

User guide to mandatory requirements for Dental Nursing approval, annual monitoring and external quality assurance reviews

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About this document

This document will support providers who are seeking to gain approval to deliver and assess any of our Dental Nursing qualifications.

- [Level 3 Diploma in the Principles and Practice of Dental Nursing \(601/2251/1\)](#)
- [Level 3 Diploma in the Principles and Practice of Dental Nursing \(Integrated Apprenticeship\) \(610/1340/7\)](#)
- [T Level Technical Qualification in Health \(603/7066/X\) Dental Nursing Occupational Specialism](#)

This document contains useful guidance about how to meet dental requirements and exemplars that can be used. Alternatively, providers may devise their own in line with these exemplars. Once approved, providers will be able to register students on the qualification. Providers have access to guidance and exemplar materials, to support with the delivery, supervision, and assessment of the qualification. This includes the following:

- Qualification Specification – containing guidance on delivery requirements, qualification details, useful templates and policies, information on the external assessment tests, internal and external quality assurance processes
- Sample assessment materials – this document should be read in conjunction with the guidance from Department for Education on industry placement and provider responsibility (Dental Nursing occupational specialism (OS) only)

Section 1: Student fitness to practise

1.1. Student fitness to practise policy and procedure

Providers must have a student fitness to practise policy and procedure. The following points are given as initial guidance. Providers must ensure that when drafting their policy, they refer to the **General Dental Council's (GDC) student fitness to practise guidance document which can be found at www.gdc-uk.org**

The policy should be concerned with a student's fitness to be in a clinical, professional environment, and their ability to be part of provision of direct patient care. It should conform to professional standards and codes of practice and be consistent with the behaviour expected by the profession and the employer. The provider process should include both informal and formal proceedings, plus a robust investigatory mechanism. Each provider is expected to establish a professional misconduct panel. In addition, an appeals process must be in place and records of any proceedings and appeals must be available for external quality assurance scrutiny.

The GDC expects tutors and supervisors of students who undertake work-based training to be aware of the GDC guidance and apply the principles of professionalism and appropriate behaviour in the workplace setting.

Providers should inform students, as part of their admissions and/or enrolment procedures, that unprofessional behaviour or serious health problems during their training may result in fitness to practise proceedings, which could affect their ability to complete the course and their ability to register with the GDC.

1.2 Student vaccination records

Providers must have a procedure in place for liaising with employers to obtain documented evidence of students' vaccination records. Records/copies must be retained and held in each student's file by the provider until final moderation.

The employer must check that the student dental nurse has had the appropriate vaccinations required to practise, before undertaking exposure-prone procedures.

1.3 Admission/enrolment procedure

As part of the admissions/enrolment procedure, providers should undertake an initial assessment of each student to evaluate the student's suitability for the qualification and role of a dental nurse. As part of this initial assessment, and before the commencement of the qualification, the following should be identified:

- the student's knowledge, skills and experience
- any prior credit or units that the student may have accumulated and that are relevant to the qualification
- any specific training needs

Students will be required to sign and comply with a student contract (example appendix D). This details the expected responsibilities and behaviours with which students must comply if providers are to maintain qualification approval, and for annual monitoring review (AMR).

1.4 Equal opportunities and diversity policy and procedure

Providers must have an equal opportunities and diversity policy and procedure in relation to dental nursing.

The GDC standard 1.6 requires '*dental professionals to treat patients fairly, as individuals and without discrimination, being aware of and adhering to all responsibilities as set out in relevant equalities legislation*'.

We require all providers, students and stakeholders to comply with current legislation, regulatory guidance and best practice guidance relating to equality and diversity.

The provider's equal opportunities and diversity policy and procedure should include a provider inclusion statement detailing how students with specific needs will be initially assessed and supported to achieve.

1.5 Student support policy/procedure

Providers must have a student support policy/procedure in place. Providers must also carry out an initial assessment to ensure the student is capable of undertaking the course. Any student's special educational needs should be addressed and managed according to the provider's student support policy and protocol.

The student support policy/procedure must include a process for supporting students who are not meeting agreed targets, as well as a process for recording concerns and how these are implemented. Evidence will be requested upon external quality assurance.

Section 2: Employer liaison

2.1 Schedule of student progress reports

Providers must provide a schedule for student progress reports throughout the duration of the qualification. This must include progress reports from all those involved in the teaching, supervision, and assessment of the student. Providers must also contact the student's employers, establishing a working relationship.

2.2 Work-based supervising registrant list

The GDC requires that employers identify a supervising GDC registrant to directly supervise the student dental nurse. The provider must keep a record of the named supervisor.

The work-based assessor may also be the work-based supervisor/mentor. However, it is recommended that the supervisor and assessor roles are undertaken by different people. Students who are assessed by a peripatetic assessor must also have a named supervisor/mentor in the workplace. Supervision may be delegated to other GDC registrants. However, in line with the GDC requirements, the named work-based supervising registrant/mentor will retain overall accountability for the student.

Providers must complete a supervising registrants list (example appendix A) for each student. For each named supervisor/mentor, providers must provide proof of GDC registration and confirmation of current Disclosure and Barring Service (DBS) certificates. Providers must keep this evidence on record as part of the quality assurance process. Providers will be expected to annually update this list to ensure registration has been maintained.

2.3 Work-based placement procedure and 4.1 Initial safety check and monitoring of students' workplace

Providers must have work-based placement procedures in place. The placement procedure must contain details of study, workplace-based assessments, support required for the student in the workplace and quality assurance of placements (including additional placement procedures, where applicable).

The work-based placement procedure must also include a process by which the provider can request evidence from the workplace that demonstrates the provision of a safe and appropriate clinical environment/workplace, and which supports the completion of the initial safety check and workplace monitoring documentation. Providers may wish to use NCFE CACHE initial safety check and workplace monitoring form as part of their procedures (example appendix C).

To confirm suitability of placements, providers must ensure that placements are quality assured by dental registrants.

2.3.1 Additional work-based placement procedure

Some students may work in a specialist dental practice as a student, resulting in an inability to access the range of chairside procedures covered in the qualification. The provider must have a procedure in place for swiftly liaising with the employer to identify an additional work-based placement, providing the student with exposure to an appropriate breadth of patients and procedures.

2.3.2 Policy 6: Workplace suitability policy and procedure

This document supports providers when a workplace is no longer deemed suitable. It contains contingency plans for students/provider-allocated work placements and those in employment.

While a robust process is in place to confirm the suitability of a workplace through the employer declaration of induction (appendix B), the initial safety check and workplace monitoring (appendix C), occasionally that suitability can change. This can be due to various reasons, which may only become apparent as the student progresses through the qualification.

We require that all approved providers act through a formal process, including a contingency plan, if a tutor, assessor or IQA identify a workplace as unsuitable.

2.3.3 Unsuitability

Unsuitability must instantly be raised by the provider with the work placement. The provider must give every opportunity for the workplace to review and improve on the identified reasons for unsuitability. The provider can offer

support and guidance, or the workplace may seek guidance from their local NHS area team or clinical dental advisor.

2.3.4 Unsuitability due to patient safety concerns

Unsuitability of a workplace may be due to a patient safety concern, including:

- inappropriate and dangerous actions during the provision of treatment
- poor infection control
- poorly maintained equipment and buildings
- poor maintenance of patient records
- poor communication with the patient by members of the practice team
- health conditions of a member of the practice team
- no professional indemnity
- fraud
- concerns about the possible abuse or neglect of children or vulnerable adults
- student dental nurses working outside their scope of practice

Some concerns are so serious** that a student will be immediately withdrawn from the work placement, with no period of notice given. The provider will raise concerns with the GDC and Care Quality Commission (CQC) and find the student an alternative work placement.

2.3.5 Immediate withdrawal of the student from the placement

If the student is in employment, the provider should take immediate action to raise the concern with the employer, the GDC and, if appropriate, the CQC. The provider should advise the student of the options that would enable them to continue with their studies.

