

T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Dental Nursing

Assignment 1 - e-Journal

Mark scheme

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About this document

This mark scheme has been written by the assessment writer and refined, alongside the relevant questions, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a student
- information on how individual marks are to be awarded
- the allocated performance outcomes and total marks for each question

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Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all students, who must receive the same treatment. You must mark the first student in exactly the same way as you mark the last.

The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.

Reward students positively giving credit for what they have shown, rather than what they might have omitted.

Utilise the whole mark range and always award full marks when the response merits them.

Be prepared to award 0 marks if the student's response has no creditworthy material.

Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.

The marks awarded for each response should be clearly and legibly recorded.

If you are in any doubt about the application of the mark scheme, you must consult with your team leader or the chief examiner.

Guidelines for using levels of response marking grids

Levels response marking grids have been designed to award a student's response holistically and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom-up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor.

Remember to look at the overall quality of the response and reward students positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level to credit the response appropriately. When determining a mark, your decision should be based on the quality of the response in relation to the descriptor.

Standardisation materials, GSEMS and training, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse.

General Dental Council Standards and learning outcomes

Clinical

1. Individual patient care - Learning outcomes 1.1 to 1.11
 - 1.1 Foundations of practice - Learning outcomes 1.1.1 to 1.1.9 (9)
 - 1.2 Contribute to patient assessment - Learning outcomes 1.2.1 to 1.2.7 (7)
 - 1.5 Responding to the treatment plan - Learning outcomes 1.5.1 to 1.5.2 (2)
 - 1.7 Patient management - Learning outcomes 1.7.1 to 1.7.6 (6)
 - 1.8 Patient and public safety - Learning outcomes 1.8.1 to 1.8.6 (6)
 - 1.9 Treatment of acute oral conditions (1) - Learning outcome 1.9.1 (1)
 - 1.10 Health promotion and disease prevention (3) - Learning outcomes 1.10.1 to 1.10.3 (3)
 - 1.11 Contributing to treatment (4) - Learning outcomes 1.11.1 to 1.11.4 (4)
2. Population-based health and care- Learning outcomes 2.1 to 2.5 (5)

Communication

3. Patients, their representatives and the public - Learning outcomes 3.1 to 3.3 (3)
4. Team and the wider healthcare environment - Learning outcomes 4.1 to 4.3 (3)
5. Generic communication skills - Learning outcomes 5.1 to 5.3 (3)

Professionalism

6. Patients and the public - Learning outcomes 6.1 to 6.5 (5)
7. Ethical and legal - Learning outcomes 7.1 to 7.5 (5)
8. Teamwork - Learning outcomes 8.2 to 8.3 (3)
9. Development of self and others - Learning outcomes 9.1 to 9.6 (6)

Management and Leadership

10. Managing self - Learning outcomes 10.1 to 10.7 (7)
11. Working with others - Learning outcomes 11.1 to 11.5 (5)
12. Managing the clinical and working environment - Learning outcomes 12.1 to 12.5 (5)

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 at all times, 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's development outcomes above, you are required to identify 3 areas of learning to support your development.

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

(12 marks)

Levels of response grid

Band	Mark	Descriptor
4	10-12	<p>Excellent identification of areas of required learning that are fully relevant to the role of a dental nurse.</p> <p>Excellent use of the GDC development outcomes to identify areas of required learning that are fully relevant to the GDC development outcomes, demonstrating a wide range of knowledge and understanding of the GDC development outcomes, which are accurately referenced.</p> <p>Highly detailed and very well considered assessment of how the area of learning will support their role as a dental nurse that is fully accurate and relevant to the area of learning.</p>
3	7-9	<p>Good identification of areas of required learning that are mostly relevant to the role of a dental nurse.</p> <p>Good use of the GDC development outcomes to identify areas of required learning that are fully relevant to the GDC development outcomes, demonstrating a good range of knowledge and understanding of the GDC development outcomes, which are mostly accurately referenced.</p> <p>Mostly detailed and considered assessment of how the area of learning will support their role as a dental nurse that is mostly accurate and relevant to the area of learning.</p>
2	4-6	<p>Reasonable identification of areas of required learning that have some relevance to the role of a dental nurse.</p> <p>Reasonable use of the GDC development outcomes to identify areas of required learning, demonstrating a range of knowledge and understanding of the GDC development outcomes, which are referenced with some accuracy.</p> <p>Some detailed assessment of how the area of learning will support their role as a dental nurse that has some relevance to the area of learning but may be lacking in sufficient detail, with some errors.</p>
1	1-3	<p>Limited identification of areas of required learning that have limited relevance to the role of a dental nurse.</p> <p>Limited use of the GDC development outcomes to identify areas of required learning, demonstrating a limited range of knowledge and understanding of the GDC development outcomes, which have been referenced with limited accuracy.</p> <p>Limited assessment of how the area of learning will support their role as a dental nurse that is partially accurate and limited in detail and is often fragmented with limited relevance to the area of learning.</p>
0		No creditworthy material.

