

Apprenticeship Standard for Dental Nurse at Level 3

Assessment plan

1. Summary of Assessment

On successful completion of this apprenticeship the apprentice will be competent and job-ready.

The apprenticeship standard provides a high-level description of the skills, knowledge, values and behaviours required of the apprentice. The assessment plan describes how the apprentice is assessed at the end of their apprenticeship and by whom.

Employers, training providers, assessment experts and the General Dental Council (GDC) have informed the content of the standard and assessment plan. Apprentices will be able to apply for entry to the General Dental Council register as a Dental Nurse, on completion of their on-programme qualification.

The purpose of the end-point assessment is to test (in a synoptic way) the skills, knowledge and behaviours of the apprentice as set out in the apprenticeship standard and to confirm that the apprentice is occupationally competent.

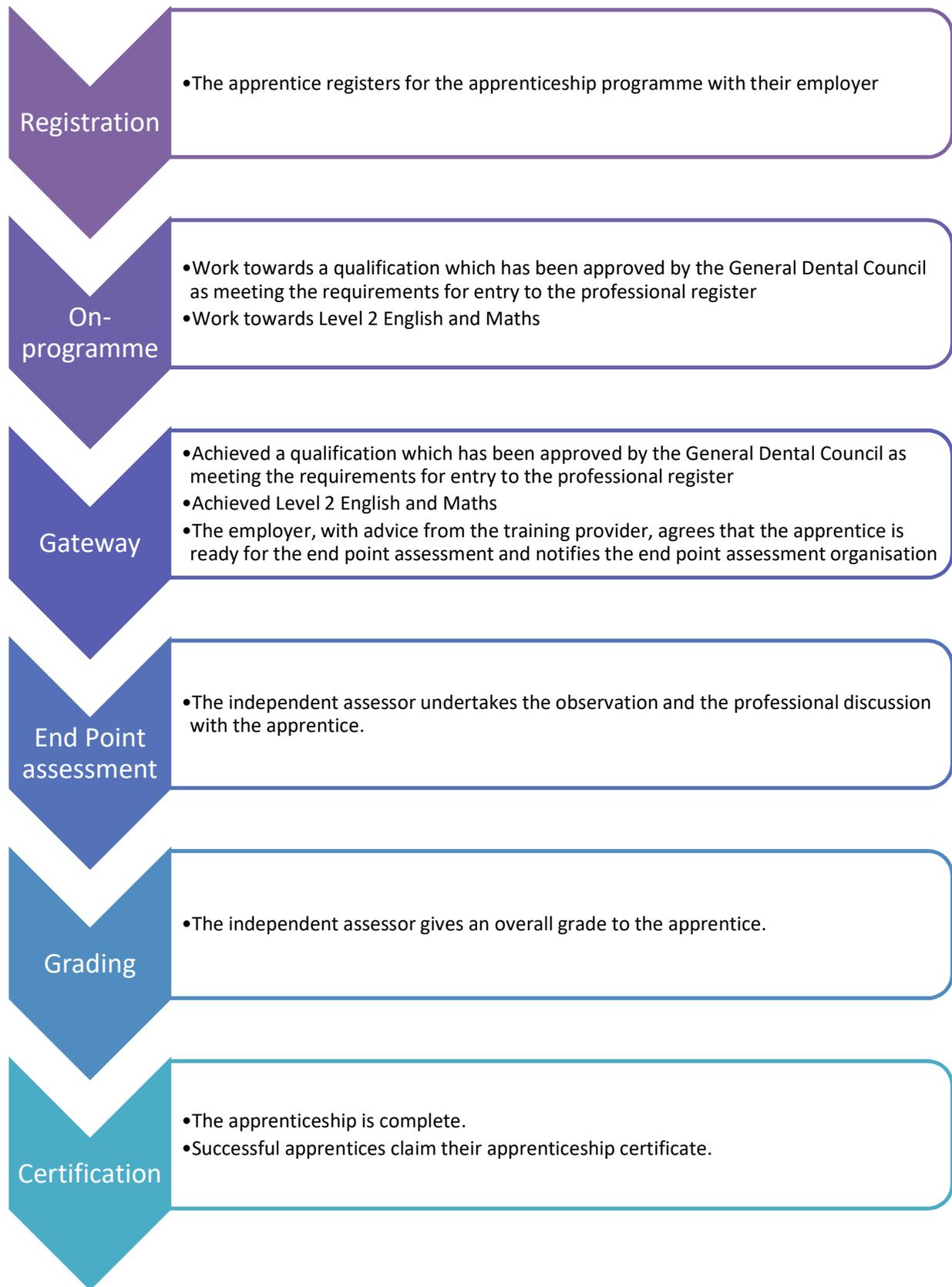
It provides apprentices with a showcase opportunity to provide evidence of what they have learned and are able to do, as well as measuring how they conduct themselves in a work environment by the end of their apprenticeship.