(**)

- sexual assault or abuse of patients or members of staff
- violent behaviour
- failures in the safeguarding of children or vulnerable adults
- being under the influence of alcohol or drugs
- a health condition which puts patients at risk of harm
- serious cross-infection control issues
- fraud or theft
- not having professional indemnity insurance

2.3.6 Unsuitability due to non-compliance of course related requirements

Workplace non-compliance with course policies and procedures will impact on the provider's quality assurance processes. Unsuitability of a workplace may be due to the following, but this is not exhaustive:

- repeated failure (>3) to complete and return provider/qualification documents
- repeated failure (>3) to grant access to the student's assessor to undertake workplace observations
- denying the student protected time with their work-based mentor during working hours
- repeated failure (>3) to allow a workplace representative to attend provider meetings/updates/training
- student unable to undertake the full breadth of dental procedures required to complete the qualification; this may be due to a limited range of dental procedures being undertaken at the practice, or the student's work rota.

2.4 Contingency plans

Where unsuitability has been identified, the provider should apply the following contingency plans:

2.4.1 Contingency plan for student allocated to a work placement by the provider

- a) Where the unsuitability is linked to a serious concern as listed in section 1.1, the provider will withdraw the student from the workplace and seek an alternative workplace allocation. The provider will support the student in continuing with the theory/underpinning knowledge aspects of their studies until the competency-based assessments can recommence.
- b) Where unsuitability is of a less serious nature, although compromising to the student in the long term, a workplace representative will liaise with a provider manager or their representative to agree a SMART action plan. The workplace will be given an agreed period to demonstrate compliance (recommend no more than 4 weeks). During this time, the student will remain in the work placement. Should a SMART action plan not be agreed between the workplace and the provider, the provider will remove the student from the placement and support them, as identified in 2.1(a). Should the work placement be unable to offer the full breadth of dental procedures, the provider will agree the terms of the student's continued attendance until an alternative can be allocated.

Section 3: Student workplace induction/Section 4: Safety in the workplace (4.2)

3.1 Employer declaration workplace induction

Providers must have a process in place requiring that the workplace completes and submits a declaration of induction (example appendix B), to confirm that the student is competent in (at least) the following areas prior to contact with patients:

- patient safety, consent and confidentiality
- health and safety
- infection control
- safeguarding vulnerable children and adults
- dealing with medical emergencies
- professionalism and ethics
- GDC standards guidance

The declaration must confirm that the named GDC supervising registrant/workplace mentor has read the listed policies and procedures, provided copies to the student and their practice manager (where appropriate) and discussed and clarified them as necessary.

Providers must provide the workplace with a declaration of induction to complete and submit, which outlines the induction areas required to meet the GDC requirements.

Employers must carry out a workplace induction for all students that not only meet the Health and Safety at Work Act 1974, but also the GDC requirements. Providers must provide signed employer declarations as evidence that this has been carried out, demonstrating that the student is fully prepared to work safely and ethically in the dental practice.

This will be subject to internal and external quality assurance.

The provider must also check that the student has had the appropriate vaccinations required to practise, before undertaking exposure-prone procedures. The provider should keep copies of each student's vaccination status.

3.2 Workplace/placement student contracts and provider student learning contracts/4.2 Raising concerns in the workplace policy and procedure

Providers and employers must sign contracts setting out specific roles and responsibilities with which each must comply throughout the course of the qualification and in relation to the student. This contract must also reference policies and procedures in relation to raising concerns in the workplace.

Students' acceptance onto the qualification is dependent on the completion and signing of these contracts.

Examples of each contract have been provided at:

Appendix F: Workplace/placement student learning contract

Appendix G: Provider/student learning contract

Note: contracts produced by providers must include the minimum outlined in our exemplars.

NCFE will subject these requirements to external quality assurance procedures, such as approval and AMR.

Appendix H: Student portfolio

The student must keep a portfolio of the training they receive in the workplace and a record of their clinical experience. The primary focus of the portfolio is to provide the student (and their employers, supervisors /assessors) with feedback on their performance and progress throughout training, and to triangulate this information with their own reflections on practice.

Student dental nurses will progress towards achieving the competencies for dental nurse training and will be monitored to ensure that they receive full and appropriate educational support at all times.

This portfolio is a guide to help students focus their thoughts regarding their professional development, keep track
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of their attendance or participation in educational events and highlight what they have learnt.

3.3 Placements/workplaces – registration with UK health regulators

<http://www.cqc.org.uk/>

By law, all dental practices in England must make sure that the care and treatment they provide meets national standards of quality and safety.

CQC registers dental practices if they can show that they are meeting national standards.

If dental practices are not registered with CQC, they will not be able to provide services. CQC inspects dental practices to make sure they are meeting the national standards.

They can inspect a dental practice at any time if there are concerns about the care it provides.

If a dental practice is not meeting the standards, action will be taken followed by re-inspection.

Similar arrangements exist in Wales. Please see: Healthcare Inspectorate Wales: www.hiw.org.uk

Students must be working, or on practical placement, to demonstrate competence in both knowledge and skills. Providers must have a process/procedure in place to check that all placements and workplaces are registered with the CQC. Providers will be required to provide evidence of this check during AMR.

Providers may wish to add this to their workplace placement procedure and use appendix C: Initial safety check and workplace monitoring, which includes checking the practice is registered with the CQC, as well as requesting the date of the last inspection.

Providers must also ensure that any additional placements are also quality checked for registration with the CQC.

Should providers have any concerns about the practice and the care it provides, it is the provider's responsibility to find a suitable placement for the student and notify the CQC.

Section 4: Safety in the workplace

4.1 Initial safety check and monitoring of students' workplace – refer to Section 2, 2.3

4.2 Raising concerns in the workplace policy and procedure – refer to Section 3, 3.2

4.3 Process in place to check the workplace is informing patients and gaining their consent regarding a student dental nurse being involved in their dental treatment

4.3.1 Identification of students in the workplace/consent

Providers must ensure that workplaces/placements comply with the requirement that all student dental nurses be easily identifiable from registered dental nurses in the work setting. This is required so that a patient is aware that a student dental nurse may be working with one of the clinicians (dentists, hygienists or dental therapists). Students should, for example, wear name badges in the workplace displaying the title 'student dental nurse'. A poster may also be on display with this information (example appendix O). Only those registered with the GDC may use the legally protected title dental nurse. Patients must give consent, and be made aware of the possible implications, if a student is assisting in their treatment. Consent must be recorded prior to treatment commencing.

The patient consent form (appendix O1) must be signed by all necessary parties and a copy given to the patient. To support data protection and maintain patient confidentiality, completed consent forms must be kept in the patient's notes, not in the student's portfolio. Completed forms can be reviewed during assessment visits, where students should explain how and why the forms were used and signpost where they are kept.

The patient consent process is to ensure compliance with the GDC standards for education (2015) Standard 1 Protecting Patients, requirement 3.

'Providers must have a system in place to inform patients that they may be treated by a student (dental nurse) and the possible implications of this. Patient agreement to treatment by a student must be obtained and recorded prior to treatment commencing' (GDC, 2015)

4.3.2 Safety

Providers must gather evidence that demonstrates the clinical environment/workplace is safe and appropriate. Through the workplace assessor, they must request evidence from the employer that supports this. The assessor can use appendix C: Initial safety check and workplace monitoring as a checklist. To confirm a placement's suitability, providers must ensure that dental registrants quality assure it.

Providers must provide evidence of a raising concerns policy and procedure (refer to policy 1: raising patient safety concerns) that supports providers and students in their obligation to raise concerns about risks to patient safety. The assessor should include this in the student induction.

4.4 Process in place to check the supervisor/work-based mentor is keeping records of mentorship

Supervision/mentorship of a student dental nurse in the workplace is a GDC requirement. Mentors are encouraged to use this document (appendix R) to record and formalise the supervision/mentorship process.

4.5 Process in place to support raising concerns in the workplace (incident reporting)

Providers must have evidence of a raising concerns policy and procedure to support providers and students in their obligation to raise concerns about any risks to patient safety. The employer/workplace assessor should include this in the student induction.