Continuing professional development (CPD) log

Considering your 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 they have seen evidence to confirm the activity has been completed.

You have been provided with the 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
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	<ul style="list-style-type: none"> • communication skills • consent • complaints handling • raising concerns • safeguarding
B. Effective management of self and effective management of others or effective work with others in the dental team, in the interests of patients at all times, providing constructive leadership where appropriate	<ul style="list-style-type: none"> • effective practice management - not applicable • business management - not applicable • team working • leadership skills <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 not required to use these as examples of CPD.</p>
C. Maintenance and development of knowledge and skill within your fields of practice	<ul style="list-style-type: none"> • clinical and technical areas of study • radiography • cross infection control • medical emergencies and cardiopulmonary resuscitation (CPR) • CPD on quality assurance for the Medicines and Healthcare products Regulatory Agency (MHRA) • CPD specific for your daily roles • upskilling opportunities

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

(12 marks)

SAMPLE

Levels of response grid

Band	Mark	Descriptor
4	10-12	<p>Excellent identification of CPD that is accurately linked to the GDC development outcomes and fully relevant to their own PDP. Highly detailed and very well considered review of how the CPD has met their own areas of required learning identified in their PDP, that is highly relevant.</p> <p>Excellent review of how the CPD activity supports their role as a dental nurse, supported with highly relevant examples.</p>
3	7-9	<p>Good identification of CPD that is mostly accurately linked to the GDC development outcomes and mostly relevant to their own PDP.</p> <p>Mostly detailed and considered review of how the CPD has met their own areas of required learning identified in their PDP, that is mostly relevant. Good review of how the CPD activity supports their role as a dental nurse, supported by mostly relevant examples.</p>
2	4-6	<p>Reasonable identification of CPD that is sometimes accurately linked to the GDC development outcomes and their own areas of required learning identified in their PDP.</p> <p>Some detailed review of how the CPD has met their own areas of required learning identified in their PDP, that has some relevance. Reasonable review of how the CPD activity supports their role as a dental nurse, supported by some relevant examples.</p>
1	1-3	<p>Limited identification of CPD that links to the GDC development outcomes with limited accuracy and limited relevance to their own areas of required learning identified in their PDP.</p> <p>Limited review of how the CPD has met their own areas of required learning identified in their PDP, that has limited relevance.</p> <p>Limited review of how the CPD activity supports their role as a dental nurse, supported by limited relevant examples.</p>
0		No creditworthy material.

Reflective accounts: describe

Considering the General Dental Council 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?).

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?)

(20 marks)

