

Assessment plan: Dental Nurse

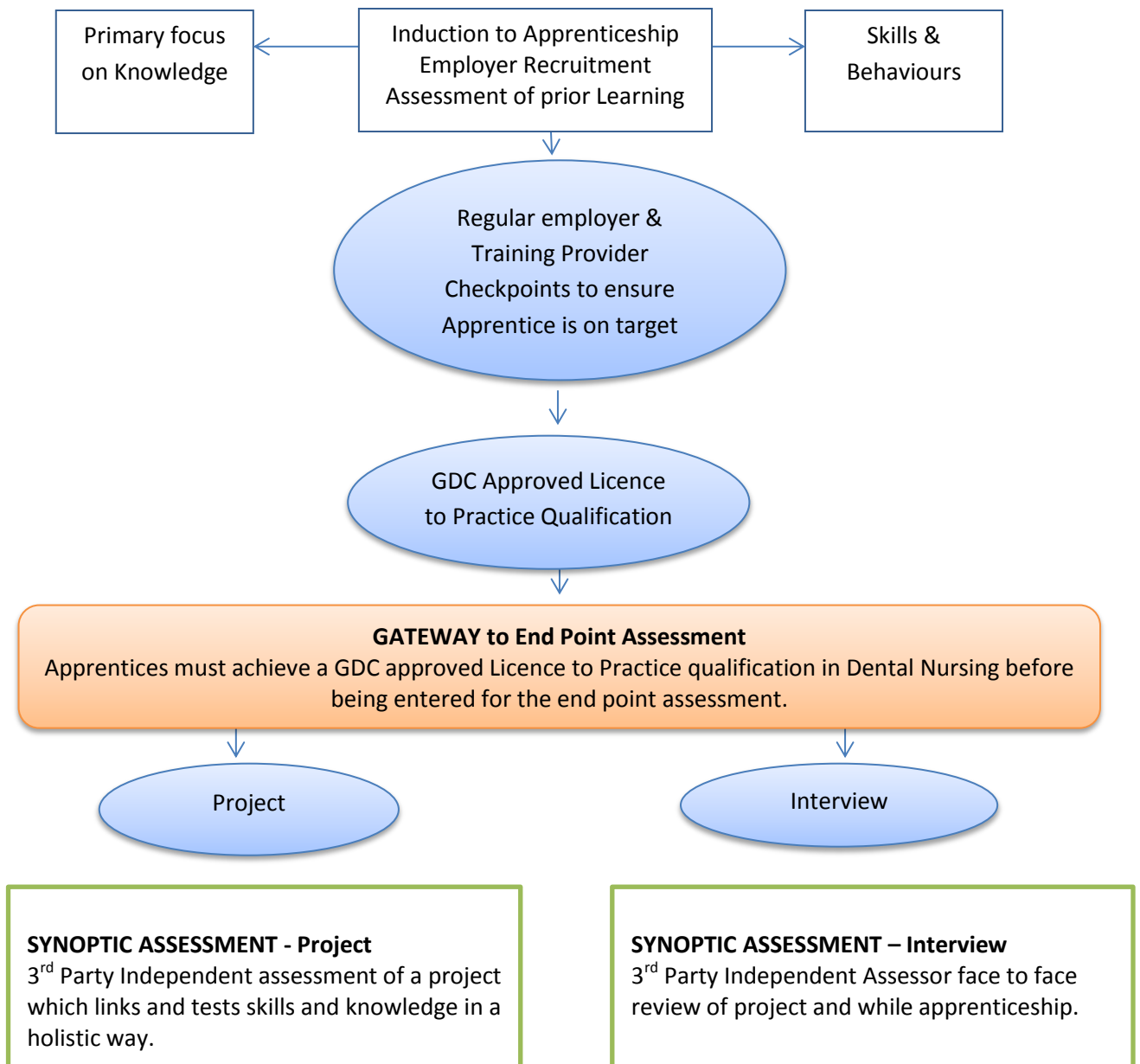
1. Introduction and Overview

This apprenticeship is designed to support individuals to meet the professional standard for people working as a trainee Dental Nurse within the industry.

The model has been driven by an employer steering group, and then refined through the Technical Working Group consisting of employers, training providers & assessment experts.