Policy 1 can be used as a guideline of what should be included in a policy/procedure; this covers what a patient safety concern is and how it can be dealt with.

Appendix S: incident reporting form and appendix T: incident reports record, are provided to support providers and work placements in the process of reporting an incident and keeping auditable records for quality assurance purposes.

See also section 3.2, appendix G: provider/student learning contract, where raising concerns must also be covered.

4.5.1 Feedback mechanisms for key stakeholders

Feedback mechanisms should be available to promote a two-way communication process that aims to improve the outcomes of the programme for all key stakeholders.

The methods should be planned, designed, piloted and standardised to allow for coherent and uniform gathering of data. Feedback mechanisms should aim to gather data that is both quantitative and qualitative, where appropriate.

Key *professional* stakeholders should be willing to provide and receive feedback according to a specific and timed schedule.

Key *lay* stakeholders (patients) will not be expected to receive feedback but should be willing to provide feedback as a development tool for the student.

Feedback mechanisms must lead to action-planning and review within an agreed timeframe.

Timeframes should not be onerous, but should occur regularly, to monitor the programme and promote quality/development.

4.6 Policy 1: Raising patient safety concerns (incident reporting)

4.6.1 Introduction

Patient safety is a clear priority for everyone involved in dental nurse training. Any raised concerns will be managed effectively and efficiently in accordance with the procedure outlined below.

4.6.2 What is a patient safety concern?

For the purpose of this procedure, a patient safety concern is defined as a concern about the health, performance or behaviour of the student dental nurse, a colleague or their employer, the environment where treatment is provided, or practice policies which may put the patient at risk of suffering physical, psychological or financial harm. A patient safety concern may also arise where there are concerns about the welfare of vulnerable patients.

The harm may arise for a variety of reasons including:

- inappropriate and dangerous actions during the provision of treatment
- poor infection control
- poorly maintained equipment and buildings
- poor maintenance of patient records
- poor patient communication by the student dental nurse or any other member of the practice team
- health conditions
- no professional indemnity
- fraud
- concerns about the possible abuse or neglect of children or vulnerable adults

4.6.3 Student dental nurse or employer or tutor at a provider

We require all approved providers to ensure that student dental nurses' employers have a documented procedure for raising patient safety concerns. If concerns arise from a patient complaint regarding the student dental nurse, the concern should be raised with the student dental nurse's employer/work placement in the first instance, and the dental nurse's provider should be informed. If this has been done and the outcome is not satisfactory, the provider, liaising with the employer/work placement, is expected to fully investigate the concern. Should the provider be unable to resolve the matter, they should make a formal referral to the area team (NHS England). In Wales, refer to the local health board (NHS Wales). The provider should fully document the concern and outcome, and NCFE should be informed.

If a provider tutor, assessor or external assessor/moderator becomes aware of a patient safety concern at the student dental nurse's place of employment or industry placement, and it involves the student dental nurse, they should raise the concern with the employer, as detailed above.

If the concern relates to the employer, the provider should raise the issue with the area team (NHS England). In Wales, refer to the local health board (NHS Wales).

If the concern is about the possible abuse or neglect of children or vulnerable adults, in addition to following the guidance above, all parties must know who to contact for advice in accordance with internal policies and procedures.

Appendix S; Incident reporting form and appendix T; Incidents reports record are provided to support providers and work placements/employers in the process of reporting an incident and keeping auditable records for quality assurance (QA) purposes.

4.6.4 Contacting the GDC

The GDC states that, in most cases, it is appropriate to raise concerns locally. Under some circumstances, all parties may be required to refer straight to the GDC.

The GDC website www.gdc-uk.org/professionals/education states that contact must be made if:

- raising a concern at a local or intermediate level is not possible
- action taken at a local level has failed
- an individual genuinely fears victimisation or a cover up

Furthermore, some issues are so serious that they should be reported to the GDC, even if they are raised locally as well. These include:

- sexual assault or abuse
- violent behaviour
- failures in the safeguarding of children or vulnerable adults
- being under the influence of alcohol or drugs
- a health condition which puts patients at risk of harm
- serious cross-infection control issues
- fraud or theft
- not having professional indemnity insurance

The GDC provides a succinct advice document for dental professionals on raising concerns, which is available via the GDC website (link above). It is designed to provide advice on:

- GDC registrants responsibilities regarding raising concerns
- when a concern should be raised
- how a concern can be raised
- sources of advice and help available

The advice also includes specific advice for managers and employers regarding the duty to encourage and support a workplace culture where staff can raise concerns openly and without fear of reprisal.

4.6.5 Procedure

To report the patient safety concern to NCFE please:

Telephone: 0345 347 2123 Or **Email:** customerservice@ncfe.org.uk

To enable us to process the concern as quickly as possible, please provide us with:

- your name and address
- your employer's name and address, or the provider's name and provider number
- a telephone number and email address
- the relevant qualification and qualification reference number (QRN)
- a clear description of your concern

Once we receive your concern:

- we will acknowledge your concern within two working days of receipt
- we will undertake a full investigation and aim to provide a full response within 10 working days – sometimes it may take longer, if this is the case, we will inform you of when we expect to respond, and keep you updated as to the progress

To bring the patient safety concern to the **GDC**:

Telephone: 0207 167 6000 or **Email:** information@gdcuk.org

Or **website:** www.gdc-uk.org

Or **write to:** GDC, 37 Wimpole Street, London, W1G 8DQ.

If you are not satisfied with the outcome, contact NCFE via any of the communication methods stated. The matter will be reviewed by one of our Senior Leadership team.

Section 5: Staff/provider records

5.1, 5.2 and 5.3 Proof of staff records and provider organogram for the delivery of the qualification

Providers must have records of the staff that will be responsible for delivering the qualification, including tutors, assessors and internal quality assurers (IQAs).

Providers must complete the 'Change of provider contact details' form via the website on the How to prepare for quality assurance reviews page to notify us of any changes in Head of Provider or Programme Contact.

Providers must also have an organogram setting out the staffing structure for the qualification's delivery. This must include those staff that deliver, supervise or assess parts of the qualification, details of their involvement and role, and whether they are based centrally or on placements. Any unfilled posts must be included too.

All members of the provider team involved in the supervision and assessment of the student must be registered with the GDC. This is in line with the GDC standards for education requirements. It is also desirable that IQAs be registered with the GDC. IQAs who are not GDC registrants must undertake continuing professional development (CPD) relevant to dental nursing, such as ethics and professionalism, and evidence of current records must be provided and maintained.

Individuals' records must include the following:

- current curriculum vitae
- job description
- copy of current GDC registration
- details of current DBS checks (copies of certificates can only be retained with the applicant's consent)
- copies of vocational qualifications:
 - registerable qualifications (for example, National Certificate in Dental Nursing)
 - post-certificate qualifications (for example, Certificate in Dental Radiography)
- copies of educational qualifications, for example:
 - assessor's qualification (for example, Level 3 Certificate in Assessing Vocational Achievement)
 - internal quality assurance qualification
 - teaching certificate (for example, a certificate in education)
- CPD record – this must include CPD that is relevant to both dental nursing and the individual's educational role(s); a reflective statement should support each attended CPD event

For further information regarding requirements for assessors, please refer to the Qualification Specification.

Roles and responsibilities – tutors, assessors, internal quality assurers, supervisors/mentors and employers

Providers must keep records of the staff responsible for delivering and assessing the qualification, including tutors, assessors and internal quality assurers. All those involved in the supervision and assessment of students must be registered with the GDC.

