

T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Dental Nursing

Assignment 3 - Case study

Mark scheme

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About this document

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

The purpose of this mark scheme is to give you:

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

Marking guidelines

General guidelines

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

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

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

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

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

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

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

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

Guidelines for using extended response marking grids

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

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

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

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better, or worse.

You are reminded that the Indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a student may produce. It is not a requirement either, that students must cover all of the Indicative content to be awarded full marks.

Task 1: assessment of the patient and situation

Ban d	Mark	Descriptor
4	16-20	<p>An excellent, well-developed and highly coherent response overall that is highly focused on the key demands of the assessment.</p> <p>Student evidence shows:</p> <ul style="list-style-type: none"> an excellent application of the principles of dental charting and/or soft tissue assessment that is fully accurate, supported by highly relevant use of dental terminology when recording using IT and electronic systems an excellent demonstration of knowledge and understanding of oral health and risks that could lead to oral diseases (in relation to the scenario) that is highly detailed and coherent an excellent demonstration of knowledge and understanding of the legal requirements and/or guidelines of maintaining and protecting patients' information, consent, and health and safety (in relation to General Dental Council (GDC) standards where appropriate), that is highly detailed and coherent an excellent demonstration of knowledge and understanding of the importance of recording accurate patient information and record-keeping that is highly detailed and coherent
3	11-15	<p>A good, mostly detailed and clear response overall that is mostly focused on the key demands of the assessment.</p> <p>Student evidence shows:</p> <ul style="list-style-type: none"> a good application of the principles of dental charting and/or soft tissue assessment that is mostly accurate, supported by mostly relevant use of dental terminology when recording using IT and electronic systems a good demonstration of knowledge and understanding of oral health and risks that could lead to oral diseases (in relation to the scenario) that is mostly detailed and mostly clear a good demonstration of knowledge and understanding of the legal requirements and/or guidelines of maintaining and protecting patients' information, consent, and health and safety (in relation to GDC standards where appropriate), that is mostly detailed and mostly clear a good demonstration of knowledge and understanding of the importance of recording accurate patient information and record-keeping, that is mostly detailed and clear

Band	Mark	Descriptor
2	6-10	<p>A reasonable response overall that has some focus on the key demands of the assessment, though may be undeveloped.</p> <p>Student evidence shows:</p> <ul style="list-style-type: none"> a reasonable application of the principles of dental charting and/or soft tissue assessment, that has some accuracy, supported by some use of dental terminology (though may not always be relevant) when recording using IT and electronic systems a reasonable demonstration of knowledge and understanding of oral health and risks that could lead to oral diseases (in relation to the scenario), that has some detail and some clarity, though may be undeveloped a reasonable demonstration of knowledge and understanding of the legal requirements and/or guidelines of maintaining and protecting patients' information, consent, and health and safety (in relation to GDC standards where appropriate) that has some detail and some clarity, though may be undeveloped a reasonable demonstration of knowledge and understanding of the importance of recording accurate patient information and record-keeping, that has some detail and some clarity, though may be undeveloped
1	1-5	<p>A basic response overall that has little focus on the key demands of the assessment.</p> <p>Student evidence shows:</p> <ul style="list-style-type: none"> a basic application of the principles of dental charting and/or soft tissue assessment, that has partial accuracy, supported by little use of dental terminology when recording using IT and electronic systems a basic demonstration of knowledge and understanding of oral health and risks that could lead to oral diseases (in relation to the scenario), that lacks sufficient detail and clarity a basic demonstration of knowledge and understanding of the legal requirements and/or guidelines of maintaining and protecting patients' information, consent, and health and safety (in relation to GDC standards where appropriate) that lacks sufficient detail and clarity a basic demonstration of knowledge and understanding of the importance of recording accurate patient information and record-keeping, that lacks sufficient detail and clarity
0		No creditworthy material

Indicative content

The screenshot shows a 'BPE' (Bleeding on Probing) charting window. It features a 2x3 grid of dropdown menus for BPE scores. The top row shows scores of 4, 2, and 3, while the bottom row shows scores of 3, 2, and 3. Above and below this grid are three checkboxes each, labeled 'Bleeding'. Below the grid is a large text area for 'Notes'. At the bottom of the window are 'OK' and 'Cancel' buttons. A small blue question mark icon is in the top right corner.