The principles driving the design of the assessment plan are as follows:

1. Maximum relevance to the job wherever possible
2. Integration with day-to-day responsibilities wherever possible
3. Added value to the apprentice's journey, both during and at the end of the apprenticeship



2. Assessment Methods

The methodology has been designed taking into account that this is a practical standard which is underpinned by technical and scientific knowledge that will allow the apprentice to develop the skills, knowledge and behaviours across different types of dental practices and settings.

On Programme Assessment

To ensure that the apprentice is on track during the apprenticeship, the learning is based on the GDC Learning Outcomes, which are the recognised standards for operating in the sector. Further detail of which can be found on: <http://www.gdc-uk.org/Newsandpublications/Publications/Publications/GDC%20Learning%20Outcomes.pdf>

- The Employer and the training provider use the Learning Outcomes to develop a training plan, to discuss and monitor progress on the apprenticeship, provide feedback and guide development.
- Regular check points between the Employer and the training provider will take place to ensure that the apprentice is on track.

The training provider will play an important part in supporting this by:

- i) Working with the employer (prior to the apprentice starting the apprenticeship) to understand the detail of the planned learning journey and their respective commitments
- ii) Delivering the knowledge requirements of the apprenticeship outlined in the training plan
- iii) Supporting the apprentice throughout the learning journey by providing advice and guidance on learning strategies and tools that will support the apprentice's preferred learning style and improve their learning agility
- iv) Supporting the employer in their commitments to the apprenticeship and by providing any additional training if required.

The Training Provider must be selected only from approved bodies, registered with the Skills Funding Agency. The on programme assessment of the apprentice will be the joint responsibility of the employer and the training provider.

Gateway for progressing to Final End Point Assessment

Apprentices will be entered for the Final Assessment when the employer, in consultation with the training provider, considers the apprentice has demonstrated the skills, knowledge/understanding and behaviours required of a competent dental nurse. This would be based on a continuous review of the apprentice which would involve learning/assessment against the training plan, with the employer and training provider regularly discussing the apprentice's performance and progress.

Apprentices must achieve a GDC approved License to Practice qualification in Dental Nursing before being entered for the end assessment.

The apprentice will begin the final end point assessment following the successful completion of the gateway and will usually be at least 15 months into the apprenticeship.

Final End Point Assessment

The focus of the Final Assessment is on the apprentice being able to prove their competence in the role

of a Dental Nurse. This entails demonstrating sufficiency of skills, knowledge and behaviours derived from the competencies set out in the standard. The final assessment will begin around 3 months before the end of the apprenticeship (please see section entitled 'Final Assessment timings and activities' on page 4).

The Final Assessment forms 100% of the assessment of achievement of the apprenticeship standard. The components of the Final Assessment and the assessment tools being used in this apprenticeship all require the apprentice to demonstrate their knowledge, skills and behaviours in an integrated manner to deliver the learning outcomes required to meet the standard. The Final Assessments will be synoptic in their design, sampling a sufficiency of skills and knowledge across the training programme, and apprenticeship standard.

This will build a cumulative and holistic picture, from all the components of the Final Assessment, of how well the apprentice meets or exceeds the standard.

An assessment specification will be developed by the Assessment Organisation(s). This will need to be clearly mapped to the learning outcomes set in the standard.

The Final Assessment will contain 2 components – **both components must be passed for the apprentice to be deemed competent;**

1. Synoptic project

The focus of the synoptic project is on the apprentice being able to prove their competence in the role of Dental Nurse through the work they have done. This entails demonstrating competence in defined learning outcomes derived from the competencies set out in the standard; see appendix 1. The project will be completed in the final three months of the apprenticeship.

The synoptic project will be chosen from a bank of themes developed from the standards by the Assessment Organisation(s) and it is recommended that these will be chosen in conjunction with the apprentice, employer and training provider and will reflect the current needs of the business.

The synoptic project will be assessed by an independent assessor(s). The independent assessment organisations will develop the assessment and grading criteria, and seek advice from the employer group if required. These will form the basis of the assessment tools. The assessment organisations will host standardisation activities to ensure consistent application of the project and the grading criteria.

The project will demonstrate the skills, knowledge and behaviours required for a dental nurse. Where there are any gaps in evidence from the project, this would be reflected in the grading and will be explored through the interview process.

