and what to use for each dental treatment.</p>	B	<p>I have been practising setting up a spare surgery for different dental procedures. This has allowed me to gain more confidence, to be quicker and more efficient, therefore my time management has improved. I am now comfortable in setting up for most dental procedures in good time. This means I am not keeping the dentist and the patients waiting because I am not ready, or I do not have an instrument that is required. I can also think ahead and know when I might need an instrument that may be going through the decontamination process and can plan for it to be ready.</p> <p>By doing spot checks with my mentor, I have been able to practise choosing the right instruments for a procedure whilst under pressure and when I am not able to think about it in advance. This has allowed me to be more confident when choosing instruments during an active procedure, and I do not second guess my decisions anymore.</p>	<p>D. Fukui                  Doretta Fukui                  Dentist                  22/12/2021</p>
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(12 marks)

## Reflective accounts

You must complete reflective accounts and collect evidence of your application of all General Dental Council (GDC) learning outcomes.

You have from the start of year 2 to complete your reflective accounts. Your reflective accounts must be completed one month prior to your professional discussion assessment. The template below has been provided to allow you to complete a reflective account for each of the GDC learning outcomes.

You must map the GDC learning outcomes against each reflective account.

If the account took place with the provider, you can provide up to 3 pieces of evidence to back up your reflective account to provide further evidence of meeting each GDC learning outcome.

You may use the same reflective account to cover more than one GDC learning outcome.

If the account you are reflecting on took place whilst on your industry placement, your mentor must sign a witness testimony to confirm the account took place.

Each reflective account must be signed off by either the provider or industry placement, depending on where the account took place.

You must assign a record number to each reflective account; the simplest way to do this is to number them in chronological order so that you can refer to the records easily when checking you have evidence for all the GDC learning outcomes.

After you have completed each reflective account, this must be uploaded to the secure platform and your tutor will be notified.

Below you have been provided with a list of suggested evidence types – this list is not exhaustive and other evidence types can be provided:

- workbooks
- essays
- witness testimony
- videos of practical clinical observations
- audio recording of professional discussions
- written and pictorial information
- presentations
- case studies
- observation reports
- question and answer

(80 marks)

**Reflective account template:**

Date	28/6/2021
Record number	1
GDC learning objective (LO) references	8.1 Describe and respect the roles of dental and other healthcare professionals in the context of learning and working in a dental and wider healthcare team 8.2 Ensure that any team you are involved in works together to provide appropriate dental care for patients 8.3 Explain the contribution that team members and effective team working makes to the delivery of safe and effective high-quality care

## Describe

**Considering the GDC learning outcomes and your role as a dental nurse, describe what happened (when; where; who was present; what did you do; why were you in the situation; what did you want to happen?)**

People present: receptionist, dentist and me (dental nurse).

It was nearly lunchtime, and we were running late after a busy morning.

A patient came into the practice crying who did not have an appointment and was in a lot of pain and approached the reception desk. They were in so much pain they asked if anyone could see them.

The receptionist took some details and came to speak to us and asked if we could help (we had just finished with our patient), everyone else had gone to lunch so it was just us left. The receptionist explained to us that the patient had had a tooth removed a couple of days before at their own dentist and they could not fit them in until tomorrow.

We agreed the patient needed to be seen and said if they waited, we would see them through our lunch hour as we had no appointments available the rest of the day and were fully booked.

The patient was with their husband. The receptionist asked them to take a seat and fill in the paperwork (medical history) while we were preparing the surgery.

The patient came to the desk with her forms and asked the receptionist quietly if she could come into the surgery on her own without her husband. The receptionist said to her she would let us know before we come to collect her to take her into the surgery. As I came out of the surgery to collect the patient, the receptionist managed to tell me without the husband hearing. I popped into the surgery and mentioned this to the dentist to be aware she did not want her husband to come in with her. At this point, we didn't know the reason for this.

I came and introduced myself to the patient in the waiting room and informed the husband she would not be long and that we will look after her (she was holding her face with pain).

When the patient came into the surgery the dentist introduced himself and asked how we could help her.

She disclosed to us that she wears a denture and did not want her husband to be aware of this and that's why she did not want him in the surgery.

She then went on to tell us that she had had a tooth removed a few days prior and the denture fitted immediately.

We then asked the patient to have consent to go through her medical details and find out some more details of what had happened.

Her medical history was clear apart from smoking.

The dentist realised the patient had a dry socket and had not followed the instructions given by the previous dentist. We irrigated the socket and gave advice on the dentures and smoking and gave her a prescription. The patient was very, very grateful.

**How did you feel you impacted on the situation (during; before and after; what do you think others felt during and after the situation; what do you think now)?**

First of all, I was feeling hungry and just wanted to go and have my lunch after such a busy morning, so I was initially slightly frustrated to see another patient coming in.