In order to access band 4, the student must provide the correct BPE charting information, as detailed below (please refer to your standardisation training for examples of how to apply a best-fit approach in instances where this is entered incorrectly):

The student demonstrates knowledge and understanding of oral health and the risks that could lead to oral diseases, in both the clinical notes and in the word-processed document:

- noting the patient's habits, lifestyle choices, diet, personal choices, and beliefs to determine what oral health advice may be needed
- noting a patient's job, including working hours and the habits that may be consistent in the patient's choices
- acknowledging the BPE and what risks this could have on the oral health

The student demonstrates knowledge and understanding of the requirements and/or guidelines in preparing the patient's information for the clinical examination:

- in the patient's clinical notes:
 - direct details of patient's concerns such as stress, pain around upper left 6 and bleeding, however, the student may choose different concerns such as smoking and/or anxiety
 - medical history and potential concerns, such as alcohol consumption and smoking, and understanding the links between medical history and oral diseases
 - necessary details (for example, medical history checked)
 - the BPE is referenced and completed
 - tests' results (for example, vitality testing)
 - ensuring the dentist has checked all relevant records
 - questions asked by the patient and the dentist's answers
 - the dentist's diagnosis, such as reduced depth of bone levels caused by the diagnosed gum disease
 - the localised periodontal disease around the upper left 6 from the radiograph and understanding the dentist's diagnosis
- in the word-processed document:
 - how the student followed guidelines and requirements for the recording and storage of patient information
 - how the student prepared the BPE charting and dental charting and what instruments, materials and equipment were prepared for the appointment

- referencing the instruments, equipment and materials used when assessing intra-orally and extra-orally
- referencing the vitality testing and its outcome, noting what equipment and materials were used

The student demonstrates knowledge and understanding of accurate patient information and record-keeping:

- producing accurate, clear and legible records
- identifying who was involved in the patient journey
- listening to the dentist's treatment options that have been given to the patient and show on a treatment plan that different options have been given
- using correct dental terminology
- possible consequence of inaccurate record-keeping such as misdiagnosis or legal implications

Accept other appropriate responses.

Task 2: plan goals and patient outcomes

Band	Mark	Descriptor
4	16-20	<p>An excellent, well-developed and highly coherent response overall that is highly focused on the key demands of the assessment.</p> <p>Student evidence shows:</p> <ul style="list-style-type: none"> an excellent demonstration of knowledge and understanding of the impact of a patient's medical and social history on an individual's oral health concerns and treatment plan an excellent demonstration of knowledge and understanding of common oral conditions, their causes and evidence-based methods for prevention, which is highly relevant to the patient's needs in the scenario an excellent demonstration of the permitted duties of a dental nurse as defined in the General Dental Council Scope of Practice Guidance, which is highly relevant to the scenario an excellent demonstration of knowledge and understanding of the needs of the patient that is highly detailed and coherent
3	11-15	<p>A good, mostly detailed and clear response overall that is mostly focused on the key demands of the assessment.</p> <p>Student evidence shows:</p> <ul style="list-style-type: none"> a good demonstration of knowledge and understanding of the impact of a patient's medical and social history on an individual's oral health concerns and treatment plan a good demonstration of knowledge and understanding of common oral conditions, their causes and evidence-based methods for prevention, which is mostly relevant to the patient's needs in the scenario a good demonstration of the permitted duties of a dental nurse as defined in the General Dental Council Scope of Practice Guidance, which is mostly relevant to the scenario a good demonstration of knowledge and understanding of the needs of the patient that is mostly detailed and clear
2	6-10	<p>A reasonable response overall that has some focus on the key demands of the assessment, though it may be underdeveloped.</p> <p>Student evidence shows:</p> <ul style="list-style-type: none"> a reasonable demonstration of knowledge and understanding of the impact of a patient's medical and social history on an individual's oral health concerns and treatment plan a reasonable demonstration of knowledge and understanding of common oral conditions, their causes and evidence-based methods for prevention, which has some relevance to the patient's needs in the scenario, though may be underdeveloped a reasonable demonstration of the permitted duties of a dental nurse as defined in the General Dental Council Scope of Practice Guidance, which has some relevance to the scenario, though may be underdeveloped a reasonable demonstration of knowledge and understanding of the needs of the patient has some detail and clarity, though may be underdeveloped