Role	Primary responsibility	Can assess knowledge	Can assess competence	Mentors and supports students	Occupationally knowledgeable	Occupationally competent	Registered with the GDC
*Tutor	Responsible for the delivery of the underpinning knowledge and understanding in line with the qualification requirements.	✓	*X	✓	✓	✓	*✓
Assessor	Responsible for assessing knowledge and practical skills/competence through observation using a range of specified assessment methods to ensure students are meeting the requisite standards to be able to practice as a dental nurse. The assessor will support the student throughout their journey by: planning how the student will generate their evidence to meet the requirements of the qualification making assessment judgements using the evidence produced by the student to ensure that the evidence is sufficient to meet the requirements of the qualification providing ongoing feedback to the student so that they understand how they are performing throughout their qualification journey at all times.	✓		✓	✓	✓	✓
Internal quality assurer	Responsible for ensuring that the procedure for the quality of assessment is robust and applied equitably and consistently across the qualification by each assessor.	✓ (of assessors)	✓ (of assessors)	X	✓	✓	✓ **desirable

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Role	Primary responsibility	Can assess knowledge	Can assess competence	Mentors and supports students	Occupationally knowledgeable	Occupationally competent	Registered with the GDC
Supervisor/ workplace mentor	Responsible for providing direct supervision of the student dental nurse. This supervision may be delegated to other GDC registrants; however, the named registrant will continue to be accountable overall for the student throughout their qualification journey.	X	X	✓	✓	✓	✓
Employer	Responsible for: providing an occupationally competent and knowledgeable supervisor/mentor who is accountable for the student providing a clinical environment/workplace that is safe and appropriate ensuring that the student has exposure to the breadth of patients/procedures necessary, and the ability to undertake each activity for the development of the skills and competency relevant to achieving the requirements of the GDC learning outcomes.	X	X	✓	✓	✓	✓

***If tutors are assessing the student, in line with GDC requirements, they must be registered with the GDC. There may be exceptions, where some tutors, depending on the topic they are teaching, would be subject specialists but not necessarily dental registrants (for example, infection control). In addition, some tutors may assess the student's competence, and providers are responsible for ensuring that the tutor is qualified to undertake this role.**

**** IQAs who are not GDC registrants must hold a vocational dental qualification and undertake/maintain CPD relevant to dental nursing (for example, ethics and professionalism). Evidence of current CPD records must be available upon qualification approval and subsequent quality assurance reviews, such as AMRs.**

5.4. Provider's professional misconduct panel

Provider processes should include both informal and formal proceedings, plus a robust investigatory mechanism. Each provider is expected to establish a professional misconduct panel. In addition, an appeals process must be in place and records of any proceedings and appeals must be available for external scrutiny during AMR.

The Public Interest Disclosure Act 1998 amends the Employment Rights Act 1996, to give protection from victimisation and dismissal to individuals who make certain disclosures in the public interest.

Underpinning the Act is the principle that those who are accountable for misconduct or malpractice within the workplace should have the opportunity to investigate and deal with it. Consequentially, the act actively encourages organisations to establish formal internal procedures for dealing with reports of malpractice.

The Public Interest Disclosure Act 1998 applies to all employed dental professionals working within the NHS or the private sector, and to self-employed dental professionals contracted to provide NHS services.

The GDC's student fitness to practise guidance, provider fitness to practise policy and student contract (appendix D) require students to raise concerns regarding their colleagues, including other students, with the appropriate person, if patients are at risk, following GDC guidance in principles of raising concerns.

Section 6: Qualification delivery

6.1 Course programme/scheme of work setting

Once approved and as part of NCFE's (AMR), providers must have in place a course programme/scheme of work setting out a schedule of delivery that meets our delivery requirements. (Please refer to the Qualification Specification once you have gained approval).

6.2 Internal quality assurance strategy and process

Providers must have an internal quality assurance strategy and process in place. A quality assurance framework is provided in appendix K: Quality assurance framework and appendix L: Training programme framework, which can aid the provider in developing internal quality assurance mechanisms. Providers are required to ensure their procedures and records for the following are part of their quality assurance processes.

- staff training/qualifications with evidence of relevant CPD
- complaints management
- programme delivery
- standardised assessments.

Section 7: Appendices

In the following section, you will find sample templates to support the development and implementation of the mandatory policies and procedures required to deliver and assess this OS.

Appendix A: GDC supervising registrant list

Appendix B: Employer declaration of induction

Appendix B1: Workplace mentor/student declaration of reading and discussing provider policies and procedures

Appendix C: Initial safety check and workplace monitoring

Appendix D: Student Contract

Appendix F: Workplace/placement student learning contract

Appendix G: Provider student learning contract

Appendix K: Quality assurance framework

Appendix L: Training programme framework for providers

Appendix O: Example of a poster for the practice waiting room

Appendix O1: Patient consent form

Appendix R: Supervision/mentor student contact record

Appendix S: Incident reporting form

Appendix T: Incident reports record

Appendix A: GDC supervising registrant list

Student name

Any GDC registrant involved in the supervision and assessment of a student’s work must be entered below. They must sign and provide a copy of their GDC registration number as supporting evidence. In addition, all those supervising must also have current DBS certificates (copies of certificates can only be retained with the applicant’s consent).

Name and email address	GDC no:	Current DBS certificate held and date	Qualification and date	Role*	Signature and date

*Role (for example, clinical supervisor, assessor, IQA, tutor**, practice manager, senior dental nurse)

**If tutors are assessing students, in line with GDC requirements, they must be registered with the GDC. This will be an exception where some tutors, depending on the topic they are teaching, would be subject specialists but not necessarily dental registrants (for example, infection control)

Appendix B: Employer declaration of induction

<p>Employer name: Employer</p> <p>GDC No:</p> <p>Student name:</p> <p>Employment start date:</p>
--

As the employer of the named student, I can confirm that a “formal structured” workplace induction has been carried out. This meets the GDC requirements regarding the employment of a student dental nurse, which included, but was not exclusive to the following:

	Date
Patient safety	
Consent	
Confidentiality	
Health and safety	
Infection control	
The protection of vulnerable children and adults	
How to deal with medical emergencies	
Fire procedures	
Radiation protection	
Professionalism and ethics	
Equality and diversity	
GDC standards guidance	
Other	

Employer declaration in support of student’s clinical experience

As the employer of the named student, I understand it is my responsibility to ensure the student has access to undertake chairside support across all patient groups, covering a wide range of dental activities and interventions. Thus, ensuring requirement 13 of the GDC standards for education is met:

‘Students must have exposure to an appropriate breadth of patients and procedures and should undertake each activity relating to patient care on sufficient occasions to enable them to develop the skills and the level of competency to achieve the relevant learning outcomes’ (GDC, 2015).

To support the identified student in meeting the target totals of a clinical experience record (refer to appendices I and J), I declare that the annual average number of patients expected to be treated in the practice are as noted in the table below.

Patient group	Annual average number
Pre-school child	
School child	
Adult	
Older adult (65+)	
Special needs – child	
Special needs – adult	

Any procedures the student will not be exposed to in this workplace are identified below:

Procedure/intervention	
<input type="checkbox"/> Intra oral radiographs	<input type="checkbox"/> Vitality Testing – hot/cold or electric
<input type="checkbox"/> *Orthopantomogram	<input type="checkbox"/> Oral hygiene instruction
<input type="checkbox"/> Charting – tooth	<input type="checkbox"/> *Smoking Cessation Advice
<input type="checkbox"/> Charting – soft tissue	<input type="checkbox"/> Diet Advice
<input type="checkbox"/> Charting – Basic Periodontal examination (BPE)	<input type="checkbox"/> Fluoride application
<input type="checkbox"/> *Charting – Index of orthodontic treatment needs	<input type="checkbox"/> Fissure sealant
<input type="checkbox"/> Fillings	<input type="checkbox"/> *Implant
<input type="checkbox"/> Complete dentures	<input type="checkbox"/> Post crown
<input type="checkbox"/> Partial denture	<input type="checkbox"/> *Bridge – adhesive
<input type="checkbox"/> Impressions	<input type="checkbox"/> Bridge – fixed
<input type="checkbox"/> Endodontics	<input type="checkbox"/> Extraction – non-surgical
<input type="checkbox"/> *Veneers/Inlay	<input type="checkbox"/> *Extraction Surgical
<input type="checkbox"/> Jacket Crown	<input type="checkbox"/> *Orthodontics

Procedures identified in the table above must be discussed with the student’s assessor. The assessor, in agreement with the employer/workplace mentor will set an appropriate action plan for the student in relation to the procedure/intervention identified. Where the student is not exposed to certain procedures the assessor may arrange an additional placement. As these procedures and interventions are mainly specialised it is recommended that the student gathers the evidence through observing others’ clinical practice and reflecting on what they have learnt through this. This could be used towards evidence in other units (for example, unit DN3).