The end point assessment comprises two assessment methods (to be carried out in this order)

1. An observation in practice
2. A professional discussion

See the Assessment flowchart overleaf.

1.3 Assessment Flowchart



2. End Point Assessment Overview

Assessment Method	Area Assessed	Assessed by	Grading
Observation	<p>Apprentices will be observed in the workplace and demonstrate skills, knowledge and behaviours within the following domains.</p> <p>Skills</p> <ul style="list-style-type: none"> • Clinical Skills • Patient Care • Patient Management • Professionalism • Management Skills • Communication Skills <p>Behaviours</p> <ul style="list-style-type: none"> • Professional • Commitment • Responsible <p>The specific skills, knowledge and behaviours to be assessed are set out in Appendix 1. Where evidence is not provided through the observation, questions and answers will be used to enable the apprentice to provide evidence. The observation must always be carried out first, before the Professional Discussion.</p>	End Point Assessment Organisation	Fail Pass
Professional Discussion	<p>A scenario-based professional discussion, which is a synoptic assessment, will be focussed on core elements that will assess the apprentice's skills, knowledge and behaviours in regard to the following domains:</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Dental and regional anatomy • Respiratory and circulatory systems • Health promotion and disease prevention • Transmission of infectious diseases and their prevention • Materials, equipment and resources • Medical emergencies • Legislative compliance and regulatory requirements • The Dental team and GDC guidelines • Communication • Self-management <p>Skills</p> <ul style="list-style-type: none"> • Health Promotion • Clinical Skills • Patient Care • Patient Management • Professionalism • Management Skills • Communication Skills 	End Point Assessment Organisation	Fail Pass Distinction

	<p>Behaviours</p> <ul style="list-style-type: none"> • Ethical • Professional • Commitment • Responsible • Reflection and self-awareness <p>The specific skills, knowledge and behaviours to be assessed are set out in Appendix 2</p>		
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3. Assessment Gateway

Before going forward for end point assessment the apprentice must have completed:

1. A qualification which has been approved by the General Dental Council as meeting the requirements for entry to the professional register
2. Level 2 Maths and English. Apprentices without level 2 English and maths will need to achieve this level prior to completing the end-point assessment. For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

Judgement on whether the apprentice is ready for the end point assessment is taken by the employer who should check that that the apprentice has met the requirements above and gather views from the training provider and the apprentice to inform this decision. Apprentices should not be put forward for the end point assessment before they are ready.

4. Administering End Point Assessment

The end point assessment is triggered by the employer, who will usually consult with the training provider, when they judge that gateway requirements have been met, and after determining the readiness of the apprentice. All training, development, assessment and review activities that take place up to the end point assessment are considered as being 'on-programme'.

- The independent assessor **must not** have been involved in any on-programme training, development, review or assessment of the apprentice or be involved with the apprentice as an employer/ manager.
- The date and timing of the assessment is agreed with the apprentice, their employer and the assessment organisation.
- The observation assessment must take place in the apprentice's normal place of work, the professional discussion may take place in the apprentice's normal place of work or at suitable premises organised by the End Point Assessment Organisation. It is up to the End Point Assessment Organisation to decide if they will schedule both assessments on one day or on different days, according to number of apprentices, their location and the availability of assessors.
- The end point assessor is responsible for ensuring that the apprentice has met all the gateway requirements prior to administering the end point assessment

4.1 Grading: at the conclusion of the end point assessment, the independent assessor collates the evidence and determines the final grading for the apprenticeship. The grading decision is made solely by the independent assessor. Grading decisions may be subject to moderation by the end-point assessment organisation.

4.2 Re-takes/re-sits: Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit/re-take. A resit does not require further learning, however a re-take does. Apprentices are only required to re-take/re-sit the element of the end point assessment they have failed.