Band	Mark	Descriptor
1	1-5	<p>A basic response overall that has little focus on the key demands of the assessment.</p> <p>Student evidence shows:</p> <ul style="list-style-type: none"> • a basic demonstration of knowledge and understanding of the impact of a patient's medical and social history on an individual's oral health concerns and treatment plan • a basic demonstration of knowledge and understanding of common oral conditions, their causes and evidence-based methods for prevention, which has little relevance to the patient's needs in the scenario • a basic demonstration of the permitted duties of a dental nurse as defined in the General Dental Council Scope of Practice Guidance, which has little relevance to the scenario • a basic demonstration of knowledge and understanding of the needs of the patient that lacks sufficient detail and clarity
0		No creditworthy material

Indicative content

The plan demonstrates knowledge and understanding of the impact of the patient's medical and social history on an individual's oral health concerns and treatment plan, including:

- alcohol consumption and recognised high sugar intake
- diet advice (for example, eating late and not always having access to tooth brushing facilities, patient's night shift patterns)
- smoking and the effects this has on the bone levels, diagnosed gum disease, teeth staining and potentially even oral cancer

The plan demonstrates knowledge and understanding of the patient's oral conditions, their causes, and evidence-based methods for prevention, including:

- the different types of sugars and the contributory factors to dental caries and systemic health, such as Non-Milk Extrinsic (NME) sugars; the best types of sugars to eat, such as milk extrinsic sugars, at the best times of the day, such as mealtimes with no snacks between
- oral diseases linked to the patient's oral health (for example, localised periodontal disease)
- the causes of oral diseases based on the patient's lifestyle: smoking, drinking, and chewing tobacco
- prevention advice: smoking cessation (including the chewing of tobacco), reducing alcohol intake, the use of interdental cleaning, accurate tooth brushing, and regular dental visits

The plan recognises the scope of practice of the dental nurse in the dental team, including:

- the dental nurse's role around delivering oral health messages, such as diet advice
- referring to another member of team for more complex issues and areas, such as prescribing fluoride toothpaste; signposting to the GP for support to quit smoking or help with alcohol
- the role of the dentist, or other healthcare professional, around any concerns the patient may have if the dental nurse does not feel this is within their scope of practice

The plan takes the needs of the patient into account, including:

- religious beliefs or cultural habits and the effects they may have on the patient's oral health, such as dietary needs; not eating certain types of food; chewing tobacco

- need for further research before providing information if the student is unsure, such as referring to the websites and advising the patient to visit them
- understanding how to provide and plan for this advice without being judgemental, which is part of the GDC standards and the dental nurse's attributes

Accept other appropriate responses.

Task 3: implementation of care/treatment/support plan

Band	Mark	Descriptor
4	16-20	<p>An excellent, well-developed and highly coherent response overall that is highly focused on the key demands of the assessment.</p> <p>Student evidence shows:</p> <ul style="list-style-type: none"> an excellent demonstration of how the dental nurse supports dental professionals and acts as a patient advocate, that is highly relevant to the scenario an excellent demonstration of knowledge and understanding of the dental nurse's role in compliance with GDC 9 principles of practice that is highly detailed and coherent an excellent demonstration of providing the patient with oral health advice and explaining the referral process an excellent demonstration of person-centred recommendations that are highly detailed and coherent, and reflect the needs of the patient (including links with patient's medical and social history) in a reasoned and well-considered manner
3	11-15	<p>A good, mostly detailed and clear response overall that is mostly focused on the key demands of the assessment.</p> <p>Student evidence shows:</p> <ul style="list-style-type: none"> a good demonstration of how the dental nurse supports dental professionals and acts as a patient advocate, that is mostly relevant to the scenario a good demonstration of knowledge and understanding of the dental nurse's role in compliance with GDC 9 principles of practice that is mostly detailed and clear a good demonstration of providing the patient with oral health advice and explaining the referral process a good demonstration of person-centred recommendations that are mostly detailed and mostly clear, and reflect the needs of the patient (including links with patient's medical and social history), in a logical manner
2	6-10	<p>A reasonable response overall that has some focus on some of the key demands of the assessment, though may be underdeveloped.</p> <p>Student evidence shows:</p> <ul style="list-style-type: none"> a reasonable demonstration of how the dental nurse supports dental professionals and acts as a patient advocate, that has some relevance to the scenario a reasonable demonstration of knowledge and understanding of the dental nurse's role in compliance with GDC 9 principles of practice that is has some detail and clarity, though may be underdeveloped a reasonable demonstration of providing the patient with oral health advice and explaining the referral process, though may be underdeveloped a reasonable demonstration of person-centred recommendations that has some detail and some clarity, and reflect the needs of the patient (including links with patient's medical and social history) in some ways, though may be underdeveloped