The project will cover the knowledge, skills, behaviours and competence that a dental nurse is expected to demonstrate. This assessment will cover the skills, knowledge, behaviours and competence in the Apprenticeship standard, and will be mapped to the learning outcomes. The word count for the project will be between 2,000 and 3,000 words. This will be graded pass/distinction. The project will contribute 75% to the overall grade.

2. Interview

The interview is a structured discussion between the apprentice and the independent assessor, focusing on the project results and how they have performed during the apprenticeship. It covers both what the apprentice has done, and the standard of their work, and also how they have approached their work. This enables the assessment to cover a range of knowledge, skills and behaviours, such as how the apprentice has demonstrated behaviours, approaches and

responses to scenarios and will also give the independent assessor the opportunity to clarify points from the project results.

The interview and grading criteria will be developed by the Assessment Organisation(s), to ensure consistency, including expected performance levels against each of the grading outcomes (see table for roles and responsibilities on page 5). Exemplar questions for the independent assessors to use and recording documentation will be the responsibility of the individual Assessment Organisation(s). The interview will be graded pass/distinction and will contribute 25% to the overall grade.

Key requirements in the final assessment:

The apprentice has to pass all elements of the end assessment to be awarded the apprenticeship. The different components in the final assessment will be graded (pass/distinction) and weighted. These weightings and grades will contribute to the final overall grade. This, together with evidence of achievement in Math's and English will enable the apprentice to achieve their apprenticeship.

Final Assessment timings and activities:

The process of setting up the Final Assessment will begin around 3 months before the completion of the apprenticeship as shown in the table below.

| Timescale | Activity |
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| Ongoing | Review progress and ensure on track as part of regular tracking of progress Employer and Training Provider identify any gaps and create a plan for the final 3 months to complete the learning Apprentice completes qualification and if applicable, Level 2 English and Maths |
| Up to 3 months before Completion (minimum of 15 months on programme) (The Gateway) | Employer to decide timing of the end assessment based on the outcomes of the on-programme assessment process, with the guidance of the Training Provider, if required. Apprentice completes synoptic project and attends interview. |

3. Ensuring Independence/Impartiality

This approach demonstrates clear **impartiality and independence**, with the inclusion of a third party assessor, providing an **independent** view. **Impartiality** is delivered through the fact that **no single party who has been involved in delivery can make the sole decision on competence**.

The independent assessor will be recruited and trained by the Assessment Organisation(s) who will need to be registered on the Skills Funding Agency's Register of Apprentice Assessment Organisation(s) (ROAAO). Participation in activities which are to be standardised across Assessment Organisation(s) will be mandatory. The independent assessor will be allocated by the Assessment Organisation(s) from a pool of approved assessors maintained by the Assessment Organisation(s). The independent assessor must meet the following criteria:

- i) Current occupational competence or
- ii) Recent occupational experience in the role with demonstrable CPD (within 2 years)
- iii) Proven competence in assessment

The independent assessor will be truly independent of the apprentice with no prior involvement

with the apprentice, and will not be employed at the dental practice that employs the apprentice, they will also make the final decision on whether the apprentice has achieved their apprenticeship and at what grade.

Roles and Responsibilities

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| <p>1. Line Manager</p> | <ul style="list-style-type: none"> • Brings an overview of the apprentice working with them in the workplace through the apprenticeship • Participates in consensus decision with the training provider on the behaviours of the apprentice • Decides on the timing of the final assessment with the support of the training provider • Provides opportunities for the apprentice to learn and practice practical skills required and to support the assessment of these skills in the workplace. • Works with the training provider to carry out a continuous review of the evidence generated by the apprentice as part of the on programme assessment process |
| <p>2. Training Provider</p> | <ul style="list-style-type: none"> • Registering the apprentice for the GDC approved qualification with the Awarding Organisation(s) • Supports the Employer to organise and coordinate the training and delivery. • Provides training in the on programme assessment process (including use of tools and application to ensure consistency) for staff (employer and training provider) involved in the on programme assessment. • Contacts the Assessment Organisation(s) to secure the services of an appropriately qualified independent' assessor in consultation with the employer • Works with the employer to carry out a continuous review of the evidence generated by the apprentice against the training manual as part of the formative assessment process • Negotiates with the employer the level of service and price. • Participates in the consensus decision with the employer on the behaviours of the apprentice • Supports the employer on deciding the timing of the final assessment |
| <p>3. Independent assessor</p> | <ul style="list-style-type: none"> • Provides an Independent view as they will not have had any prior involvement in the apprenticeship or with the apprentice • Brings added rigor and consistency to the assessment through their wider industry perspective, knowledge & experience • Scores all components of the Final Assessment independently of the other assessors • Assesses against Pass and Distinction criteria • Participates in annual standardisation events run by the Assessment Organisation(s) • Make the final decision on whether apprentice has achieved their apprenticeship |