Apprentices who re-take/re-sit can only achieve a pass grade as a maximum, unless the End Point Assessment Organisation identifies exceptional circumstances accounting for the original fail. Apprentices who have passed are not permitted to re-take/re-sit for the purposes of improving their grade.

All assessment methods must be successfully completed within a 6-month period, after the Assessment Gateway.

5. The End Point Assessment

The End Point Assessment contains two elements: observation and professional discussion.

5.1 Observation

The observation is undertaken by the independent assessor in the apprentice's workplace and must last for 60 minutes (plus or minus 10% at the discretion of the independent assessor). The apprentice will be observed providing dental nursing care to an individual or succession of individuals. Examples of 'workplaces' could include a dental practice, community settings or dental hospital. The assessor will be present purely as an 'observer' and will only intervene if they observe any unsafe practice.

The assessment must be terminated if at any time during the 60-minute assessment the assessor observes unsafe practice and the apprentice will not be permitted to continue on to the professional discussion. The apprentice will be graded as a fail. The employer will decide when the apprentice is ready to attempt the end-point assessment again.

Should an unexpected event occur, the observation will be paused and re-started to ensure that the apprentice is observed providing dental nursing care for the full 60 minutes.

The observation must provide evidence of the apprentice demonstrating the knowledge, skills and behaviours identified in Appendix 1. The assessor will clarify what they have seen during the observation after the observation via a short question and answer session. This must not form part of the specified observation time and should last 10 minutes. It should be carried out prior to, and separate from, the professional discussion.

5.2 Professional Discussion

The scenario-based professional discussion takes place between the independent assessor and the apprentice and lasts for 40 minutes (plus or minus 10% at the discretion of the independent assessor). It will take place in a designated space, in a quiet room that is free from distractions. The professional discussion will assess the apprentice's skills, knowledge and behaviours that have been identified in Appendix 2. One scenario will be used during the professional discussion. The apprentice is allowed an additional 30 minutes, prior to the 40-minute discussion, to read, look at or watch the scenario and make notes in preparation for the discussion.

Professional discussion is not simply a question and answer session but a two-way dialogue between the apprentice and assessor. A structured template designed by the end point assessment organisation will be used for managing and marking the professional discussion to ensure consistency. The assessor must not use prompts or questions that would 'lead' the apprentice.

The end point assessment organisation will devise scenarios based on common activities undertaken in this role for use during the end point assessment. The scenarios can be either written or a video. The apprentice will be given a scenario that presents them with a situation that allows them to discuss with the assessor what they have read or seen, how the situation could have occurred and what they would do in these circumstances. The assessor will have prepared at least one discussion point for each domain in the standard that can be used to provide the apprentice with the opportunity to evidence the required skills, knowledge and behaviours using a range of examples from their own practice. It is not necessary to use all discussion points but the assessor must ensure that all relevant knowledge, skills and behaviours are covered during the professional discussion.

End point assessment organisations will need to ensure that scenarios are of comparable demand and provide sufficient information for the apprentice to be able to use what they have read or seen as the reference point for the evidence presented.

To do this the end point assessment organisation will ensure that:

- a written scenario is between 400 and 500 words
- a video is 2 minutes in duration

For retakes, the scenario used should be different to the one presented to the apprentice on the previous attempt(s). The end point assessment organisation must develop 'scenario specification banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose.

5.3 Grading Criteria

5.3.1 Observation

The observation is not graded above pass. The observation takes place in a real work setting where it is not possible to introduce variables that could be used to determine grade above pass. It will assess the knowledge, skills and behaviours **in bold** in Appendix 1:

- **Fail**
The apprentice does not meet all of the requirements within Appendix 1. They fail to meet the pass criteria outlined below or the assessor has to stop the observation because they have observed unsafe practice.
- **Pass**
The apprentice meets all of the requirements within Appendix 1 and the apprentice has demonstrated that they are able to apply the knowledge, skills and behaviours required by the standard. This will be demonstrated by:
 - practicing safely by adhering to workplace and legislation for safe practice
 - showing an understanding of the role of the dental nurse
 - communicating appropriately with patients and team members
 - behaving professionally
 - acting within the limits of competence of a dental nurse
 - practicing accurately and consistently
 - selecting and using materials and equipment correctly
 - collecting and storing information and data correctly

5.3.2 Professional Discussion

The professional discussion is considered a single assessment and is given an overall grade by the independent assessor. It will assess the knowledge, skills and behaviours **in bold** in Appendix 2:

- **Fail**
The Apprentice does not meet all of the knowledge, skill and behaviour requirements listed in Appendix 2 and fails to meet the pass criteria below

- **Pass**

The apprentice meets all of the knowledge, skill and behaviour requirements listed within Appendix 2.

