



# T Level Technical Qualification in Health

**Occupational specialism assessment (OSA)**

## Dental Nursing

Assignment 2 - Structured observations - 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 2, the student must demonstrate knowledge and skills through practical, occupationally relevant, patient scenarios that attests to a student's competence to achieve a licence to practise.

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

# Scenario 1

## Scenario details

An adult patient has an appointment for a posterior composite filling.

Patient profile:

- adult patient
- can be existing patient or new patient
- should be the last appointment of the day (to allow for a close down of the dental surgery)

## Activity description

You will be observed carrying out the following stages to support the composite filling:

- 1(a) Providing and using appropriate personal protective equipment (PPE) whilst preparing for the procedure
- 1(b) Assisting the dentist during the filling procedure, whilst monitoring the patient throughout treatment
- 1(c) Mixing the relevant material to the correct consistency within the required time
- 1(d) Processing instruments at the end of the procedure

After the observation has been completed, you will then answer 4 unseen, follow up questions.

## Student evidence

### Activity 1(a)

The student washes their hands prior to applying the PPE but put it on in the incorrect order by putting the gloves on first. In preparing for the surgery, they turn the tap on with their hand and the student does not carry out a few of the hand washing steps, which were rub each thumb with opposite hand in a rotation movement each side and interlinking their fingers.

The student provides the correct PPE for the dentist, themselves, and the patient, consisting of gloves, visor, goggles and mask.

I observe the student provide PPE for the patient which consists of a new disposable bib and goggles.

The student wipes down the equipment and the surfaces, when preparing the surgery for the treatment.

I observe the student cleaning all the equipment prior to use.

### Activity 1(b)

I observe the student checking that the patient is comfortable whilst they get into the chair.

The student checks on the patient's wellbeing during the procedure by asking if they are ok twice during the procedure.

The student uses both the saliva ejector and the high-volume suction, but visibly struggles to use both at the same time. The dentist asks for this to be done again as they do not have a clear field of vision.

I observe the dentist prompting the student, once when the dentist needs an instrument and the second time to retract the tongue. The student struggles to retract the tongue with the instrument, therefore, the dentist stops work

to reposition the instrument to retract.

I observe the student protect the patient's eyes with the light curing shield when the light cure was used.

The student takes care when passing and using the etch, wearing protection, and using the suction.

The student is reasonably prepared for the procedure. The student has most of the instruments ready to use but has to go into the drawer to find a couple of instruments that are required. They do change their gloves in the process, but this delays the time for the dentist who is trying to keep moisture under control and using materials which are time sensitive.

I observe the student use the dirty and clean zones. The student does not put all the contaminated instruments into the dirty zone, 2 are left in the middle. They realise what they have done and remove the instrument. The student wipes down the area again.

I observe the student pass the instruments within a reasonable time. The student takes a few moments before passing each instrument as they do not have it ready immediately, meaning the dentist is waiting, but they do pass the correct instruments.

The student changes their gloves when moving in and out of the clean and dirty zones.

#### Activity 1(c)

I observe the student adequately mixing the lining material with a sterile spatula on the correct surface (glass slab or paper pad), the mixing is messy with powder spilt everywhere but it does not need to be re-mixed.

I observe the student keeping the materials out of the light whilst in use so as to not get exposed and set the material.

I observe the student place used instruments in the dirty zone.

I observe the student show care when using the etch in a reasonably safe manner; they over etch by a few seconds but not to the detriment of the procedure.

#### Activity 1(d)

I observe the student place used instruments in the dirty zone.

I observed the student transporting the contaminated instruments to the decontamination area.

I observed the instruments being placed in the ultrasonic bath, inspected and then placed into the washer.

The student then placed the instruments in the area ready for sterilisation.

I observed the student donning the PPE in the correct order.

I observed the student doffing the PPE in the correct order before processing and after processing the instruments.

## Unseen question responses

Stage 1(a), Q1: can you explain how wearing a mask helps with infection control?

Yes, I think masks are worn to prevent contamination from the air. It stops germs from the dentist or the dental nurse going to the patient, and it protects us from any splashes from the patient. We also need to make sure they cover our nose and not just our mouth.