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| 4. Assessment Organisation(s) | <ul style="list-style-type: none"> • Delivers the end point assessment for the employer • Provides the independent assessors. • Provides an independent view as they will not have had any prior involvement in the apprenticeship or with the apprentice • Brings added rigor and consistency to the assessment through their wider industry perspective, knowledge and experience • Provides the means for independent assessors to assesses against Pass and Distinction criteria • Recruits independent assessors from dental practices and training providers • Trains, and hosts annual standardisation events for independent assessors • Develop project, interview and grading criteria |
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4. Quality Assurance

At the core of ensuring that judgements on role competence are consistent will be the Apprenticeship Standard which defines what is required for each of the knowledge and skills areas to be assessed.

Assessors appointed by the apprenticeship assessment organisation will carry out the end point assessment. These assessors will be required to have;

- An occupational background that is dental specific
- Recent experience of working in a high quality dental setting
- Qualifications at a higher level than the level at which they are assessing

The Apprenticeship assessment organisation carrying out the end point assessment will be expected to put in place quality assurance systems that support fair, reliable and consistent assessment across the organisations and overtime this could include contributing to regional and national standardisation meetings with other apprenticeship assessment organisations.

The Assessment Organisation(s) will develop the assessment criteria for each of the components of the end point assessment including the grading criteria and guidance on their application. These would be freely available for use by the end of 2015 by the Apprenticeship assessment organisations who would provide training for independent assessors on the conduct of the assessment and on the consistent application of the criteria.

We are considering employer led approaches for quality assurance and governance, and are working through the options with BIS.

5. Graded Assessments

The apprentice will receive an overall grade of pass or distinction. The grade will be made up from the two end point assessment methods – the project and interview. The project will be weighted 75% and the interview 25%. To achieve a distinction, apprentices must achieve a distinction in both methods. The final judgement to be awarded for each component and overall grade will be made by the independent assessor. This has been demonstrated below:

| Grade | To Achieve |
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| Pass | An apprentice will achieve a pass grade if they pass both the project and the interview. If either the project or the interview is failed, a fail grade will be given. |

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| Distinction | An apprentice will need to achieve a distinction in both the project and the interview in order to achieve a distinction as their final grade. |
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A grading criteria will be developed by the Assessment Organisation(s). Outlines of the grading criteria to establish how to achieve a pass or distinction will be available and accessible on the websites of the Assessment Organisation(s). This profile will then be used to inform the grading descriptors used in the assessment of the end assessments.

An example scale is shown below – the apprentice will have to score 3 or above in each of the competencies to achieve a Pass.

| 1 | 2 | 3 | 4 | 5 |
|---|---|-------------------------------------|---|--|
| Significant gaps in their ability to demonstrate the standard | Minor gaps in their ability to demonstrate the standard | Fully meets the Assessment Criteria | Some examples of exceeding the standard in some areas; meets in all other areas | Consistently exceeds the standard across most of the areas |

The apprentice will have to score 5 in each of the competencies identified in Appendix 1 to achieve a Distinction.

Specific marking criteria, for use by the Independent Assessors will be held securely by the Assessment Organisation(s) and available only to Independent Assessors and quality assurance staff.

A **pass candidate** is capable of making their own decisions and able to get on with the task at hand, being aware of commercial aspects.

They are capable when carrying out well defined but non- routine and complex tasks and are able to rectify any mistakes to an appropriate standard. They bring value to the employer, and with experience will be able to take up a supervisory role in the future.