1. They demonstrate that they understand and adhere to processes and procedures.
2. They may deal with topics individually rather than holistically but their understanding and application is accurate.
3. They are able to show that they understand and adhere to occupational behaviours and carry out their role in a responsible manner whilst still acting within the limits of their competence and the boundaries of their role.
4. The examples they give during the professional discussion will show that they have an accurate understanding of dental and regional anatomy and physiology and the respiratory and circulatory systems, how it applies to and affects their work
5. They provide two examples of population based health care and two factors that can affect oral and general health.
6. When discussing their workplace they will evidence how they work with other professionals in the team including how they report and escalate concerns.
7. They can describe key considerations when preparing equipment and resources including those used for dental radiography.
8. Examples from their day to day work will show how they are adhering to the GDC Scope of Practice in the workplace.
9. They are able to describe their role in communicating, storing and recording accurate information, giving two examples of the types of information they regularly deal with and an example of when they needed to modify their communication or approach to meet the needs of a patient.
10. They will be able to explain their role in protecting patients, including recognising the signs of abuse or neglect, and demonstrate that they check they are providing person-centred care.
11. They will be able to describe how they delivered a single health promotion activity in regard to one of the following: diet, drugs/substance misuse, use of substances such as tobacco or alcohol.
12. They can identify the role of the first aider and give an example of a first aid emergency in the workplace.
13. They will explain how they manage their own practice which shows that they are reliable and work to a high standard.
14. They can provide an example of when they have made an improvement to their own performance based on feedback from a supervisor or colleague.

- **Distinction**

The apprentice meets all of the knowledge, skill and behaviour requirements listed in Appendix 2. As for pass, and in addition:

1. They are proactive in their own development and demonstrate how their own reflection has impacted on their practice.
2. They are able to demonstrate that they find solutions to problems and can give an example of doing so independently whilst still acting within the limits of their competence and the boundaries of their role.
3. Their response will demonstrate an holistic understanding and application of the knowledge, skills and behaviours to their own practice by providing relevant examples which draw across two or more domains

5.3.3 Overall Grading

The successful apprentice receives an overall grade of Pass or Distinction and is determined by the independent assessor. The apprentice must pass both elements of the end point assessment.

Observation	Professional Discussion	Overall Grade
Fail	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

5.4 Independence

End point assessments are carried out by staff from independent end-point assessment organisations on the Education and Skills Funding Agency's Register of End Point Assessment Organisations.

6. Roles and Responsibilities

Role	Responsibilities
Apprentice	<ul style="list-style-type: none"> Participates fully in their training and development Actively contributes to their performance reviews Contributes to the decision on the timing of their end point assessment
Employer	<ul style="list-style-type: none"> Supports the apprentice throughout their training and development Conducts reviews to monitor progress Checks gateway requirements Determines when the apprentice is competent and ready to attempt the end point assessment
Training Provider that is approved by the General Dental Council and is also on the Register of Apprenticeship Training Providers	<ul style="list-style-type: none"> Provides on-going education and training for the apprentice Provides tools and processes to support the apprentice Carries out regular reviews with the apprentice and employer Advises the employer when the apprentice is ready to undertake the end point assessment.
Assessment Organisation that is on the Register of End Point Assessment Organisations	<ul style="list-style-type: none"> Takes no part in the training of those apprentices for whom they complete end point assessments Devises assessment materials and administers the end point assessment Recruits and trains independent assessors Ensures assessors are occupationally competent, are able to assess the performance of the apprentice using the end point assessment methods and are able to determine the grade achieved Undertakes annual standardisation and moderation activities Actively participates in the quality assurance procedures described in this assessment plan
Independent Assessor	<ul style="list-style-type: none"> Assesses the scenario based professional discussion and the observation of practice Determines the final apprenticeship grade

7. Quality Assurance

7.1 Internal quality assurance

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End point assessment organisations that deliver end point assessment for the Dental Nursing apprenticeship must be accepted by the Education and Skills Funding Agency onto the Register of End Point Assessment Organisations.

