



T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Dental Nursing

Assignment 1 - E-journal - 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 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 at charting with the dentist while the patient is in the chair. I need to practice this more often.	C	This will support my role as a dental nurse as it will allow my charting to be accurate. This will speed up the process and make it easier for the dentist to work.
I am shy and not confident to talk to patients. 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.	A	By listening to others this will help me to understand what I should be saying to the patient and communicating with them.
I need to be more organised. I need to learn how to manage my time better. I need to become quicker, and I can do this by watching how others work.	B	If I can learn how to manage my time by watching others and becoming quicker and more efficient during the day, this will then help the team and the patients. Working more quickly means I can work more effectively with the dental team.

(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"> • communication skills • consent • complaints handling • raising concerns • safeguarding
<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"> • 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>
<p>C Maintenance and development of knowledge and skill within your fields of practice</p>	<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

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	Watched my mentor complete charting. Practise occasionally.	C	Practising charting has helped increase my confidence and make my work more accurate which has made me more confident when I am completing this practice. Watching my mentor complete the charting allowed me to see the best way to complete this work accurately. I have also informed the dentist of my progress and asked them to call out the notation slower while I become more confident. By doing this, I have upskilled in charting and can provide a better service for patients.	D. Fukui Doretta Fukui Dentist 29/11/2021
12/12/21	Watching and learning more about communicating	A	I have been watching and learning more about communicating with patients and team members. I am more confident to ask questions and join in the conversation with the patients. I now know that not everyone is spoken to in the same way. I need to change the way I answer a question depending on the person. This has helped me a lot over the last few days to start answering patient’s questions without having to go to someone else	D. Fukui Doretta Fukui Dentist 15/12/21
21/1/22	Practice setting up instrument trays	B	I have been practising setting up trays and putting out all the instruments for all the procedures. This has made me quicker in the surgery and this then means not making the dentist and the patient run late. I am now understanding each procedure and becoming more efficient with my time.	D. Fukui Doretta Fukui Dentist 21/1/22

(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	<p>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</p> <p>8.2 Ensure that any team you are involved in works together to provide appropriate dental care for patients</p> <p>8.3 Explain the contribution that team members and effective team working makes to the delivery of safe and effective high-quality care</p>

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)

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.

The receptionist took some details and came to speak to us and asked if we could help, 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 patient was with their husband. The patient came to the desk with her forms and asked the receptionist 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 told the dentist she wanted to come in on her own without the husband. When I brought the patient into the surgery, the patient told 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. The lady then told us about her extraction she had had a few days earlier.

The dentist realised the patient had a dry socket and had not followed the instructions given by the previous dentist and that she smoked. We irrigated the socket, gave advice and prescription and advice with the denture.

The patient was 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 not impressed to see another patient coming in.

When we realised how much pain the lady was in, I was happy to help. We were all a bit worried why the patient did not want her husband in the surgery. 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 the wife. The dentist told me I must not leave the surgery and write up the notes as the patient is telling us what has happened. Both the dentist and I were relieved the patient was only telling us about the denture.

It made me see how important working together as a team can be.

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 not aware that this could have been a safeguarding situation.

This is something I should work on to develop but on a positive note, I will feel much more aware, and it was a good experience for me to have been involved in.

The dentist and the receptionist were more experienced than me, so I was lucky they were there.

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?)

Personally, I wasn't aware this could have been a big issue. I have learnt that we need to be ready for every situation. When the lady said she did not want her husband in the surgery, I didn't really know why this might be the case. I didn't really think of anything more that she just didn't want him in the surgery.

It showed how important it is to respect the patient's wishes and how important it is to listen to the patient and what they need.

I was pleased the receptionist took me to one side and let me know the patient's wishes and I was glad to be working with people who were more experienced than me.

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 event there was a situation of abuse. I was pleased to have this brought to my attention, so I am ready if it does happen in the future.

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 am not sure what I would do differently if it happens again, but I would definitely be more aware and alert if the situation came up again.

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 good knowledge of enhanced continued professional development (CPD) that was evident in their identification of skills to be developed in their personal development plan (PDP), but this was limited in detail. The student's identification of CPD was relevant and had some detail relating to their own PDP with a reasonable review of how it supports their role.

The student demonstrated a detailed reflective account which had reasonable reference to the General Dental Council (GDC) learning outcomes and was well considered but lacked good detail of areas of learning. The student demonstrated good knowledge of patient care and working as a team throughout, with a limited knowledge of safeguarding.

To improve their performance, the student could have given more references to the GDC learning and development outcomes through their descriptions, evaluations, and reviews. Furthermore, the student could have given a more detailed and developed account of the CPD undertaken with a more considered evaluation of how this CPD has impacted on their role as a dental nurse. To further enhance their performance, the student could have better demonstrated their knowledge of GDC outcomes, such as management of others and themselves, by evaluating the teamwork shown throughout the account as well as taking the initiative to develop their own skills around safeguarding.

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"> • 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"> ○ current legislation regulations to maintain a safe working environment ○ infection control in relation to health technical memorandum (HTM) 01-07 and hand hygiene ○ instruments and equipment used in a dental surgery, including correct storage in relation to HTM 01-05 ○ anatomy and physiology ○ dental treatments ○ duty of care to patients in relation to General Dental Council (GDC) Scope of Practice • 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"> ○ oral disease causes and preventions – provide patients with basic diet advice, as well as demonstrating the correct techniques for toothbrushing and interdental aids ○ 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) • 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"> ○ the principles of dental charting and soft tissue assessment including: <ul style="list-style-type: none"> ▪ federation dentaire internationale (FDI) ▪ Palmer notation ▪ basic periodontal examination (BPE) ▪ periodontal charting ○ the use of information technology and electronic systems within a dental setting • 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"> ○ filling and impression materials ○ ensuring there is ventilation

	<ul style="list-style-type: none"> ○ adjusting room temperature accordingly ○ mixing equal amounts of materials if required <p>Students should demonstrate content covered in all bullet points where applicable to be awarded pass.</p>
<p>Distinction</p>	<p>A distinction grade student can:</p> <ul style="list-style-type: none"> ● 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"> ○ current legislation regulations to maintain a safe working environment and the purpose of regular training and enhanced continuing professional development (ECPD) ○ infection control in relation to HTM 01-07 and hand hygiene including social, clinical and aseptic ○ instruments and equipment used in a dental surgery, including correct storage in relation to HTM 01-05 and the purpose of audits ○ anatomy and physiology ○ dental treatments and their respective referral process, if necessary ○ duty of care to patients in relation to GDC Scope of Practice, General Data Protection Regulations (GDPR), Equality Act 2010 and safeguarding ● 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"> ○ oral disease causes and preventions ● provide patients with: <ul style="list-style-type: none"> ○ basic diet advice ○ demonstration of the correct techniques for toothbrushing and interdental aids ○ potential health risks ○ local health initiatives that will help to maintain and improve oral health (for example, smoking cessation services) ○ 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 ● 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"> ○ principles of dental charting, and soft tissue assessment including: <ul style="list-style-type: none"> ▪ FDI ▪ Palmer notation ▪ BPE ▪ periodontal charting ▪ use of information technology and electronic systems within a dental setting

- 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.

Document information

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Change history record

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