Stage 1(b), Q1: the footswitch is part of the dental operation system – can you explain the function of the footswitch?

We use the footswitch to use the handpiece. If the footswitch didn't work, we couldn't use the handpiece and the burs wouldn't turn when we need them to.

Stage 1(c), Q1: can you explain the potential advantages of using composite material for a filling?

I think composite material is good for a filling because it isn't metal which is better for the patient. It's the same colour as a tooth so it looks better, which patients prefer. It can also be used on any tooth to fill in gaps without damaging the tooth.

Stage 1(d), Q1: can you explain why it is important to safely close down the surgery after use?

It's important to safely close down the surgery because if we don't, then there could be cross-contamination. We have to turn off the equipment when we're closing down the surgery so that equipment doesn't overheat and start a fire, or so that dangerous equipment isn't accidentally turned on.

## Scenario 2

### Scenario details

An adult patient has an appointment for a hygienist visit **or** dental check up with periodontal treatment (scale and polish with oral hygiene instruction (OHI)). The appointment must also include **either** a full periodontal charting (6 point pocket chart (PPC)) chart **or** Palmer charting with basic periodontal examination (BPE). The student must assist the hygienist or the dentist.

Patient profile:

- an existing **or** new patient
- must have time to discuss oral health with the patient

### Activity description

You will be observed carrying out the following stages to support during a scale and polish:

- 2(a) Preparing the surgery and setting up the instrument tray for a simple periodontal procedure (scale and polish)
- 2(b) Updating medical history and contemporaneous notetaking
- 2(c) Charting - BPE/6PPC/tooth notation
- 2(d) Explaining why the patient needs to maintain good oral hygiene

After the observation has been completed, you will then answer 4 unseen, follow up questions.

### Student evidence

#### Activity 2(a)

I observe the student wash their hands but turn the tap on with their hand and the student does not carry out a few of the hand washing steps, which were rub each thumb with opposite hand in a rotation movement each side and rubbing each wrist with opposite hand, prior to applying the PPE for preparing the surgery.

The student wipes down the surgery and all the equipment with some effectiveness by wiping down very quickly but not checking for thoroughness of the cleaning.

I observe the student checking the patient's records after saying that they were going to check which treatment the patient was having today.

I observe the student getting out the sterile instruments.

I observe the set-up of the dentist's instrument tray. Most of the correct instruments are placed on this tray.

The zones are used adequately as the student places used instruments in the dirty zone. The instruments are not placed in a tidy or organised manner, but the zones are used correctly.

#### Activity 2(b)

I observe the student asking the patient to update their medical history and check it is signed. The student checks patient details were correct.

The student does not inform the dentist that the patient has changed medication.

I observe the student update the address as the patient has moved.

I observe the student taking notes on the patient, save the notes, and check them.

#### Activity 2(c)

I observe the student set up the computer ready for the charting.

I observe the student perform a BPE score which was mostly accurate as they missed one of the scores.

I observe the student save the information.

The student adds the notation of the teeth to the patient's charting.

All the decayed, missing and filled charting is correct.

#### Activity 2(d)

The student asks the patient if it was ok for them to show them how to look after their teeth.

I observe the student discussing oral health with the patient.

I observe the student demonstrate toothbrushing technique and inform the patient that they should be brushing twice a day and brushing the gums.

I observe the student discuss sugar intake with basic knowledge. They inform the patient that they should try to cut down on all sugars, including hidden sugars. They do not explain what hidden sugars are or what foods they can be contained in.

I observe the student briefly mention cessation of smoking (the patient is a smoker).

I observe the student demonstrate interdental cleaning. In this case, flossing.

I observe the student explain that plaque is a sticky bacterium that forms on the teeth and if left can cause inflammation in the gums, which can result in gum disease if not removed when brushing.

## Unseen question responses

Stage 2(a), Q1: can you explain how you would manage a sharps injury?

I would make sure that the injury is bleeding gently, and then I would wash it under running water with soap before putting a plaster or a bandage over it. I would make sure to tell the right people about the injury, which would be the patient and occupational health. I would also put it in the accident book.