Note * denotes procedures/interventions that may be difficult for some students to achieve.

GDC supervising registrant/workplace mentor:

The named GDC supervising registrant (workplace mentor) who will undertake direct supervision of this student in the workplace is:

<p>Supervising registrant/workplace mentor:</p>			
<p>GDC number:</p>			
<p>The above-named workplace mentor will take full responsibility for providing direct supervision of the student. This supervision may be delegated to other GDC registrants, however; the named registrant will continue to be accountable overall for the student.</p>			
<p><i>Please note your GDC registration may be at risk if you knowingly make a false declaration.</i></p>			
Role	Employer	Workplace mentor	Assessor
Name			
Signature			
Date			
<p>Date of student induction completed:</p>			
<p>Comments:</p>			

Appendix B1: Workplace mentor/student declaration of reading and discussing provider policies and procedures

GDC supervising registrant/mentor name:	Mentor GDC number:
Student name:	Practice manager name:

As the named GDC supervising registrant/workplace mentor, I can confirm that I have read the following policies and procedures, provided copies (where appropriate) for the student and their practice manager to read. The content was discussed and clarified with the student and their manager.

(Should a mentor be responsible for more than one student, a group session can be utilised to disseminate this information – this declaration must be completed and signed for each individual student)

Policies and procedures	Date read
1. Fitness to practise policy	
2. Equality and diversity policy	
3. Student support policy	
4. Raising concerns in the workplace	
5. Provider organogram	
6. Assessment Appeals Policy and procedure	
7. Plagiarism policy and procedure	
8. Complaints policy and procedure	
9. Health and safety policy	

Please provide the name and GDC number of any further registrants who will be delegated to undertake a mentorship role with this student.

Name and GDC No:	Name and GDC No:
------------------	------------------

GDC supervising registrant/workplace mentor:

Signature: Date:

The named supervising registrant is responsible for notifying the provider of any additional delegated mentors during the duration of the training.

Appendix C: Initial safety check and workplace monitoring

This form is to be used as part of the student’s workplace induction. The student’s assessor will need to ensure each criterion is met and may also, as part of the inspection, request evidence from the list below to confirm compliance.

Name of person undertaking check: Date:

Ref	Evidence of workplace safety and maintenance	Yes	No	Evidence requested and checked
A	Employers’ liability insurance displayed?			
B	Public liability insurance to cover the workplace?			
C	Health and Safety at Work Act 1974 poster displayed?			
D	Health and safety policy accessible to all staff?			
E	Adequate facilities and arrangement for staff welfare?			
F	Risk assessment carried out to identify hazards?			
G	Specific risk assessment carried out for young persons and expectant mothers?			
H	COSHH assessment on all substances hazardous to health?			
I	COSHH folder accessible to all staff?			
J	Adequate firefighting equipment in the workplace?			
K	Staff trained to use the firefighting equipment?			
L	Adequately signposted and accessible fire exits?			
M	Fire extinguishers regularly inspected and serviced?			
N	Staff trained on emergency evacuation procedure?			
O	Adequate first aid provision?			
P	Appointed first aider or emergency appointed person?			
Q	Accident report book accessible and maintained?			

Ref	Evidence of workplace safety and maintenance	Yes	No	Evidence requested and checked
R	Agreed system for reporting relevant incidents to the Health and Safety Executive (HSE)?			
S	Waste is segregated, appropriately stored and safely disposed of?			
T	Mercury spillage kit accessible to staff?			
U	Staff trained to deal with a mercury spillage?			
V	Appropriate storage and disposal of mercury and amalgam?			
W	Autoclave inspection certificate?			
X	Autoclave maintained and serviced in line with HTM01- 05?			
Y	Compressor(s) inspection certificate?			
Z	Gas cylinders stored properly, regularly serviced and service records maintained?			
A.1	Regular visual inspection is carried out of all portable electrical appliances?			
B.1	3-to-5-year inspections by a competent person of all electrical portable equipment and the fixed supply?			
C.1	Records for maintenance of electrical appliances and the fixed supply?			
D.1	Registered with the information commissioner?			
E.1	Compliance with the Health and Safety Display Screen Equipment Regulations?			
F.1	Computer workstation assessments carried out?			
G.1	Employees using display screen equipment (DSE) offered eyesight tests?			
H.1	HSE informed of X-ray machines?			
I.1	Appointed radiation protection advisor?			
J.1	Local rules displayed next to every X-ray machine?			
K.1	Are all staff who use X-ray equipment adequately trained and are records kept?			

Ref.	Evidence of workplace safety and maintenance	Yes	No	Evidence requested and checked
L.1	A quality assurance procedure is in place and continually used to assess the quality of radiographs?			
M.1	Are all staff trained in infection control?			
N.1	Infection control policy accessible to all staff?			
O.1	All policies and procedures within the overarching infection control policy meet the HTM01-05 "essential" requirements?			
P.1	Are records kept of all staff's vaccination status and immunised appropriately?			
Q.1	Hepatitis B status available for all staff that undertake exposure prone procedures?			
R.1	Personal protective equipment is provided and used by all staff?			
S.1	Emergency drugs as recommended for dentists by the British Resuscitation Council?			
T.1	Records kept of purchasing and dispensing of drugs?			
U.1	All drugs stored in line with manufacturer's instructions?			
V.1	Adequate equipment is available to manage a medical emergency on the premises?			
W.1	All staff trained regularly in resuscitation?			
X.1	The practice is registered with the Care Quality Commission/Healthcare Inspectorate Wales? Date of most recent inspection?			
A.2	Are all staff trained on equality and diversity and is the policy accessible?			
B.2	All staff have current DBS certificates?			
C.2	Policies and procedures around safeguarding vulnerable adults and children are accessible for all staff			
D.2	All staff trained regularly in safeguarding vulnerable adults and children			

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Employer name:	GDC number:
Employer signature:	Date:
(I confirm that the documents relating to the above can be produced if requested)	
Evidence requested and checked by: Assessor signature:	

Appendix D: Student contract

Student:	Name: Student number: Address: Contact number: Email contact:	
Industry placement:	Name: Address: Contact number: Email contact:	
Provider:	Name: Provider number: Address: Contact number: Email contact:	

STUDENT LEARNING CONTRACT

I (Student name)

AGREE TO:

Student signature:

Read and comply with the requirements of the GDC in respect of the following documents (where they are applicable to student dental nurses):

- standards for the dental team
- student fitness to practise

These documents can be found at www.gdc-uk.org

STUDENT LEARNING CONTRACT

I (student name)

AGREE TO:

Student signature:

Comply with and complete workplace and/or provider induction procedures, as required.	
Comply with all relevant workplace and/or provider policies and procedures, such as, but not limited to, health and safety, equality and diversity.	
Have the appropriate vaccinations required to practice, before undertaking exposure prone procedures, and keep a copy of my vaccination status.	
Identify myself as a student in the workplace (for example, by wearing a name badge).	
Protect patients by undertaking only those duties in which I am trained, confident and competent.	
Raise concerns if I identify any risks to patients, including concerns about my own, or others', performance.	
Behave in a professional manner, commensurate with the attitudes expected of a dental professional in education and/or training.	
Work only under the supervision of my mentor/supervisor or other suitably qualified and named individual.	
Attend all mandatory teaching/training/assessment sessions as required.	
Report any absence as follows: a) <i>(insert workplace named person)</i> b) <i>(insert provider named person)</i>	
Maintain regular and appropriate contact with my mentor/supervisor/assessor as required.	
Submit all work (for example, documentation, forms) in a timely fashion and within agreed timeframes.	
Not copy, or allow my work, to be copied and ensure that all submitted work is my own.	
Complete all course evaluations and student feedback as required for quality monitoring by the course provider or other stakeholder.	
Agree, implement and evaluate a personal development plan (PDP), which incorporates reflection based on self-evaluation, informal and formal feedback from peers, colleagues, mentors, supervisors, assessor, in order to develop and improve my knowledge and skills.	

