



# T Level Technical Qualification in Health

**Occupational specialism assessment (OSA)**

## Dental Nursing

Assignment 3 - Case study - Pass

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 pass or distinction grade.

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

In assignment 3, the student must assess and analyse information on a patient, plan patient goals and outcomes related to wider contextual issues, implement a health plan, and reflect on the situation presented in the context of continued professional development (CPD).

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

# Task 1: assessment of the patient and the scenario

## Scenario

A 40 year old patient attends the practice where you work as a dental nurse for a new examination appointment because they have pain around the upper left 6. You greet the patient at reception and escort them into the dental surgery.

The patient seems to be very nervous. They state that they have not been to the dentist for over 20 years due to fear and past experiences as a child.

The dentist investigates the patient's lifestyle choices, asks about the patient's oral health regime noting that the patient chews tobacco, as well as smokes 20 cigarettes per day. The dentist notes that the patient has poor oral health.

Note: The dentist starts their examination at the upper right sextant and proceeds in a clockwise order.

You will be played an audio file of the conversation between the dentist and patient (item A), which provides information for both task 1 and task 2.

The audio file will be played twice. It is advised that you only listen during the first playback. You will then have a one minute break to make notes. You will then hear the conversation a second and final time, during which you may make further notes.

## Task

Analyse the situation detailed above, using your notes taken whilst listening to the conversation between the dentist and patient (item A). You are also provided with the patient's radiograph for reference (item B).

You should then complete the following:

- write up the patient's clinical notes (item C), identifying at least 2 areas of concern for the patient
- complete the basic periodontal examination (BPE) charting (item D)

You should then create a written response that:

- explains how you would prepare for a clinical examination, including which information you would need for the records and how you would comply with legal requirements and guidelines
- explains the importance of accurate record keeping

## Student evidence

### Patient's clinical notes (as demonstrated in item C)

#### **New patient consultation**

Verbal consent received from patient.

Checked medical history.

Patient has pain in an upper molar tooth upper left quadrant (ULQ). Patient is very anxious as they have not seen a dentist in years. Patient aware of bleeding.

Patient works night shifts. Patient enjoys sweet snacks and drinks coffee.

#### **Patient's medical history:**

Smokes 20 cigarettes a day. Chews tobacco.

Drinks 20 units of alcohol a week.

#### **Oral health:**

Brushes teeth once daily and uses mouthwash. No interdental cleaning.

#### **Examination:**

Patient requires periapical (PA) X-ray, which they are anxious about.

PA X-ray taken of upper left molar. Bone loss 26.

There is infection present.

Periodontal disease.

Patient is told ethylene chloride spray will be used.

Ethylene chloride used with cotton pellet on tooth 14 - vital 25 - vital 26 - instant response.

Periodontitis is present throughout. Full charting required. Patient does not want further treatment today. They are worried about the anaesthetic and want to have all treatment done in the one appointment.

Patient says they intake high sugar foods and drinks. Patient is told this contributes to tooth decay.

Patient is told that their smoking is linked to bad oral health and has high risks of mouth cancer.

**Next visit:** Full pocket chart and referral for smoking and discuss future treatment.

#### **Examination (item D):**

Charting recorded on software of excellence SOE.

Treatment required: heavy staining throughout.

BPE: 4 2 3

3 2 3

**Written response:**

For the examination, we would need the tweezers and probes. I would set out the ethylene chloride with a small cotton wool pellet, X-ray holder and sensor.

The information that we would need for records are the patient's reason for attending the practice, the BPE chart, their X-ray, and medical history.

I would make sure the information is saved securely on the computer, which is password protected.

It is important for the information we have on a patient to be correct so that we do not give a wrong diagnosis or carry out the wrong treatment.

## Task 2: plan goals and patient outcomes

### Scenario

Following on from the patient's visit, the dentist asks you to plan and create an individualised oral health plan, based on the patient's oral health, in preparation for their return visit to the practice.


### Task

You should plan and complete an oral health plan (item E), which provides individualised recommendations for the patient. You must consider:

- the patient's medical and social history
- the patient's lifestyle factors

You should use your notes taken from the dentist and patient conversation from task 1 (item A) and the patient's radiograph (item B).