A **distinction candidate** can be expected to deal confidently with stretching and complex tasks showing skills beyond that of the qualification perhaps developed through workplace opportunities. They are able to motivate others. Organisational systems and processes are followed as second nature. These candidates have the potential to develop very high class skills and understanding, and/or managerial skills given the correct progression opportunities.

6. Affordability & Flexibility

This assessment is simple but effective, using existing work-based training methods wherever possible and avoiding duplication or the need for adding additional burden into the assessment process.

This has led to a well-defined, cost-effective and deliverable process that employers will find easy to understand and apply to their own environment. Where additional support is required, the training provider can step in to offer their expertise.

The **flexibility and affordability** built into this assessment model is critical to its ability to cater for all types and sizes of dental practices. The following key points deliver this:

- Use of evidence generated by the apprentice gathered during the training programme to inform the timing of the final assessment
- End knowledge assessment
- Option to flex the amount of support required from the training provider. This can be discussed and tailored (utilising the training provider's expertise) during contract discussions

This apprenticeship and end synoptic assessment need to be accessible to a wide range of employment settings from corporates to single handed practices. The use of the existing network of qualifications assessment centre premises as assessment sites would mean that in most cases the apprentice would be able to access an assessment opportunity in their locality or at least in the same area of the country where they completed their qualification. This will mean that apprentices can be "booked" in for their assessments and the independent assessor can travel to them in a planned and cost effective manner. The project may be submitted to the assessor electronically and the interview would take place at an agreed location as close as possible to the apprentice. The cost of the end point assessment is expected to be between 10-20% of the total apprenticeship cost and anticipate intake onto the apprenticeship is 7,500 per year.

7. Manageability / Feasibility

This apprenticeship has been designed to be viable for both large and small dental practices. This means that there could be large numbers and/or a wide geographical take up.

- Independent Assessors will attend a standardisation event run by Assessment Organisations before they commence any engagement with the Final Assessment process. This will be face-to-face or virtual, depending on the location of individuals.
- It is recommended that Independent Assessors will travel to the location of the Final Assessment on the day

The training provider will have a key role to play, working with the employer, providing training as required, and working with the employer to organise the Final Assessment. The trailblazer group has had regular support and advice from an awarding organization. Both these organisations have access to hundreds or potential assessors through their existing qualification arrangements. The independent assessment organization would be responsible for recruiting and training assessors in the independent assessor role and would manage the logistics of the assessment opportunities to ensure the best interest of the apprentices are met and that there is no conflict of interest.

8. Professional Body Recognition

The apprentice can apply for GDC registration after they take their gateway Dental Nurse exam.

Appendix 1 – Learning Outcomes for synoptic assessment

Competencies

| Knowledge | The Dental Nurse will have knowledge of: |
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| Dental and regional anatomy | A thorough understanding of dental / oral anatomy and physiology |
| Respiratory and circulatory systems | How to recognise the range and functions of normal human structures |
| Health promotion and disease prevention | The basic principles of a population health care approach, including oral and general health care. Factors that can affect oral and general health care. Clear understanding of the role of dental professionals and healthcare teams during the delivery of health promotion. The delivery of oral health care information and preventive information which encourages patient self-care and motivation |
| Transmission of infectious diseases and their prevention | The potential routes of transmission of infectious agents in a dental environment and mechanisms for the prevention of infection. The scientific principles of decontamination and disinfection and relevance to health and safety and current best practice guidelines |
| Materials , equipment and resources | Commonly used dental materials and equipment and their uses and applications. Correct usage, handling, storage and disposal of materials and equipment in accordance with workplace and legislative requirements. How to select correct equipment, materials and instruments for all stages during general chair side procedures |
| Medical Emergencies | The role of the first aider and understanding of equipment, record keeping, recommended good practice and maintaining hygiene throughout. Recognise and support action to deal with medical emergencies |
| Legislative compliance and regulatory requirements | The appropriate Health and Safety guidance related to the dental environment and equipment, and how to follow these, including maintenance requirements of equipment and resources. Current legislative and statutory requirements relating to personal information, including the recording, storage and protection of personal information. |
| The Dental team and GDC guidelines | A thorough understanding of the role and responsibilities of the Dental Nurse and other Dental Care Professionals involved in patient management. Legal and ethical responsibilities involved in protecting and promoting the health of individual patients |
| Communication | The methods of communicating with patients, the dental team and members of the wider health care sector |
| Self-Management | Understand principles relating to evidence based approaches to learning, clinical and professional practice and decision making. Know consequences of own professional actions, attitudes and behaviours and effects on the dental team, the workplace and public opinion. How to assess own capabilities and limitations in the interest of providing high quality patient care; |