Stage 2(b), Q1: can you explain the principles of dental charting?

We do dental charting to keep a record of the patient's dentition, which we have to do legally, so we can see the previous charting of a patient. There are different types of dental charting, like baseline charting which would show which teeth are present, decayed, missing or filled. We would also note what treatment a patient was getting.



Stage 2(c), Q1: can you explain the difference between Palmer charting and FDI charting?

FDI charting uses 2 numbers for the location and name of a tooth. The first number tells us which quadrant the tooth is in, and the second number is what tooth it is. So number 21 would be the upper left central incisor.

Palmer charting is easier. You just have to say the quadrant that the tooth is in and what number the tooth is. For example, upper left 2. For baby teeth, we use letters instead until the adult teeth have come in.

Stage 2(d), Q1: can you explain how smoking and a high intake of sugar may negatively affect a patient's oral health?

Smoking is bad for your gums. It can lead to gum disease or cancer because it produces plaque. It also gives you bad breath.

If someone eats too much sugar it can also produce plaque which can cause the teeth to decay and lead to cavities.

## Examiner commentary

The student worked adequately as part of a team assisting the dentist with delegated tasks and interventions, supporting individuals to meet their care needs to a satisfactory standard, including maintaining an individual's privacy and communicating effectively, providing advice and information where needed during the examination and giving oral health instruction at a basic level. The student communicated sufficiently with reliable levels of knowledge during the oral health instruction. The student gathered sufficient evidence and recorded the information in the patient's records during the examination and charting. The student demonstrated use of an adequate range of techniques and equipment.

The student was able to safely promote sufficient levels of cleanliness and decontamination required for satisfactory infection prevention and control when setting up the surgery, processing the instruments and during the procedures. The student recognised and responded to relevant healthcare principles when implementing duty of care and candour, including demonstrating sufficient knowledge of maintaining confidentiality when recording information and discussing oral health with the patient. The student followed standards, codes of conduct and health and safety requirements/legislation to maintain a sufficiently safe working environment when assisting the dentist.

The student adequately followed current best practice and codes of conduct across relevant boundaries, relevant to assisting with these scenarios when assisting the dentist during these procedures by following cross infection standards. The student also worked as part of a team in using relevant equipment effectively and safely during the procedures.

To develop further, the student could have demonstrated higher levels of cleanliness and decontamination by putting the PPE on in the correct order and leaving unused items in the clean zone, and clearly defining each zone more effectively and consistently. After the procedure, the student could have placed the instruments individually in the washer and could have checked the decontamination equipment testing were up-to-date before use. The student could have prepared better before the patient came into the surgery by checking the equipment, wiping it all down, and ensuring that all instruments required were readily available. The student could develop their technical skills by practising retracting the tongue and using both the high-volume suction and saliva ejector together. The student could also practise mixing the material required by the dentist to ensure it is completed in a timelier manner, and to ensure the student increases their confidence so they do not rush the process.

When making notes, the student could have been more accurate with their notetaking and should practise note-taking on a computer to become quicker and more confident with this skill. The student could improve their communication with the patient by explaining oral hygiene in more detail, giving reasons why plaque is bad for the gums, and explaining that it causes inflammation. The student could also have placed more emphasis on the effects of smoking and why it is important to stop smoking and the effects it can have on the gums.

With regards to the unseen questions, the student showed a basic knowledge when answering the questions. There could have been more detail and they could have improved their performance by doing this. For example, they could have mentioned cross-infection, blood-borne viruses, and how wearing gloves is another way of infection control. The student could also have specifically mentioned the blood-borne viruses that would be protected against (for example, hepatitis B, hepatitis C, and HIV). The student could have given more detail on the footswitch, how it is linked to the compressor, and how it produces air, water, and the speed of the handpiece.

The student could have also outlined the amalgam alternative, which is not attractive to patients. They could also have explained how composite is bonded onto enamel, which helps the restoration to stay in place.

## 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 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> </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 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, 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>○ 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>

- effective and contemporaneous note-taking
- 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.

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## Change History Record

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