Band	Mark	Descriptor
1	1-5	<p>A basic response overall that has little focus on the key demands of the assessment.</p> <p>Student evidence shows:</p> <ul style="list-style-type: none"> • a basic demonstration of how the dental nurse supports dental professionals and acts as a patient advocate, that has little relevance to the scenario • a basic demonstration of knowledge and understanding of the dental nurse's role in compliance with GDC 9 principles of practice that lacks sufficient detail and clarity • a basic demonstration of providing the patient with oral health advice and explaining the referral process that lacks sufficient detail and clarity • a basic demonstration of person-centred recommendations that has minimal detail and clarity, and reflects the needs of the patient (including links with patient's medical and social history) in a superficial manner
0		No creditworthy material

Indicative content

The student demonstrates how the dental nurse supports dental professionals as relevant to the scenario:

- recognising the scope of the dental nurse's role when referring to a smoking cessation support group and not providing the patient with any support that is out of the dental nurse's scope of practice and should only be given by a trained smoking cessation nurse
- working in their professional scope of practice, knowledge and skills and not providing information that is outside their scope of practice, such as prescribing Duraphat toothpaste or providing care within the mouth

The student demonstrates knowledge and understanding of the dental nurse's role in compliance with GDC 9 principles of practice, including:

- communicating effectively with the patient using various communication methods, such as not using dental jargon
- putting the patient's interests first

The student provides the patient with oral health advice and explains the referral process:

- oral health advice:
 - brushing for 2 minutes, twice a day
 - advising the patient on the best suitable toothbrush and its benefits, such as an electric toothbrush
 - promoting the spitting out and not rinsing method, enabling the fluoride in the toothpaste to reduce the risk of tooth decay
 - identifying the best use of oral health aids for interdental cleaning based upon the patient's needs (for example, interdental brushes are usually promoted but some patients may not be able to use these due to crowns/bridges/medical conditions)
 - advising on how, when and why to use mouthwashes (for example, used throughout the day to help reduce gum disease, used at different times to maximise the effect of chlorhexidine in the mouthwash)
 - explain to the patient the different risks associated with smoking, including mouth issues, heart and respiratory diseases
 - promote the stop smoking message to the patient by referring to national campaigns, such as 'Stoptober'
 - provide the patient with support to quit smoking, such as nicotine patches and chewing gum

- referral process:
 - identify the various smoking cessation support in patient's local area, such as the Live Well Leicester website
 - provide details of nearest support available, such as address/contact number

The student makes person-centred recommendations linked to the patient's needs and medical and social history:

- recognise signs of anxiety (for example, patient's body language, eye movement, hand movements) and inform the dentist
- respond to the patient's concerns to minimise anxiety, distracting the patient by talking to them throughout the treatment to reduce fears and make the treatment more manageable
- provide the patient with options around smoking cessation and the referral process to reduce their level of smoking

Accept other appropriate responses.