When we realised how much pain the lady was in, I was happy to help, and it felt good to be part of the team and discussing how to handle the situation. We were all a bit worried why the patient did not want her husband in the surgery, as we were not sure if this was going to be a safeguarding situation. I have never been in this situation and the dentist explained to me before the patient came in that this might be a situation where the husband is bullying or abusing the wife. He explained that I should be prepared for what the lady might disclose due to her requesting that her husband does not join her in the surgery. The dentist told me I must not leave the surgery and write up the notes as the patient is telling us what has happened. The dentist was a bit nervous, and so was I.

Both the dentist and I were relieved the patient was only telling us about the denture and nothing more.

It made me realise why protocols are in place and how communication can work well within the team

This situation could have been very stressful. I am glad we helped the patient and that it was not a safeguarding issue.

**Evaluate**

**Considering the GDC learning outcomes and your role as a dental nurse, evaluate your experience (what went well/not so well; what was good/bad; what did you and others contribute positively or negatively?)**

As a dental nurse I realised how important my role is. I realised the importance of note keeping and how important it is to work as a team. I was proud of the way the receptionist was discreet and managed to tell me the information needed without the patient's husband knowing.

I also found out more information on how smoking affects extractions and the pain it can cause if the post op instructions are not followed.

I went home that evening and went over safeguarding issues and the protocols in the practice.

As if this had been a safeguarding issue, I would not have really known what to do. I identified this as an area of development from the experience, but on a positive note, by educating myself immediately afterwards, I will feel much more aware of the issues and processes should this situation arise again.

The dentist and the receptionist were more experienced than me and knew exactly what to do which was very good for the practice and the team approach.

## Analyse and conclude

**Considering the GDC learning outcomes and your role as a dental nurse, analyse what happened with reference to your own knowledge, skills and behaviours (why did things go well/not so well; what sense can be made of it; what knowledge do I/others have to help me understand the situation?)**

One of the things I learnt from this experience is to not jump to conclusions, and to be ready for any situation that may occur.

As a dental professional, we should not judge people. When the lady said she did not want her husband in the surgery we immediately prepared in case it was a safeguarding issue, but it was only the fact she didn't want him to know she had a denture.

It also shows how important the roles are within the practice, and how serious things could get. It shows how important it is to respect the patient's wishes, how important it is to have safeguarding measures in place, and how important it is to work together as a team.

I think we worked effectively as a team, right from the receptionist taking me to one side and letting me know the patient's wishes to the dentist explaining how this could have been a safeguarding situation.

I now understand going forward why we all need to know the protocols in place, and how this works within the practice. Having these protocols and policies in place helps to make a safer working environment for everyone.

**What conclusions can you draw from the situation (what did I learn; how could it be more positive for everyone involved; what skills do I need to improve; what else could I have done)?**

I need to improve my safeguarding skills as I did not realise the potential outcomes of this situation.

It would be good for the team to have a refresher on what we would have done in the situation had it been abuse. I was pleased to have this brought to my attention, so I am ready if it does happen. It is important for me to maintain up to date CPD and practice policies protocols. I also now know who I should go to for support in different situations.

## Plan

**Considering the GDC learning outcomes and your role as a dental nurse, what actions are planned for next time (what would I do differently in the same situation; how will I develop the skills required; how can I make sure I take the right steps)?**

I will now take the patient to a different room and speak to them before going into the surgery in case we had needed a phone to get the police involved. I will learn how to communicate in these situations, and I will be more sensitive to what the patient needs.

**Supporting evidence** (applicable if the account took place at the provider; a witness testimony can be used for each account that took place in the industry placement setting)

Evidence type	Evidence reference number
Witness testimony	1

## Examiner commentary

The student demonstrated excellent knowledge of enhanced continued professional development (CPD) that was evident in their identification of skills to be developed in their personal development plan (PDP), which was detailed and well considered. The student excellently identified CPD which was detailed and fully relevant to their own PDP with a good review of how it supports their role.

The student demonstrated a highly detailed reflective account that contained good reference to the General Dental Council (GDC) learning outcomes and was very well considered for both strengths and areas of learning. The student demonstrated excellent knowledge of patient care and working as a team throughout, with a good knowledge of safeguarding and the CPD opportunity linked to that for them.

To improve their performance, the student could have given more explicit references to the GDC learning and development outcomes through their descriptions, evaluations, and reviews. Furthermore, the student could have given more explicit details of exactly how they improved, for example, specifics around their improvement in charting, the areas of safeguarding that they developed their knowledge on, and any feedback they have been given from other members of the team as a result of their development.

## Overall grade descriptors

The performance outcomes form the basis of the overall grading descriptors for pass and distinction grades.

These grading descriptors have been developed to reflect the appropriate level of demand for students of other level 3 qualifications, the threshold competence requirements of the role and have been validated with employers within the sector to describe achievement appropriate to the role.