Once accepted to the register, the end point assessment organisations develop the assessment tools and supporting materials. Assessments are designed to produce assessment outcomes that are consistent and reliable, allowing fair and proper comparison between apprentices employed in different types and sizes of organisations.

End-point assessment organisations are required, *as a minimum*, to:

- provide EPA guidance to apprentices, employers and training providers in relation to the requirements of the observation and professional discussion.
- ensure the independent assessors make consistent and reliable assessment and preliminary grade judgements.
- develop assessment tools and documentation, it is recommended that this is done in consultation with representative employers.
- ensure that there is consistency and comparability in terms of the breadth and depth of each assessment, to ensure assessments are reliable, robust and valid.
- consider evidence in relation to reasons for failing an EPA method and confirm whether a grade higher than pass will be allowed for a re-take/re-sit of the professional discussion, where the learner may have failed due to circumstances beyond their control.
- be prepared to facilitate reasonable adjustments for learners with special requirements.
- provide guidance in relation to the EPA i.e. making reasonable adjustment, eligibility to enter EPA and conflict of interest.
- appoint and approve independent assessors to conduct the EPA marking and initial grading, based on a check of knowledge and experience.
- provide training for independent assessors in terms of the requirements of the operation and marking of the EPA tools and initial grading.
- provide training for independent assessors in undertaking fair and impartial assessment and making judgements about performance and the application of knowledge, skills and behaviours within a workplace setting.
- hold annual events for independent assessors to ensure consistent application of the guidance which all assessors must attend annually.
- ensure assessment organisation moderation staff are trained in assessment and assurance processes and undertake regular continuing professional development annually.
- checks grading decisions and moderates where necessary.
- develop and manage a complaints and appeals procedure.
- ensure that they have a process in place with regard reporting in the event of having to end an observation due to unsafe practice.

Only assessors appointed by the end point assessment organisation are able to carry out the end point assessment. Assessors must:

- Be currently occupationally competent across the whole of the standard i.e. a GDC registrant and have post-qualifying clinical experience
- Assessors must have experience of working as a GDC registered practitioner and hold an assessor qualification

Assessment organisations are required, *as a minimum*, to hold an internal annual standardisation event for assessors which focuses on current assessment practices and issues which have arisen.

7.2 External quality assurance

External quality assurance is provided by Ofqual.

8. Professional Recognition

Dental Nurses are statutorily regulated by the General Dental Council. The apprentice can apply for entry to the register on completion of their on-programme qualification.

9. Intake

It is expected that there will be around 1,500 apprenticeship starts in the first year and 2,500 starts per year once established.

10. Affordability

This approach to independent assessment has been tested with employers who have confirmed that it is the preferred approach.

Cost analysis verified that this approach was the most cost effective method of all. Affordability has been built into the design of the end point assessment as it uses the employer's premises for the observation assessment method.

11. Manageability and Feasibility

The end point assessment has been designed to meet the needs of all employers and all environments where Dental Nurses are employed.

The approach is expected to be manageable and feasible as the necessary expertise already exists within the sector. We would expect assessment organisations to tap into employer organisations when recruiting for independent assessors. Utilising existing expertise would ensure a sufficiency of qualified assessors with a good geographical spread.

Appendix 1 – Observation matrix

Through the observation the apprentice must provide evidence of meeting all the requirements in **bold** below. These are considered to be the higher order knowledge, skills and behaviours and will capture those not in bold for that domain, and when combined with the evidence from the professional discussion, give assurance that the apprentice is competent across the whole standard The End Point Assessment Organisation is responsible for designing a structured observation process that will allow the assessor to record that the apprentice has showcased these knowledge, skills and behaviour outcomes.