## Student evidence

Patient review and personal care plan			
A summary of the status of your oral health is summarised below with details of when your next review or assessment will be.			
<b>Surname:</b> XXXXXXXX	<b>Dentist's details:</b> XXXXXXXX		
<b>Forename:</b> XXXXXXXX	<b>Phone number:</b> XXXXXXXX		
<b>Examination date:</b> XXXXXXXX			
<b>Assessment of Oral Health Status</b>			
	<b>High Risk</b>	<b>Medium Risk</b>	<b>Low Risk</b>
Soft tissue disease assessment			
Gum disease assessment tooth	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Tooth decay</u> assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other assessment (details below)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dental PA intra oral X-ray taken: findings, show signs of bone loss associated with upper left first molar tooth.			
<b>Overall risk of future dental problems</b>			
Delaying of periodontal and dental treatment will create more breakdown of teeth resulting in more bone loss and decay. Long term prognosis will result in tooth loss with difficulty in replacing gaps due to the lack of bone.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Your next review or assessment:**

After your treatment is complete, your next check-up with your dentist will be in one week.

**Your type of assessment:**

Full pocket chart with local anaesthetic.

If you have problems or concerns about your oral health before your next scheduled visit, contact your dental practice.

## Patient review and personal care plan (continued)

### Actions for the patient:

You have been diagnosed with localised periodontitis. This is a common infection but, left untreated, can lead to tooth loss and sore gums. To treat this, you will need to improve your oral health and attend regular appointments with the dentist and hygienist.

You snack on sugary foods because you work shifts, which is creating decay on your teeth. You should swap out these high sugary snacks for low sugar foods. You should also stop snacking in between meals to prevent decay.

Chewing tobacco and smoking contribute to periodontitis, and you have been recommended to stop both. For more information, please have a look at the NHS website: [www.nhs.uk/live-well/quit-smoking/nhs-stop-smoking-services-help-you-quit/](http://www.nhs.uk/live-well/quit-smoking/nhs-stop-smoking-services-help-you-quit/)

Your regular oral hygiene routine should involve brushing your teeth twice a day, including flossing to clean your teeth. You should attend the regular appointments with your dentist and hygienist.

### Actions for the dental team

#### Prevention:

- regular dental and hygiene appointments
- diet advice by the dental nurse
- advice on smoking and alcohol intake by the dentist
- referral information by the dental nurse

#### Treatment:

- hygiene appointments
- full pocket chart assessment by the dentist
- routine dental treatment

#### Maintenance:

- routine dental treatment
- oral hygiene home routine

#### Referral:

- smoking cessation support group

Source: [www.sdcep.org.uk/published-guidance/oral-health-assessment/](http://www.sdcep.org.uk/published-guidance/oral-health-assessment/)

## Task 3: implementation of oral health/care/treatment plan

### Scenario

The patient has been booked in for the treatment for the localised periodontal disease around the upper left 6.

The patient asks a lot of questions before the treatment and hesitates when speaking. Throughout the treatment the patient is sweating and clenching their fists. They worry that they will be judged for their oral health issues.

The dentist has made the decision to refer the patient for smoking cessation and has provided them with their individualised oral health plan.

The patient has asked for an explanation so that they understand the process and would like some further information on their oral health plan. The dentist has asked you to find the closest support group and get the referral form ready. You explain that the written information the patient has requested will be sent via post.

You will be played an audio file of the conversation between the dentist and patient (item F), which provides information to complete both task 3 and task 4. The audio file will be played twice. It is advised that you only listen during the first playback. You will then have a one minute break to make notes. You will then hear the conversation a second and final time, during which you may make further notes.

### Task

Analyse the situation detailed above, using your notes, whilst listening to the conversation between the dentist and patient (item F), and consult the NHS quit smoking website (item G).

You should then write a response that:

a) Explains your role as a dental nurse throughout the patient's appointment, in terms of:

- fears and anxieties
- body language
- compliance with General Dental Council (GDC) standards

b) Explains the referral process and oral health plan to the patient, in terms of:

- what the referral process is
- oral health advice and information, in compliance with GDC standards, on:
  - smoking cessation in the patient's area, whom to refer to and the pathway chosen
  - recommended improvements based on the areas of concern detailed in the oral health plan

## Student evidence

During the treatment, I noticed your fists were clenched. It is completely normal to be anxious. I am here to help and everything we discuss is confidential.

Part of your plan is to stop smoking; I have found a clinic that can help. I will fill out a referral form and they will contact you to tell you how they can help. The clinic I found for you is called Live Well Leicester on Charles St. Their number is 0116 454 4000. Here is a link to the NHS website for smoking: [www.nhs.uk/live-well/quit-smoking/](http://www.nhs.uk/live-well/quit-smoking/)

You will also have an appointment with the hygienist for them to clean your teeth and gums. They will also demonstrate interdental cleaning.

You should make sure you are brushing your teeth twice a day. You shouldn't rinse your mouth with water, just spit out. When brushing, use large circular motions for 2 minutes, making sure not to apply too much pressure. The hygienist may prescribe a high fluoride toothpaste and an electrical toothbrush.