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| | seeking and using feedback from colleagues or supervisors where appropriate |
| Skills | The Dental Nurse will be able to: |
| Health Promotion | <p>Advise patients on oral health maintenance.</p> <p>Support members of the dental health care team in the delivery of health care advice and preventative support.</p> <p>Recognise and comply with national guidance and best practice, and acknowledging local health initiatives.</p> |
| Clinical skills | <p>Prepare and maintain the clinical environment before, during and after dental procedures.</p> <p>Prepare records, equipment and resources for all stages of treatment including dental radiography.</p> <p>Work in a safe and efficient manner.</p> <p>Undertake audits, testing and maintenance of equipment and maintain appropriate records to reflect this.</p> <p>Manage and perform effective decontamination and infection control procedures complying with legislative, local and current best practice guidelines.</p> <p>Provide chair side support to the operator during clinical dental procedures.</p> <p>Prepare, mix and handle dental materials in correct manner whilst ensuring manufactures requirements for storage, usage and disposal are facilitated.</p> <p>Record dental charting and oral tissue assessment carried out by other Registrants.</p> |
| Patient Care | <p>Recognise and comply with systems and processes to support safe patient care.</p> <p>Recognise and take into account the needs of different patients throughout the patient care process.</p> <p>Contribute to obtaining and recording patient clinical history</p> <p>Monitor, support and reassure patients throughout all aspects and processes.</p> <p>Give appropriate patient advice in relation to their needs and treatment plan.</p> |
| Patient Management | <p>Put patients' interests first and act to protect them.</p> <p>Act as an advocate for patients' where appropriate.</p> <p>Communicate with colleagues in relation to the direct care of individuals.</p> <p>Demonstrate safe, prompt and effective first aid in emergency situations</p> <p>Support patients and colleagues in event of medical emergency.</p> <p>Discuss the health risks of diet, drugs and substance misuse and the use of substances such as tobacco, alcohol and drugs on oral and general health.</p> |
| Professionalism | <p>Act without discrimination, show integrity and be trustworthy at all times.</p> <p>Be respectful of patients' dignity and choices.</p> |
| Management Skills | <p>Manage own performance and development.</p> <p>Manage the clinical environment within own scope of practice.</p> <p>Recognise and comply with the team working requirements in the Scope of Effectively manage own time and resources.</p> |

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| Communication Skills | <p>Communicate with the dental team in relation to the direct care of the individual.</p> <p>Implement correct methods of communication for spoken, written and electronic records.</p> <p>Have open and effective communication methods with patients and the dental team.</p> |
| Behaviours | The Dental Nurse will demonstrate: |
| Ethical | Commitment to the General Dental Council Standards for the Dental Team |
| Professional | <p>Reliability, working to high standards</p> <p>A commitment to excellent customer service</p> <p>Effective time management and self-management</p> <p>Appropriate use and storage of confidential information</p> |
| Commitment | <p>A caring approach toward patients and colleagues</p> <p>A commitment to striving for the best at all times</p> |
| Responsible | <p>Take responsibility for own actions and act in accordance with GDC Standards.</p> <p>Act and raise concerns as described in the Principles of Raising Concerns.</p> <p>Be responsible for own development and currency of skills, knowledge and understanding whilst ensuring current guidelines and best practice guidance is adhered to.</p> <p>Take a patient centered approach to working with the dental and wider healthcare team</p> <p>Recognise the impact of own personal behaviours and work/act professionally.</p> <p>Recognise the signs of abuse or neglect and raise concerns where necessary.</p> <p>Implement the processes of informed consent.</p> <p>Recognise and act upon the legal and ethical responsibilities involved in the protection and promotion of health care to individuals</p> |
| Reflection and Self Awareness | <p>Awareness of own impact and influence when working with others.</p> <p>An awareness of how to get the best from each individual</p> <p>The ability to reflect on own practice to support self development</p> |