

Integrated End-point assessment plan for Orthodontic Therapist apprenticeship standard at level 4

Apprenticeship standard reference number	Level of this end point assessment (EPA)	Integrated
ST0701	4	Yes

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Introduction and overview

This document sets out the requirements for an integrated end-point assessment (EPA) for the Orthodontic Therapist apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Orthodontic Therapist apprentices, their employers and training providers.

Full time apprentices will typically spend 13 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices will spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO.

All pre-requisites for EPA assessment methods must also be complete and available for the independent assessor, as necessary.

As a gateway requirement and prior to taking the EPA, apprentices must complete all approved qualifications and gateway requirements mandated in the Orthodontic Therapist occupational standard.

These are:

- All on-programme learning and assessment within the Diploma in Orthodontic Therapy accredited by the General Dental Council (GDC) as meeting the requirements for entry to the professional register as a orthodontic therapist except the final assessment of the qualification which covers the integrated end-point assessment.
- Prepared and submitted a portfolio of cases
- For level 3 apprenticeships and above, apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 3 months, after the EPA gateway.

The EPA consists of 3 discrete assessment methods.

The individual assessment methods will have the following grades:

Assessment method 1: Exam – Fail, Pass, Distinction

Assessment method 2: Demonstration of practice – Fail, Pass

Assessment method 3: Professional discussion underpinned by a portfolio of cases – Fail, Pass, Distinction

Performance in the EPA will determine the overall apprenticeship standard and grade of: – Fail, Pass, Distinction

The level 4 Orthodontic Therapist apprenticeship in England is one of the routes to registration as an Orthodontic Therapist in the UK.

The organisations involved in the apprenticeship are:

1. **General Dental Council (GDC)**

The General Dental Council (GDC) is the UK-wide statutory regulator for around 110,000 members of the dental team. Its primary purpose is to protect patient safety and maintain public confidence in dental services. To achieve this, they register qualified dental professionals, set standards for the dental team, investigate complaints about dental professionals' fitness to practise, and work to ensure the quality of dental education. The GDC publishes Preparing for practice Dental team learning outcomes for registration (2015 revised edition) which includes the requirements for Orthodontic Therapists.

As part of its regulatory remit, the GDC approves programmes based on its standards and there are two ways in which it does this: it *accredits* Orthodontic Therapist programmes run by a single provider or *recognises qualifications regulated* by Ofqual or QAA. These qualifications can be designed by an Ofqual regulated Awarding Organisation or by a university. The GDC does not distinguish between an awarding organisation and the training provider in its inspection process. On successful completion of either route, apprentices are eligible to apply to register with the GDC as an Orthodontic Therapist, subject to health and fitness to practise requirements.

2. ***The Institute for Apprenticeships and Technical Education (IfATE)***

The IfATE has oversight of apprenticeship standards on behalf of government and is, therefore, responsible for approving the content of the Orthodontic Therapist apprenticeship standard. The apprenticeship standard was developed by the Dental Trailblazer Group, in line with GDC requirements for the education and training of Orthodontic Therapists.

The IfATE has agreed that this apprenticeship standard can be an integrated standard, meaning that the end-point assessment (EPA) component of the apprenticeship is integrated into the GDC approved programme. This ensures that the programme and the apprenticeship award are co-terminus. In the context of the apprenticeship, this means that apprentices cannot complete the programme without completing the EPA.

Delivery

Integration of the end-point assessment into the Orthodontic Therapist programme requires that training providers who wish to deliver the apprenticeship standard will be required to be:

1. approved by the GDC to deliver the level 4 Orthodontic Therapist programme or approved by the GDC to deliver an accredited level 4 Orthodontic Therapist qualification which is also regulated by either Ofqual or QAA
2. registered as a training provider for the apprenticeship standard with the Education and Skills Funding Agency (ESFA) on their Register of Apprenticeship Training Providers (RoATP)
3. Where the training provider is also the awarding organisation i.e. awarding a qualification regulated by Ofqual or QAA they must also be registered as an EPA organisation with the ESFA on their Register of End-point Assessment Organisations (RoEPAO) in order to deliver the EPA for the apprenticeship