## Task 4: reflection

### Scenario

The patient returns to the practice for an appointment to monitor healing. The periodontal disease has improved. The patient has been visiting the smoking cessation support over the past 3 months and has reduced their smoking.

There seems to be a great improvement within the patient's oral health regime from the smoking cessation support and the basic periodontal examination (BPE) recording (item I). The dentist is happy and requests the patient book back in for a 6 monthly check-up to keep on top of everything.

As a result of your involvement with this patient's journey, your line manager has conducted an initial one-to-one meeting to discuss your learning needs. Your line manager has requested that you complete the personal development plan (PDP), ahead of your formal appraisal, as part of your own enhanced continual professional development (ECPD).

### Task

Reflecting on your performance throughout all the tasks, you should:

- use the Gibbs reflection cycle (item H) to complete the General Dental Council PDP (item J) to reflect on your involvement with this patient's journey
- referring to your completed PDP, explain the importance of completing and maintaining a PDP for a dental nurse's ECPD

## Student evidence

Learning or maintenance need	How does this relate to my field of practice?	Which development outcome does it link to?	What benefit will this have to my work?	How will I meet this learning or maintenance need?	When will I complete the activity?
1. Communicating with and supporting an anxious patient	In practice I am responsible for delivering good communication to anxious patients.	A, D	Better communication will build trust with my patients, making them less anxious.	Online CPD	Course booked for next month.
2. Supporting the patient journey by providing referral advice	In practice I commonly set up referrals for smoking cessation groups.	A, C, D	Ensuring I am up to date with regular training will create confidence in my performance with patient referrals.	In-house training	Scheduled in-house training with lead dental nurse.
3. Managing person-centred advice around links between smoking and oral health risks	In practice I sometimes have conversions with patients about their oral health.	A, D	Having a good understanding of a patient's lifestyle and habits will create a professional manner to have sensitive conversations.	Online courses. Reading dental nurse articles related to smoking/oral health.	Online CPD course booked to finish by January 2022
4. Any areas that did not go so well	Giving dietary instruction for a patient's oral health plan.	A, D, C	Having more knowledge related to dietary advice will create more confidence in myself and make me a better dental nurse.	In-house training, CPD courses online	In-house training scheduled with my hygienist for best practice dietary and oral health advice.

### Referring to the PDP plan you just completed, explain the importance of completing and maintaining a PDP plan for a dental nurse's professional development.

The PDP plan is created to help me develop and maintain my skills in my role as a dental professional.

The plan will help me with my annual CPD for learning new skills.

PDP is designed to keep me on track to continue my development as a GDP registered professional.

Feedback is important and to be able to self-evaluate because I will be able to learn from past experiences and grow in my career.

## Examiner commentary

This student has demonstrated sufficient knowledge in tasks 1 and 2 and was able to communicate in an effective manner. The student demonstrated adequate knowledge when writing up clinical notes and was able to record and handle the patient's records using good practice techniques. However, more detail could have been recorded in the notes from the information given by the clinician during the conversation.

The student demonstrated working in a person-centred way, taking relevant and sufficient precautions to protect the safety and physical and mental wellbeing of individuals. The student was able to follow standards, codes of conduct and health and safety requirements/legislation to maintain a sufficiently safe working environment.

The student had a friendly and caring approach when carrying out task 3 by working adequately as part of a team to assist registered health professionals with delegated tasks and interventions. The student demonstrated supporting individuals to meet their care and needs to a satisfactory standard, including maintaining individual's privacy and dignity and communicating effectively. I feel the student lacked confidence when delivering the advice and would encourage the student to work on the delivery of dietary advice instructions. The student could also improve by giving the patient more detail and examples when discussing the implementation of their treatment plan.

The student demonstrated the understanding of a PDP plan and is aware of the need for ongoing development as a dental nurse. This has room to be improved and the student could have gone into more detail regarding the importance of the nurse's 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 the 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 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>▪ 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> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ adjusting room temperature accordingly</li> <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 a pass.</p>
<p>Distinction</p>	<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 the 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, 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> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>▪ effective and contemporaneous note-taking</li><li>▪ good use of time management</li><li>• prepare, mix and handle filling and impression material in an appropriate and timely way by demonstrating exceptional knowledge and skills 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><li>○ adjusting the lighting accordingly</li><li>○ mixing equal amounts of materials if required</li><li>○ communicating with the dentist, as well as observing their actions to determine when to prepare materials</li></ul></li></ul> <p>Students should demonstrate content covered in all bullet points where applicable to be awarded a distinction.</p>
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## Document information

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## Change History Record

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v1.0	Post approval, updated for publication.		April 2023