Grade	Demonstration of attainment
Pass	<p>A pass grade student can:</p> <ul style="list-style-type: none"> <li>• carry out a range of dental procedures to support dental professionals at chairside, by demonstrating adequate knowledge and skill of:               <ul style="list-style-type: none"> <li>○ current legislation regulations to maintain a safe working environment</li> <li>○ infection control in relation to health technical memorandum (HTM) 01-07 and hand hygiene</li> <li>○ instruments and equipment used in a dental surgery, including correct storage in relation to HTM 01-05</li> <li>○ anatomy and physiology</li> <li>○ dental treatments</li> <li>○ duty of care to patients in relation to General Dental Council (GDC) Scope of Practice</li> </ul> </li> <li>• provide factual information and up-to-date advice to help patients to maintain and improve their oral health by demonstrating adequate knowledge and skill of:               <ul style="list-style-type: none"> <li>○ oral disease causes and preventions – provide patients with basic diet advice as well as demonstrating the correct techniques for toothbrushing and interdental aids</li> <li>○ the role of dental professionals and the healthcare team in respect of patient management (for example, checking the patient understands the treatment plan and ensure further appointments are appropriately booked if required)</li> </ul> </li> <li>• accurately record patients' dental information to contribute to their treatment and dental care on dental charts, using technology where appropriate, by demonstrating adequate knowledge and skill of:               <ul style="list-style-type: none"> <li>○ the principles of dental charting and soft tissue assessment including:                   <ul style="list-style-type: none"> <li>▪ federation dentaire internationale (FDI)</li> <li>▪ Palmer notation</li> <li>▪ basic periodontal examination (BPE)</li> <li>▪ periodontal charting</li> </ul> </li> <li>○ the use of information technology and electronic systems within a dental setting</li> </ul> </li> <li>• prepare, mix and handle filling and impression material in an appropriate and timely way by demonstrating adequate knowledge and skill of:               <ul style="list-style-type: none"> <li>○ filling and impression materials</li> <li>○ ensuring there is ventilation</li> <li>○ adjusting room temperature accordingly</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ mixing equal amounts of materials if required</li> </ul> <p>Students should demonstrate content covered in all bullet points where applicable to be awarded pass.</p>
Distinction	<p>A distinction grade student can:</p> <ul style="list-style-type: none"> <li>● carry out a range of dental procedures to support dental professionals at chairside, by demonstrating exceptional knowledge and skills of:           <ul style="list-style-type: none"> <li>○ current legislation regulations to maintain a safe working environment and the purpose of regular training and enhanced continuing professional development (ECPD)</li> <li>○ infection control in relation to HTM 01-07 and hand hygiene, including, social, clinical and aseptic</li> <li>○ instruments and equipment used in a dental surgery, including correct storage in relation to HTM 01-05 and the purpose of audits</li> <li>○ anatomy and physiology</li> <li>○ dental treatments and their respective referral process, if necessary</li> <li>○ duty of care to patients in relation to GDC Scope of Practice, General Data Protection Regulations (GDPR), Equality Act 2010 and safeguarding</li> </ul> </li> <li>● provide factual information and up-to-date advice to help patients to maintain and improve their oral health by demonstrating exceptional knowledge and skills of:           <ul style="list-style-type: none"> <li>○ oral disease causes and preventions</li> </ul> </li> <li>● provide patients with:           <ul style="list-style-type: none"> <li>○ basic diet advice</li> <li>○ demonstration of the correct techniques for toothbrushing and interdental aids</li> <li>○ potential health risks</li> <li>○ local health initiatives that will help to maintain and improve oral health (for example, smoking cessation services)</li> <li>○ information about the role of dental professionals and the healthcare team in respect of patient management, including patients who have determinants of health inequalities in the UK and internationally that support oral health planning and improvement</li> </ul> </li> <li>● accurately record patients' dental information to contribute to their treatment and dental care on dental charts, using technology where appropriate, by demonstrating exceptional knowledge and skills of:           <ul style="list-style-type: none"> <li>○ principles of dental charting and soft tissue assessment including:               <ul style="list-style-type: none"> <li>▪ FDI</li> <li>▪ Palmer notation</li> <li>▪ BPE</li> <li>▪ periodontal charting</li> <li>▪ use of information technology and electronic systems within a dental setting</li> <li>▪ effective and contemporaneous note-taking</li> </ul> </li> </ul> </li> </ul>

- good use of time management
- prepare, mix and handle filling and impression material in an appropriate and timely way by demonstrating exceptional knowledge and skills of:
  - filling and impression materials
  - ensuring there is ventilation
  - adjusting room temperature accordingly
  - adjusting the lighting accordingly
  - mixing equal amounts of materials if required
  - communicating with the dentist as well as observing their actions to determine when to prepare materials

Students should demonstrate content covered in all bullet points where applicable to be awarded a distinction.

## Document information

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Owner: Head of Assessment Design

## Change history record

Version	Description of change	Approval	Date of Issue
v1.0	Post approval, updated for publication		April 2023