Knowledge Domains	The Dental Nurse will have knowledge of:
Dental and regional anatomy	<ul style="list-style-type: none"> • A thorough understanding of dental / oral anatomy and physiology
Respiratory and circulatory systems	<ul style="list-style-type: none"> • How to recognise the range and functions of normal human structures
Health promotion and disease prevention	<ul style="list-style-type: none"> • The basic principles of a population health care approach, including oral and general healthcare • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Commonly used dental materials and equipment and their uses and applications. • Correct usage, handling, storage and disposal of material 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	<ul style="list-style-type: none"> • The roles 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • A thorough understanding of the role and responsibilities of the Dental Nurse and other Dental Care Professions involved in patient management. • Legal and ethical responsibilities involved in protecting and promoting the health of individual patients
Communication	<ul style="list-style-type: none"> • The methods of communicating with patients, the dental team and members of the wider health care sector
Self-Management	<ul style="list-style-type: none"> • 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; seeking and using feedback from colleagues or supervisors where appropriate

Skills Domains	The dental nurse will be able to:
Health Promotion	<ul style="list-style-type: none"> • Advise patients on oral health maintenance. • Support members of the dental healthcare team in the delivery of healthcare advice and preventative support • Recognise and comply with national guidance and best practice, and acknowledging local health initiatives.
Clinical skills	<ul style="list-style-type: none"> • Prepare and maintain the clinical environment before, during and after dental procedures. • Prepare records, equipment and resources for all stages of treatment including dental radiography. • Work in a safe and efficient manner. • Undertake audits, testing and maintenance of equipment and maintain appropriate records to reflect this • Manage and perform effective decontamination and infection control procedures complying with legislative, local and current best practice guidelines. • Provide chair side support to the operator during clinical dental procedures. • Prepare, mix and handle dental materials in correct manner whilst ensuring manufactures requirements for storage, usage and disposal are facilitated • Record dental charting and oral tissue assessment carried out by other Registrants
Patient Care	<ul style="list-style-type: none"> • Recognise and comply with systems and processes to support safe patient care. • Recognise and take into account the needs of different patients throughout the patient care process. • Contribute to obtaining and recording patient clinical history • Monitor, support and reassure patients throughout all aspects and processes. • Give appropriate patient advice in relation to their needs and treatment plan.
Patient Management	<ul style="list-style-type: none"> • Put patients' interests first and act to protect them • Act as an advocate for patients' where appropriate • Communicate with colleagues in relation to the direct care of individuals. • Demonstrate safe, prompt and effective first aid in emergency situations • Support patients, colleagues in event of medical emergency. • 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
Professionalism	<ul style="list-style-type: none"> • Act without discrimination, show integrity and be trustworthy at all times. • Be respectful of patients' dignity and choices.
Management Skills	<ul style="list-style-type: none"> • Manage own performance and development • Manage the clinical environment within own scope of practice. • Recognise and comply with the team working requirements in the Scope of practice. • Effectively manage own time and resources
Communication Skills	<ul style="list-style-type: none"> • Communicate with the dental team in relation to the direct care of the individual. • Implement correct methods of communication for spoken, written and electronic records. • Have open and effective communication methods with patients and the dental team.

Behaviours Domains	The dental nurse will demonstrate
Ethical	<ul style="list-style-type: none"> • Commitment to the General Dental Council Standards for the Dental Team
Professional	<ul style="list-style-type: none"> • Reliability, working to high standards • A commitment to excellent customer service • Effective time management and self management • Appropriate use and storage of confidential information
Commitment	<ul style="list-style-type: none"> • A caring approach toward patients and colleagues • A commitment to striving for the best at all times
Responsible	<ul style="list-style-type: none"> • Take responsibility for own actions and act in accordance with GDC standards. • Act and raise concerns as described in the Principles of Raising Concerns. • Be responsible for own development and currency of skills, knowledge and understanding whilst ensuring current guidelines and best practice guidance is adhered to • Take a patient centred approach to working with the dental and wider healthcare team • Recognise the impact of own personal behaviours and work/act professionally. • Recognise the signs of abuse or neglect and raise concerns where necessary. • Implement the processes of informed consent. • Recognise and act upon the legal and ethical responsibilities involved in the protection and promotion of healthcare to individuals
Reflection and Self Awareness	<ul style="list-style-type: none"> • Awareness of own impact and influence when working with others • An awareness of how to get the best from each individual • The ability to reflect on own practice to support self-development

Appendix 2 – Professional discussion matrix

Professional discussion is not simply a question and answer session but a two-way conversation between the apprentice and assessor. Through the professional discussion the apprentice must provide evidence of meeting all the requirements in **bold** below. These are considered to be the higher order knowledge, skills and behaviours and will capture those not in bold for that domain and when combined with the evidence from the observation, give assurance that the apprentice is competent across the whole standard. A structured template, designed by the end point assessment organisation, will be used for the professional discussion to ensure consistency (see section 6.2 for further details).