SAMPLE

Levels of response grid

Band	Mark	Descriptor
4	16-20	<p>Excellent use of and reference to the GDC learning outcomes demonstrating a wide range of knowledge and understanding which are accurately referenced.</p> <p>Highly detailed descriptions of the accounts with sustained clarity, that are highly relevant to the GDC learning outcomes.</p> <p>Highly detailed and very well considered descriptions of how they impacted on the situations that are highly relevant to the GDC learning outcomes.</p> <p>Excellent, well developed, and highly coherent responses overall, with subject specific terminology used consistently throughout.</p>
3	11-15	<p>Good use of and reference to the GDC learning outcomes demonstrating a good range of knowledge and understanding which are mostly accurately referenced.</p> <p>Mostly detailed and mostly clear descriptions of the accounts that are mostly relevant to the GDC learning outcomes.</p> <p>Mostly detailed and considered descriptions of how they impacted on the situations that are mostly relevant to the GDC learning outcomes.</p> <p>Good, coherent responses overall, with subject specific terminology used mostly throughout.</p>
2	6-10	<p>Reasonable use of and reference to the GDC learning outcomes demonstrating a range of knowledge and understanding which are referenced with some accuracy.</p> <p>Some detailed descriptions of the accounts that have some relevance to the GDC learning outcomes, but may be lacking in sufficient detail, with some errors.</p> <p>Some detailed descriptions of how they impacted on the situations that have some relevance to the GDC learning outcomes.</p> <p>Adequate responses overall, subject specific terminology is used, but not always consistently.</p>
1	1-5	<p>Limited use of and reference to the GDC learning outcomes demonstrating a limited range of knowledge and understanding which have been referenced with limited accuracy.</p> <p>Limited descriptions of the accounts that are limited in detail and are often fragmented with limited relevance to the GDC learning outcomes.</p> <p>Limited descriptions of how they impacted on the situations that are limited in detail and are often fragmented with limited relevance to the GDC learning outcomes.</p> <p>Responses overall have limited focus, limited subject specific terminology is used, but not consistently with limited accuracy.</p>
0		No creditworthy material.

Reflective accounts: evaluate

Considering the General Dental Council 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?)

(20 marks)

SAMPLE

Levels of response grid

Band	Mark	Descriptor
4	16-20	<p>Excellent use of and reference to the GDC learning outcomes demonstrating a wide range of knowledge and understanding, which are accurately referenced.</p> <p>Highly detailed evaluations of the accounts on what went well and not so well with sustained clarity, that are highly relevant to the GDC learning outcomes.</p> <p>Highly detailed and very well considered evaluations of how they contributed to the situations that are highly relevant to the GDC learning outcomes.</p> <p>Excellent, well developed, and highly coherent responses overall, with subject specific terminology used consistently throughout.</p>
3	11-15	<p>Good use of and reference to the GDC learning outcomes demonstrating a good range of knowledge and understanding which are mostly accurately referenced.</p> <p>Mostly detailed and mostly clear evaluations of the accounts on what went well and not so well that are mostly relevant to the GDC learning outcomes.</p> <p>Mostly detailed and considered evaluations of how they contributed to the situations that are mostly relevant to the GDC learning outcomes.</p> <p>Good, coherent responses overall, with subject specific terminology used mostly throughout.</p>
2	6-10	<p>Reasonable use of and reference to the GDC learning outcomes demonstrating a range of knowledge and understanding which are referenced with some accuracy.</p> <p>Some detailed evaluations of the accounts on what went well and not so well that have some relevance to the GDC learning outcomes, but may be lacking in sufficient detail, with some errors.</p> <p>Some detailed evaluations of how they contributed to the situations that have some relevance to the GDC learning outcomes.</p> <p>Adequate responses overall, subject specific terminology is used, but not always consistently.</p>
1	1-5	<p>Limited use of and reference to the GDC learning outcomes demonstrating a limited range of knowledge and understanding which have been referenced with limited accuracy.</p> <p>Limited evaluation of the accounts on what went well and not so well that are limited in detail and are often fragmented with limited relevance to the GDC learning outcomes.</p> <p>Limited evaluations of how they contributed to the situations that are limited in detail and are often fragmented with limited relevance to the GDC learning outcomes.</p> <p>Responses overall have limited focus, limited subject specific terminology is used, but not consistently with limited accuracy.</p>
0		No creditworthy material

Reflective accounts: analyse and conclude

Considering the General Dental Council 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?)

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?)

(20 marks)