Appendix F: Workplace/placement student learning contract

Student:	Name:
	Student number:
	Contact number:
	Email contact:
Workplace/ placement:	Name:
	Address:
	Contact number:
	Email contact:
Provider/ provider:	Name:
	Provider number:
	Address:
	Contact number:
	Email contact:
STUDENT LEARNING CONTRACT	
(Name of employer) AGREE TO:	
Read and comply with the requirements of the GDC in respect of the following documents (where they are applicable to student dental nurses in the workplace):	
<ul style="list-style-type: none">• standards for the dental team• student fitness to practise These documents can be found at www.gdc-uk.org	
Provide a complete workplace induction which includes, but is not limited to:	
<ul style="list-style-type: none">• patient safety• confidentiality	

<ul style="list-style-type: none"> • consent • health and safety • infection control • protection of vulnerable children and adults • dealing with medical emergencies • professionalism and ethics • GDC standards guidance 	
<p>Complete and submit a declaration of induction to confirm that the student is competent prior to treating patients.</p>	
<p>Ensure that the student complies with all relevant workplace policies and procedures, such as, but not limited to, health and safety, COSHH, equality and diversity.</p>	
<p>Check that the student has had the appropriate vaccinations required to practice, before undertaking exposure prone procedures, and keep copies of the student's vaccination statuses.</p>	
<p>Ensure that the student identifies him or herself as a student in the workplace (for example, by wearing a name badge).</p>	
<p>Provide a safe and appropriate clinical environment/workplace and comply with the requirement to provide evidence that supports this/the completion of Appendix C Initial safety check and workplace monitoring documentation.</p>	
<p>Establish and maintain a working relationship with the provider, which includes, but is not limited to the following:</p> <ul style="list-style-type: none"> • provide/respond to progress reports in line with the provider schedule • identify a supervising GDC registrant to carry out the necessary supervision • ensure that the supervising GDC registrant takes full responsibility for providing direct supervision • ensure that where supervision is delegated to another GDC registrant, the named supervising registrant remains accountable for the student • ensure that the supervising registrant is available for the student to refer to for ongoing feedback and support • ensure that provider assessors and NCFE moderators are able to access the workplace in order to undertake observations/assessments and other monitoring • ensure that the student has exposure to the breadth of patients/procedures necessary, and the ability to undertake each activity for the development of the skills and competency relevant to achieving the GDC learning outcomes • allow the gathering of appropriate patient/peer/customer feedback which contributes to the assessment process • provide evidence of CPD records for all supervising registrants, in relation, but not limited, to equality and diversity training, if required 	
<p>Protect patients by ensuring that the student undertakes only those duties in which s/he is trained, confident and competent.</p>	
<p>Raise concerns where issues around patient safety arise.</p>	
<p>Ensure that all supervisors/mentors or others involved in the work-based training are aware of the GDC's student fitness to practise guidance.</p>	
<p>Ensure that the student behaves in a professional manner, commensurate with the attitudes</p>	

expected of a dental professional in education and/or training.	
Ensure that the student works only under the supervision of a mentor/supervisor or other suitably qualified and named GDC registered individual.	
Ensure that the name of the senior registrant responsible for signing off the student as fit to practise is provided to the provider.	
Attend all regular mandatory provider or NCFE events if/when required.	
Report any student absence to the provider named person.	
Complete all required evaluations and requests for feedback as required for quality monitoring by the course provider or other stakeholder.	
Assist the student to agree, implement and evaluate a PDP, which incorporates reflection based on self-evaluation, informal and formal feedback from peers, colleagues, mentors, supervisors, assessors in order to develop and improve his/her knowledge and skills.	

<p>I have read and agree to all of the above:</p> <p>Employer signature:</p> <p>GDC registration number:</p> <p>Date:</p>
<p>Workplace supervisor signature:</p> <p>GDC registration number:</p> <p>Date:</p>
<p>I have discussed the contents of this document with the employer/workplace supervisor.</p> <p>Provider/provider representative:</p> <p>GDC registration number (if applicable):</p> <p>Date:</p>

Appendix G: Provider student learning contract

Provider/provider:	Name: Provider number: Address: Contact number: Email contact:
Workplace/ Placement:	Name: Address: Contact number: Email Contact:
Student:	Name: Student number: Address: Contact number: Email contact:
PROVIDER STUDENT LEARNING CONTRACT	
I (name of provider representative) AGREE TO:	
Quality assurance and safety	
<p>Maintain records of all staff responsible for the delivery of the qualification including tutors, assessors and internal quality assessors (IQA).</p> <p>Records held by the provider should include copies of:</p> <ul style="list-style-type: none"> • current CV • job description • proof of GDC registration • details of DBS checks (copies to be held only with consent) • vocational qualifications (primary and post-registration) • CPD undertaken with reflective statements • education qualifications • any further evidence to indicate that personnel are appropriate to the role being undertaken, and have the skills, experience and training required – particularly in relation to assessment 	
Provide evidence of the availability of sufficient competent and qualified staff, resources and systems to support assessment of units.	

An annual yearly review of the internal quality assurance process which aims to ensure the quality of the programme delivery.	
Provide a nominated contact person who will be the contact point for moderation and external quality assurance activities such as approval and AMR.	
Provide evidence of the provider's internal quality assurance strategy to cover all aspects of the programme and work placements.	
Address any identified quality issues within a specified timeframe.	
Respond to any changes required by us or the GDC, to ensure that the qualification remains up to date and fit for purpose.	
To comply with the specified assessment requirements and subject them to the provider's internal quality assurance strategy as well as external moderation and quality assurance reviews.	
Ensure that all assessors are both occupationally competent and knowledgeable in line with the requirements as outlined in the Qualification Specification.	
Attendance to standardisation of work, good practice, raising concerns and calibration of assessors as/when required.	
Be subject to all our external quality assurance / moderation visits and quality assurance procedures and to respond in a timely fashion according to any specified timeframe.	
Complete all required evaluations and requests for feedback as required for quality monitoring by us or other stakeholders.	
<p>Have policies/protocols including, but not limited to, the following:</p> <ul style="list-style-type: none"> • patient and student safety in the workplace • raising concerns • student fitness to practise • student support (which includes how those with specific needs will be assessed and supported) • equal opportunities and diversity (which includes an inclusion statement for those with specific needs) • complaints • student appeals • malpractice and plagiarism • quality assurance strategy • standardised sample policies are available at Section 6 and also on our website. 	

Work placements	
Provide the workplace with a declaration of induction to complete and submit, which outlines	

the induction areas required to meet the GDC requirements.	
<p>Ensure that the workplace has completed and submitted a declaration of induction to confirm that the student is competent in (at least) the following areas prior to contact with patients:</p> <ul style="list-style-type: none"> • patient safety and confidentiality • consent • health and safety • infection control • safeguarding of vulnerable children and adults • dealing with medical emergencies • professionalism and ethics • GDC standards guidance 	
Request evidence from the workplace that demonstrates the provision of a safe and appropriate clinical environment/workplace, and which supports the completion of initial safety check and workplace monitoring documentation.	
<p>Establish and maintain a working relationship with the employer, which includes, but is not limited to, the following</p> <ul style="list-style-type: none"> • provide/respond to progress reports in line with the provider schedule • complete a supervising registrants list which names those GDC registrants involved in supporting the student in the workplace • maintain records of the supervising registrants list with proof of GDC registration for each named person • ensure that a supervising registrant is available in the workplace to provide ongoing feedback and support to the student • ensure that provider Assessors are able to access the workplace in order to undertake observations/assessments and other monitoring. 	
Ensure that the student works only under the supervision of a mentor/supervisor, or other suitably qualified and named GDC registered individual.	
Identify, in liaison with the primary employer, an additional work placement, where the student is primarily based in a specialist practice, in order to facilitate student exposure to an appropriate breadth of patients and procedures.	
Should the workplace become unsuitable, the contingency plan will be applied as stated in Policy 6 Workplace suitability policy and procedure.	