Task 4: reflection

Band	Mark	Descriptor
4	16-20	<p>An excellent, well-developed and highly coherent response overall that is highly focused on the key demands of the assessment.</p> <p>Student evidence shows:</p> <ul style="list-style-type: none"> an excellent application of enhanced continuing professional development (ECPD) activities (reflective practice), in relation to the scenario that is highly detailed and coherent an excellent demonstration of the importance of ECPD and its requirements for dental nurses, that is highly detailed and coherent an excellent demonstration of knowledge and understanding of the dental nurse's role to support a patient centred approach within scope of practice that is highly detailed and coherent an excellent justification of how your personal development plan (PDP) can contribute to continuing professional development, supported by highly detailed examples
3	11-15	<p>A good, mostly detailed and clear response overall that is mostly focused on the key demands of the assessment.</p> <p>Student evidence shows:</p> <ul style="list-style-type: none"> a good application of ECPD activities (reflective practice), in relation to the scenario that is mostly detailed and mostly clear a good demonstration of the importance of ECPD and its requirements for dental nurses, that is mostly detailed and mostly clear a good demonstration of knowledge and understanding of the dental nurse's role to support a patient centred approach within scope of practice that is mostly detailed and mostly clear a good justification of how your PDP can contribute to continuing professional development, supported by detailed examples
2	6-10	<p>A reasonable response overall that has some focus on the key demands of the assessment, though may be underdeveloped.</p> <p>Student evidence shows:</p> <ul style="list-style-type: none"> a reasonable application of ECPD activities (reflective practice), in relation to the scenario that has some detail and some clarity, though may be undeveloped a reasonable demonstration of the importance of ECPD and its requirements for dental nurses, that has some detail and some clarity, though may be undeveloped a reasonable demonstration of knowledge and understanding of the dental nurse's role to support a patient centred approach within scope of practice that has some detail and some clarity, though may be undeveloped a reasonable justification of how your PDP can contribute to continuing professional development, supported by some examples, though may be underdeveloped

Band	Mark	Descriptor
1	1-5	<p>A basic response overall that has little focus on the key demands of the assessment.</p> <p>Student evidence shows:</p> <ul style="list-style-type: none"> • a basic application of ECPD activities (reflective practice), in relation to the scenario that lacks sufficient detail and clarity • a basic demonstration of the importance of ECPD and its requirements for dental nurses, that lacks sufficient detail and clarity • a basic demonstration of knowledge and understanding of the dental nurse's role to support a patient centred approach within scope of practice that lacks sufficient detail and clarity a basic justification of how your PDP can contribute to continuing professional development, supported with examples, that have minimal detail (or no examples provided)
0		No creditworthy material

Indicative content

The student undertakes ECPD activities (reflective practice), in relation to the scenario by:

- using the Gibbs Cycle to reflect on the areas of improvement identified in the PDP
- setting short and long-term plans to work upon these areas of improvement

The student recognises the importance of ECPD and its requirements for dental nurses:

- identify the GDC standards in the PDP towards maintaining, developing, and working within own knowledge and skills
- demonstrating knowledge of the learning outcomes within CPD hours and PDP and referencing them in the PDP

The student demonstrates of knowledge and understanding of the dental nurse's role in supporting a patient centred approach within scope of practice, including:

- identify how the support towards oral health has helped the patient to improve bone depths and gum disease
 - recognise the patients' dietary needs and lifestyle
- recognise the risks of smoking on the patient's general and oral health

The student justifies how their PDP can contribute to continuing professional development by:

- understanding how their involvement with the patient and the dental team completed in these tasks can be implemented going forward
- understanding how feedback can have an impact to enable confidence within the role of a dental nurse
- identifying how new experiences can have a positive impact on knowledge, skills, and confidence

Accept other appropriate responses.

Performance outcome grid

The table below shows the actual values (from within set ranges) of coverage for each PO for this version of the assessment.

Task	PO1	PO2	PO3	PO4	Total
Task 1	8	0	12	0	20
Task 2	10	10	0	0	20
Task 3	14	6	0	0	20
Task 4	6	14	0	0	20
Total marks	38	30	12	0	80
Total % of marks per PO	47.5	37.5	15	0	100
Proposed % ranges per PO	30–46 37.5-57.5 %	24–36 30–45%	8–24 10–30%	0	100

Performance outcome 1 Guided Learning Hours 220	Carry out a range of dental procedures to support dental professionals at “chairside”
Performance outcome 2 Guided Learning Hours 140	Provide factual information and up-to-date advice to help patients to maintain and improve their oral health
Performance outcome 3 Guided Learning Hours 70	Accurately record patients’ dental information to contribute to their treatment and dental care on dental charts, using technology where appropriate
Performance outcome 4 Guided Learning Hours 130	Prepare, mix and handle filling and impression material in an appropriate and timely way

Document information

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of issue
v1.0	Post approval, updated for publication.		March 2022
v1.1	Rebrand		March 2022