SAMPLE

Levels of response grid

Band	Mark	Descriptor
4	16-20	<p>Excellent use of and reference to the GDC learning outcomes demonstrating a wide range of knowledge and understanding which are accurately referenced.</p> <p>Highly detailed analysis of the accounts on what happened with reference to their own knowledge, skills and behaviours with sustained clarity, that are highly relevant to the GDC learning outcomes.</p> <p>Highly detailed and very well considered conclusions drawn from the situations that are highly relevant to the GDC learning outcomes.</p> <p>Excellent, well developed, and highly coherent responses overall, with subject specific terminology used consistently throughout.</p>
3	11-15	<p>Good use of and reference to the GDC learning outcomes demonstrating a good range of knowledge and understanding which are mostly accurately referenced.</p> <p>Mostly detailed and mostly clear analysis of the accounts on what happened with reference to their own knowledge, skills and behaviours that are mostly relevant to the GDC learning outcomes.</p> <p>Mostly detailed and considered conclusions drawn from the situations that are mostly relevant to the GDC learning outcomes.</p> <p>Good, coherent responses overall, with subject specific terminology used mostly throughout.</p>
2	6-10	<p>Reasonable use of and reference to the GDC learning outcomes demonstrating a range of knowledge and understanding which are referenced with some accuracy.</p> <p>Some detailed analysis of the accounts on what happened with reference to their own knowledge, skills and behaviours that have some relevance to the GDC learning outcomes, but may be lacking in sufficient detail, with some errors.</p> <p>Some detailed conclusions drawn from the situations that have some relevance to the GDC learning outcomes.</p> <p>Adequate responses overall, subject specific terminology is used, but not always consistently.</p>
1	1-5	<p>Limited use of and reference to the GDC learning outcomes demonstrating a limited range of knowledge and understanding, which have been referenced with limited accuracy.</p> <p>Limited analysis of the accounts on what happened with reference to their own knowledge, skills and behaviours that are limited in detail and are often fragmented with limited relevance to the GDC learning outcomes.</p> <p>Limited conclusions drawn from the situations that are limited in detail and are often fragmented with limited relevance to the GDC learning outcomes.</p> <p>Responses overall have limited focus, limited subject specific terminology is used, but not consistently with limited accuracy.</p>
0		No creditworthy material.

Reflective accounts: planning

Considering the General Dental Council 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?)

(20 marks)

SAMPLE

Levels of response grid

Band	Mark	Descriptor
4	16-20	<p>Excellent use of and reference to the GDC learning outcomes demonstrating a wide range of knowledge and understanding which are accurately referenced.</p> <p>Highly detailed analysis of the accounts to identify what would be done differently in the same situation with reference to their own knowledge, skills and behaviours with sustained clarity, that are highly relevant to the GDC learning outcomes.</p> <p>Highly detailed and very well considered planning drawn from the situations that identify how to develop their skills and the steps to take that is highly relevant to the situation and to the GDC learning outcomes.</p> <p>Excellent, well developed, and highly coherent responses overall, with subject specific terminology used consistently throughout.</p>
3	11-15	<p>Good use of and reference to the GDC learning outcomes demonstrating a good range of knowledge and understanding which are mostly accurately referenced.</p> <p>Mostly detailed and mostly clear analysis of the accounts to identify what would be done differently in the same situation with reference to their own knowledge, skills and behaviours that are mostly relevant to the GDC learning outcomes.</p> <p>Mostly detailed and considered planning drawn from the situations that identify how to develop their skills and the steps to take that is mostly relevant to the situation and to the GDC learning outcomes.</p> <p>Good, coherent responses overall, with subject specific terminology used mostly throughout.</p>
2	6-10	<p>Reasonable use of and reference to the GDC learning outcomes demonstrating a range of knowledge and understanding which are referenced with some accuracy.</p> <p>Some detailed analysis of the accounts to identify what would be done differently in the same situation with reference to their own knowledge, skills and behaviours that have some relevance to the GDC learning outcomes, but may be lacking in sufficient detail, with some errors.</p> <p>Some detailed planning drawn from the situations that identify how to develop their skills and the steps to take that has some relevance to the situation and to the GDC learning outcomes.</p> <p>Adequate responses overall, subject specific terminology is used, but not always consistently.</p>
1	1-5	<p>Limited use of and reference to the GDC learning outcomes demonstrating a limited range of knowledge and understanding, which have been referenced with limited accuracy.</p> <p>Limited analysis of the accounts to identify what would be done differently in the same situation with reference to their own knowledge, skills and behaviours that are limited in detail and are often fragmented with limited relevance to the GDC learning outcomes.</p> <p>Limited planning drawn from the situations that identify how to develop their skills and the steps to take that is limited in detail and is often fragmented with limited relevance to the situation and to the GDC learning outcomes.</p> <p>Responses overall have limited focus, limited subject specific terminology is used, but not consistently with limited accuracy.</p>
0		No creditworthy material.

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of issue
v1.11.0	Post approval, updated for publication.		March 2022
v1.1	Rebrand		March 2022
v1.2	Sample added as a watermark	November 2023	22 November 2023