Student	
Check that the student has had the appropriate vaccinations required to practice, before undertaking exposure prone procedures, and keep copies of the student's vaccination status.	
Ensure that the delivery of units follows the mandatory requirement to teach underpinning knowledge in the pre-clinical environment to ensure safe practice.	
Ensure that the student identifies him or herself as a student in the workplace (for example, by wearing a name badge).	
Protect patients by ensuring that the student undertakes only those duties in which s/he is trained, confident and competent.	
Raise concerns where issues around patient safety arise.	
Inform and ensure the student that they must behave in a professional manner, commensurate with the attitudes expected of a dental professional in education and/or training.	
Inform students on admission that unprofessional conduct or serious health issues may affect their ability to register with the GDC.	
Assist the student to agree, implement and evaluate a work placement PDP which incorporates reflection based on self-evaluation, informal and formal feedback from peers, colleagues, mentors, supervisors, assessors, in order to develop and improve his/her knowledge and skills.	

I have read and agree to all of the above and acknowledge that this provider student learning contract document forms part of, and is complementary to, the CACHE provider agreement.

Provider/provider representative:

I have discussed the contents of this document with the provider representative.

NCFE representative:

GDC registration number (if applicable): Date:

Appendix K: Quality assurance framework

Quality assurance process	Role	To be reviewed	Time scale
<p>Ensure all policies are in place.</p> <p>Review provider compliance with all requirements.</p>	<p>Internal quality assurance.</p> <p>Quality reviewer.</p> <p>Each provider must also check these documents are in place before beginning the qualification.</p>	<ul style="list-style-type: none"> • student fitness to practise policy and procedure • admissions/enrolment procedure • equal opportunities and diversity policy and procedure • student support policy/protocol • raising concerns in the workplace policy and procedure • health and safety, risk assessment of the surgery • suitability of work placements, provision of patient types and workplace monitoring • workplace/placement student learning contract (Appendix F: Workplace/placement student learning contract) • provider/student learning contract (Appendix G: Provider student learning contract) • student contract (Appendix D) • initial safety check and workplace monitoring documentation (Appendix C) • initial safety check and workplace monitoring) 	<p>Before the programme commences.</p> <p>Initial external assessment.</p>
<p>Ensure all provider staff documentation is in place.</p>	<p>Internal quality assurance.</p> <p>Quality Reviewer</p> <p>Each provider must also check these documents are in place before starting</p>	<ul style="list-style-type: none"> • proof of GDC registration • details of current DBS check • job description (such as, department supervisor/tutor(s)/ assessor(s)/internal quality moderator(s)) • current curriculum vitae • copies of vocational qualification certificates • copies of education/training qualification • CPD records 	<p>Before the programme commences.</p>
<p>Students' application and associated documents.</p>	<p>Initially checked by provider and then quality reviewer</p> <p>Internal quality</p>	<ul style="list-style-type: none"> • a random sample of the student's application forms • GDC numbers for the supervising dentist/staff • proof of student's vaccination status • employer's declaration of induction • student contract 	<p>Once at the start of the programme and initial external assessment.</p>

Quality assurance process	Role	To be reviewed	Time scale
	assurance.	<ul style="list-style-type: none"> initial safety check and workplace monitoring (Appendix C) 	
Student progress.	Internal quality assurance. Moderator.	<ul style="list-style-type: none"> provider should arrange a minimum of two reviews during the programme tutor's delivery in line with the scheme of work (SoW) schedule of student progress reports sample of student's reflective diary and portfolio of evidence assessor's/mentor's comments on the student's development mentor's training patient's feedback 	2 per year during the programme.
Student support.	Internal quality assurance. Quality reviewer.	<ul style="list-style-type: none"> evidence for supporting students who are not meeting agreed targets evidence of concerns being recorded and actioned where appropriate 	Visit and desk based.
Teaching observations.	Internal quality assurance. Moderator	<ul style="list-style-type: none"> lesson plans and SoW to ensure that they are on target tutors ongoing CPD 	Visit and desk based.
End of course evaluation.	Internal quality assurance.	<ul style="list-style-type: none"> pass rates progress of the other students who have not passed student's feedback, employer feedback 	Following completion of the course.

Appendix L: Training programme framework for providers

This framework has been designed for providers to guide them when providing training programmes for those involved in the training and assessment of student dental nurses. This will include tutors, assessors, internal quality assurers and supervisors. The framework will underpin the quality assurance of training delivery by providing a standard format of topics to be covered, the rationale for their inclusion and an indication of how the training could be delivered. The detail of the programme is for the provider to decide. Audit of training programmes will be part of the independent external assessment of providers undertaken by us. We will also look for evidence of standardisation meetings.

Relevant to	Topics	Rationale	Training
Supervisors, assessors, tutors	Equality and diversity	To ensure clarity on equality and diversity requirements.	<p>Mode: could use on-line packages that providers may have available.</p> <p>Face to face workshop. Annual including review of policy.</p>
Supervisors, assessors, tutors	Assessment	<p>To gain an understanding of the process of assessment:</p> <ul style="list-style-type: none"> • completion of student portfolio and reflective journal • assessment of OS • planning and feedback • standardisation including identification of malpractice • progress records <p>To gain a better understanding of the needs of the students who undertake the qualifications.</p> <p>To develop consistency and standardisation between assessors and to ensure individual students are assessed to the same standard. Supervisors need to be aware of how the assessments are carried out in order to deal with concerns.</p> <p>To develop clarity of what needs to be observed and assessed. To clarify the standard expected of students in each area of assessment</p>	<p>While it is important to do the training on assessment prior to carrying it out, it is equally important to have some ongoing training on this topic.</p> <p>Mode: standardisation meetings with assessors and IQAs held regularly throughout the year.</p> <p>NCFE CPD activities in relation to teaching and assessment process.</p>

Relevant to	Topics	Rationale	Training
		<p>To develop consistency and standardisation between assessors.</p> <p>To develop understanding of the documentation and processes that assessors, supervisors and tutors need to undertake to ensure a standard approach is maintained.</p> <p>To support internal and external quality assurance.</p>	
<p>Supervisors, assessors, tutors</p>	<p>Supporting students</p>	<p>How to monitor and support students so that their learning needs are met.</p> <p>How to appropriately discuss and record the students' progression throughout the programme. Providing constructive feedback and identifying areas of development.</p> <p>Raising concerns about a students' progress, the actions that need to be taken and how to progress these concerns when necessary.</p> <p>Student fitness to practise protocol and procedures.</p> <p>To develop consistency between supervisors, assessors and tutors.</p> <p>All staff need to follow the same protocol and give the same weight to similar concerns. There needs to be standardisation across students and workplaces.</p> <p>Monitoring of progress reports.</p> <p>Clarity for all staff on how student fitness to practise is</p>	<p>Ongoing: at least twice per year.</p> <p>Mode: standardisation meetings with assessors and IQAs held regularly throughout the year.</p> <p>NCFE training days in relation to teaching and assessment processes.</p>

Relevant to	Topics	Rationale	Training
		addressed and their role.	
Supervisors, assessors, tutors	Raising concerns regarding patient safety	<p>Identifying and escalating patient's safety concerns.</p> <p>A clear and consistent approach for all staff members is required.</p>	<p>Mode: in line with GDC requirements:</p> <ul style="list-style-type: none"> • regular face to face meetings • standardisation activities in relation to quality assurance.
Supervisors, assessors, tutors	Induction training programme	<p>Equality and diversity and how this applies.</p> <p>Statement of values.</p> <p>Data protection.</p> <p>Malpractice and maladministration.</p> <p>Complaint's procedure.</p> <p>Appeals process.</p> <p>Raising patient safety concerns.</p> <p>Complaints – managing complaints and appeals.</p> <p>Student fitness to practise process.</p> <p>All staff need to be aware of the relevant legislation and how to deal with any issues that may arise.</p> <p>Base line knowledge and understanding established.</p> <p>Consistency of approach.</p>	<p>Mode: ongoing review of induction process for students.</p>