Knowledge Domains	The Dental Nurse will have knowledge of:
Dental and regional anatomy	<ul style="list-style-type: none"> • A thorough understanding of dental / oral anatomy and physiology
Respiratory and circulatory systems	<ul style="list-style-type: none"> • How to recognise the range and functions of normal human structures
Health promotion and disease prevention	<ul style="list-style-type: none"> • The basic principles of a population health care approach, including oral and general healthcare • 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
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Materials, equipment and resources	<ul style="list-style-type: none"> • Commonly used dental materials and equipment and their uses and applications. • Correct usage, handling, storage and disposal of material 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	<ul style="list-style-type: none"> • The roles 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • A thorough understanding of the role and responsibilities of the Dental Nurse and other Dental Care Professions involved in patient management. • Legal and ethical responsibilities involved in protecting and promoting the health of individual patients
Communication	<ul style="list-style-type: none"> • The methods of communicating with patients, the dental team and members of the wider health care sector
Self-Management	<ul style="list-style-type: none"> • 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; seeking and using feedback from colleagues or supervisors where appropriate

Skills Domains	The Dental Nurse will be able to:
Health Promotion	<ul style="list-style-type: none"> • Advise patients on oral health maintenance. • Support members of the dental healthcare team in the delivery of healthcare advice and preventative support • Recognise and comply with national guidance and best practice, and acknowledging local health initiatives.
Clinical skills	<ul style="list-style-type: none"> • Prepare and maintain the clinical environment before, during and after dental procedures. • Prepare records, equipment and resources for all stages of treatment including dental radiography. • Work in a safe and efficient manner. • Undertake audits, testing and maintenance of equipment and maintain appropriate records to reflect this • Manage and perform effective decontamination and infection control procedures complying with legislative, local and current best practice guidelines. • Provide chair side support to the operator during clinical dental procedures. • Prepare, mix and handle dental materials in correct manner whilst ensuring manufactures requirements for storage, usage and disposal are facilitated • Record dental charting and oral tissue assessment carried out by other Registrants.
Patient Care	<ul style="list-style-type: none"> • Recognise and comply with systems and processes to support safe patient care. • Recognise and take into account the needs of different patients throughout the patient care process. • Contribute to obtaining and recording patient clinical history • Monitor, support and reassure patients throughout all aspects and processes. Give appropriate patient advice in relation to their needs and treatment plan.
Patient Management	<ul style="list-style-type: none"> • Put patients' interests first and act to protect them • Act as an advocate for patients' where appropriate • Communicate with colleagues in relation to the direct care of individuals. • Demonstrate safe, prompt and effective first aid in emergency situations • Support patients, colleagues in event of medical emergency. • 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.
Management Skills	<ul style="list-style-type: none"> • Manage own performance and development. • Manage the clinical environment within own scope of practice. • Recognise and comply with the team working requirements in the Scope of practice. • Effectively manage own time and resources.
Communication Skills	<ul style="list-style-type: none"> • Communicate with the dental team in relation to the direct care of the individual. • Implement correct methods of communication for spoken, written and electronic records. • Have open and effective communication methods with patients and the dental team.

Behaviours Domains	The Dental Nurse will demonstrate:
Ethical	<ul style="list-style-type: none"> • Commitment to the General Dental Council Standards for the Dental Team
Professional	<ul style="list-style-type: none"> • Reliability, working to high standards • A commitment to excellent customer service • Effective time management and self management • Appropriate use and storage of confidential information
Commitment	<ul style="list-style-type: none"> • A caring approach toward patients and colleagues • A commitment to striving for the best at all times
Responsible	<ul style="list-style-type: none"> • Take responsibility for own actions and act in accordance with GDC standards. • Act and raise concerns as described in the Principles of Raising Concerns. • Be responsible for own development and currency of skills, knowledge and understanding whilst ensuring current guidelines and best practice guidance is adhered to • Take a patient centred approach to working with the dental and wider healthcare team • Recognise the impact of own personal behaviours and work/act professionally. • Recognise the signs of abuse or neglect and raise concerns where necessary. • Implement the processes of informed consent. • Recognise and act upon the legal and ethical responsibilities involved in the protection and promotion of healthcare to individuals
Reflection and Self Awareness	<ul style="list-style-type: none"> • Awareness of own impact and influence when working with others • An awareness of how to get the best from each individual • The ability to reflect on own practice to support self-development