Relevant to	Topics	Rationale	Training
Supervisors, assessors, tutors	<p>Staff development/ core CPD</p> <p>Medical emergencies</p> <p>Disinfection and decontamination</p> <p>Radiography and radiation protection</p> <p>Complaints</p> <p>Oral cancer</p>	<p>To anonymise data from complaints and incidents and use these to improve training.</p> <p>Promoting and sharing good practice among colleagues.</p> <p>To maintain standards in assessment and teaching. To standardise what is being taught and the assessment process. To ensure that all staff are up to date.</p> <p>To foster a continuous learning culture. To gain from the experience of colleagues and students.</p>	<p>Annual rolling programme</p> <p>Mode: in line with organisational and GDC CPD requirements to meet the 5-year GDC cycle.</p>
Supervisors, provider management	<p>Monitoring the overarching programme</p>	<p>To ensure sufficient competent and qualified staff, resources and systems are in place to support assessment of units.</p> <p>To ensure all requirements are met by assessors, knowledge tutors and external assessors.</p> <p>Supervisors and assessors need to monitor if all the necessary procedures and guidelines are being followed. This needs to be discussed and areas of improvement identified referring to the relevant policies.</p> <p>Issues identified can be used to develop policies and procedures.</p> <p>Quality assurance of the programme.</p> <p>Meeting our annual monitoring review (AMR) requirements.</p> <p>Meeting GDC requirements.</p>	<p>Ongoing.</p> <p>To include:</p> <ul style="list-style-type: none"> • standardisation minutes • quality assurance preparation

Appendix O: Example of a poster for the practice waiting room

This is a training practice for dental nurses, and we pride ourselves in making sure that our student dental nurses work to the best standards.

You will recognise them as they will be wearing a badge indicating that they are a student.

Our student dental nurses are expected to undertake a full clinical role after initial induction and a period of supervised practice and have continued mentorship throughout their training. Once they have qualified as a dental nurse (which takes about 2 years) they will be registered with the GDC. Their supervisor within the practice is also registered with the GDC.

The student dental nurse may be working with one of our clinicians (dentists, hygienists or dental therapists) during your treatment. A member of staff will explain any possible implications of this before your treatment starts and confirm that you are happy to go ahead, or if you wish to have a qualified dental nurse in the surgery. Your consent will be recorded prior to treatment. If you wish to decline, this will not affect the treatment you receive at the practice.

The student dental nurse needs to have their practical clinical skills assessed to make sure that they are meeting the correct standard of work. On some occasions your treatment may be observed by an assessor as part of the student's qualification. You will be advised when the session will be observed and will be given the choice of taking part in the student dental nurse's assessment.

We may also ask you to give us some feedback on the student, which will help them to improve their skills and play a part in the overall assessment by the examiners.

If you have any comments or need any further information, please ask one of the practice staff.

Appendix O1: Patient consent form

Patient details
Name:

Student details	Clinical supervisor/mentor	Assessor
Name:	Name:	Name:
Student number:	GDC registration number:	GDC registration number:

As the patient identified above, I understand that the student named above is training to become a dental nurse. All students as expected to undertake the full clinical role of a dental nurse. For the duration of their training, they remain under the continued supervision/mentorship of a GDC registrant.

I consent to the *student dental nurse* undertaking the clinical role during my dental treatment. I understand that I can decline or withdraw my consent at any time. I am aware that I can also make the request to have a qualified dental nurse in the surgery.

I also consent to the possible presence of an assessor, who would observe the student during my dental treatment. I am aware that the assessor will be GDC registrant and understands the required standards of patient care and confidentiality. I have been advised that should a treatment session be observed, I will be given the choice of taking part in the assessment of the student dental nurse. If requested, I will provide feedback on the student to support them in improving their skills, I am aware this will play a part in their overall assessment.

My consent is only in respect of the student dental nurse and the assessor named above (where applicable) being present.

I have been given a copy of this consent form.

This document will be retained by the dental surgery and not within the student's portfolio.

Patient signature: Date:

(Parent or guardian of child below 16 years)

Appendix R: Supervision/mentor student contact record

<p>The mentor should:</p> <ul style="list-style-type: none"> record the topics discussed and guidance given to the student dental nurse note action plan to support learning <p>The mentor and student MUST keep copies of the contact record</p>	<p>Signature of mentor and student</p>
<p>Topics discussed and advice given:</p> <p>Action plan:</p> <p>Duration of contact time: (for example, 30 minutes)</p>	<p>Mentor:</p> <p>GDC No:</p> <p>Student:</p> <p>Date:</p>
<p>Topics discussed and advice given:</p> <p>Action plan:</p> <p>Duration of contact time:</p>	<p>Mentor:</p> <p>GDC No:</p> <p>Student:</p> <p>Date:</p>
<p>Topics discussed and advice given:</p> <p>Action plan:</p> <p>Duration of contact time:</p>	<p>Mentor:</p> <p>GDC No:</p> <p>Student:</p> <p>Date:</p>

Appendix S: Incident reporting form

Name: Student dental nurse		Name: Practice manager	
Name: GDC supervising registrant/mentor: Mentor GDC number:		Name: Assessor	
Issue raised by:			
The provider	The workplace	The student dental nurse/student	
Name of person raising/recording the issue: Title: GDC number (if applicable):			
Date raised:			
Nature of incident			<input checked="" type="checkbox"/>
Health and safety/infection control (H&S)			<input type="checkbox"/>
Patient safety (clinical treatment undertaken) (CLIN)			<input type="checkbox"/>
Patient safety (financial irregularity) FIN)			<input type="checkbox"/>
Patient safety (data protection/confidentiality) (DATAP)			<input type="checkbox"/>
Direct complaint raised against Student dental nurse/student (DCOMP)			<input type="checkbox"/>
Plagiarism (PLAG)			<input type="checkbox"/>
Professional behaviour/misuse of social media (PB)			<input type="checkbox"/>
Does the issue being raised link to the student fitness to practise policy? (SFtP)			<input type="checkbox"/>
Please provide details of the issue being raised and refer to the appropriate provider and workplace policies to which it is linked: (provide specific incidents and dates and the support offered to the student dental nurse/student)			

Date of incident: Incident raised with:
Action taken by provider representative
Outcome
Date:

Please complete this form electronically, print and sign.

A copy of this reporting form **MUST** be submitted to the lead IQA, who will record the raised/identified incident in line with GDC requirements.

Issue raised by signature:

Date:

Provider representative:

Date:

Appendix T: Incident reports record

Student name	Assessor name	Nature of incident <i>(refer to key* below)</i>	Date of incident	Incident raised by	Action taken by provider representative	Outcome

*Key: **H&S** – Health & Safety/infection control; **CLIN** – Patient safety (clinical treatment); **FIN** – Patient safety (financial irregularity) **DATAP** – Patient Safety (Data Protection/confidentiality); **E&Q** – Equality and Diversity; **DCOMP** – Direct complaint raised against Student **PLAG** – Plagiarism; **PB** – Professional Behaviour/misuse of social media; **SFTP** – links to Student Fitness to practise Policy

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Owner: Quality Assurance Manager (EQA)

Change history record

Version	Description Of Change	Approval	Date of Issue
v0.1	Developed for the Dental Nursing OS		September 2021
v0.2	Updated to address feedback		February 2022
V0.3	Updated to reflect changes to approval criteria and AMR		October 2022
V1	Updated to new and final copy V1		February 2023
V1.1	Updated to align with new internal NCFE guidelines	Juliet Meeres	January 2024
V1.2	Updated IfATE logo and copyright statement		February 2024