Examples

Examples of how the process of delivering and awarding the apprenticeship, the qualification and applying to register with the GDC are:

Example 1 – Where one organisation is training provider, awarding organisation and End Point Assessment Organisation

1. Training provider A is on RoATP and RoEPAO and is delivering a GDC *Approved Orthodontic Therapist* programme that is not a qualification regulated by Ofqual
2. Training provider A enrolls an apprentice onto the apprenticeship programme
3. Typically after 13 months on the apprenticeship programme, the apprentice has completed all of the requirements of the apprenticeship standard gateway, including the specific requirements of the apprenticeship, and the requirements of the GDC in respect of the Orthodontic Therapist programme
4. The employer and training provider A arrange for the EPA to be delivered by the training provider in their capacity as an EPAO (End-point assessment organisation), ensuring the IfATE's requirement for independence in the delivery of the EPA is met
5. The EPA is completed, in accordance with the requirements of EPA plan for the apprenticeship standard
6. When the apprentice is judged to have passed the EPA, the EPAO advises the ESFA of the successful completion of the programme and apprenticeship certificate is issued
7. The apprentice uses their course certificate as evidence to enable their application to register as an Orthodontic Therapist with the GDC, subject to health and fitness to practice requirements

Example 2 – Where the training provider is separate to the single Awarding and End Point Assessment Organisation

1. Training provider B is on RoATP and delivering an Ofqual regulated Level 4 Orthodontic Therapist qualification which has been *recognised* by the GDC
2. Training provider B enrolls an apprentice onto the apprenticeship programme
3. Typically, after 13 months on the apprenticeship programme, the apprentice has completed all of the requirements of the apprenticeship standard gateway, including the specific requirements of the apprenticeship, and the requirements of the GDC in respect of the Orthodontic Therapist qualification

4. The employer and training provider B arrange for the EPA to be delivered by the EPAO (on the RoEPAO), who will also be the Awarding Organisation for the Ofqual regulated qualification, who will need to ensure independence is met
5. The EPA is completed, in accordance with the requirements of the EPA plan for the apprenticeship standard
6. When the apprentice is judged to have passed the EPA, the EPAO advises the ESFA of the successful completion of the programme and apprenticeship certificate is issued
7. The apprentice uses the qualification certificate as evidence to enable their application to register as an Orthodontic Therapist with the GDC, subject to health and fitness to practice requirements

EPA summary table

On-programme (typically 13 months)	<p>Training to develop the occupation standard's knowledge, skills and behaviours.</p> <p>Compiling a portfolio of cases</p>
End-point Assessment Gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • English/mathematics Level 2 <p>Apprentices must complete the following approved qualifications mandated in the occupational standard:</p> <ul style="list-style-type: none"> • All on-programme learning and assessment within the Diploma in Orthodontic Therapy accredited by the General Dental Council (GDC) as meeting the requirements for entry to the professional register as a clinical dental technician except the final assessment of the qualification which covers the integrated end point assessment <p>Apprentices must also prepare and submit a</p> <ul style="list-style-type: none"> • Portfolio of cases to underpin the professional discussion
End Point Assessment (which will typically take 3 months)	<p>Assessment Method 1: Exam</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>Assessment Method 2: Demonstration of practice</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass

	<p>Assessment Method 3: Professional discussion underpinned by portfolio of cases</p> <p>With the following grades:</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction <p>Overall Grading</p> <ul style="list-style-type: none"> • Fail • Pass • Distinction
Professional recognition	<p>Aligns with recognition by:</p> <p>General Dental Council</p>

Length of end-point assessment period

The EPA must be completed within an EPA period lasting typically 3 months, starting when the EPAO has confirmed that all Gateway requirements have been met.

Order of assessment methods

The assessment methods can be delivered in any order.

Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they have achieved occupational competence. In making this decision, due to GDC requirements, the employer must have been trained and calibrated (standardised) by a GDC approved training provider. The employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made by the employer.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

- Apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA. For those with an education, health and care plan or a legacy statement, the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for those whom this is their primary language
- All on-programme learning and assessment within the Diploma in Orthodontic Therapy accredited by the General Dental Council (GDC) as meeting the requirements for entry to the professional register as a clinical dental technician except the final assessment of the qualification which covers the integrated end point assessment

For the professional discussion underpinned by a portfolio of cases, the apprentice will be required to submit:

- A completed portfolio of cases

Portfolio of cases

The Portfolio of cases will be gathered on-programme and submitted electronically to the EPAO at gateway. A portfolio of cases gives the apprentice the opportunity to demonstrate competence against the occupational standard for those knowledge, skills and behaviours assigned to the professional discussion. The portfolio of cases itself is not assessed; it is used to inform the questioning for the professional discussion. The portfolio of cases is a compulsory requirement and must contain at least one piece of evidence mapped clearly to each of the knowledge, skills and behaviours relating to the professional discussion. Although each piece of evidence may map to more than one knowledge, skill or behaviour, this will result in evidence to cover all knowledge, skills and behaviours assigned to the professional discussion.

A portfolio of cases will typically contain evidence from three cases and a copy of the apprentice's personal development plan. The employer, with advice from the training provider, must sign off the portfolio of cases, thereby authenticating it as the apprentice's own work.

EPAOs will design the portfolio of cases, which will contain as a minimum the following information:

- The name of the apprentice
- Details of the apprentice's workplace
- Evidence to support each of the knowledge, skills and behaviours assigned to the professional discussion
- A copy of the apprentice's personal development plan

The portfolio of cases should contain:

- Evidence from three cases
- A completed log book. For all General Dental Council approved programmes every apprentice will have completed a logbook on-programme. The logbook will not be assessed or used as part of the end-point assessment but the portfolio of cases must include evidence that the training provider and employer have jointly signed it off.
- A copy of the apprentice's professional development plan
- it should not include reflective accounts or any methods of self-assessment
- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- The three cases must include the following evidence
 - Full case assessment
 - Medical, dental and social history
 - Radiographs and intra-oral photographs
 - Impressions or scans to inform models
 - Informed consent
 - Upper and lower fixed and removable appliances
 - Use of equipment, appliances and materials
 - Evidence of advice given and after care support
 - Contemporaneous clinical notes
 - Patient or parent/carer feedback
 - Cleaning and preparing tooth surfaces
 - Decontamination and infection control
 - Referral and termination of treatment

The portfolio is not directly assessed. It underpins the professional discussion assessment method and therefore should not be assessed by the EPAO. EPAOs should review the portfolio in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

Assessment Methods

Assessment Method 1: Exam

Overview

The rationale for this assessment method is:

Single-best-answer is a form of multiple-choice questioning that is well-recognised in dentistry as a way of testing underpinning knowledge. It is routinely used in assessment of trainee dental professionals where trainees are asked to complete 100 questions within two hours.

Test Format

The test can be:

- computer based
- paper based

It will consist of:

- 100 multiple choice questions

Test administration

Apprentices must have a maximum of 120 minutes to complete the test.

The test is closed book which means that the apprentice cannot refer to reference books or materials.

Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor, or another external person employed by the EPAO or specialised (proctor) software, if the test can be taken on-line. The EPAO is required to have an invigilation policy that will set out how the test/examination is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test/examination.

The EPAO is responsible for ensuring the security of testing they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools). The EPAO is responsible for verifying the validity of the identity of the person taking the test.

This assessment method will be carried out as follows:

Questions

- A total of 100 multiple choice questions
- Each question will have five options. The apprentice will select one option.
- Each question answered correctly must be assigned 1 mark. Incorrect or missing answers will be assigned 0 marks.
- Each exam paper includes questions from across the knowledge mapped to this method.

Time and conditions

- 120 minutes. Further time may be granted for apprentices with appropriate needs, in-line with the EPAOs Reasonable Adjustments Policy. This must be declared, and appropriate certification provided prior to the assessment.
- The exam must be delivered in controlled conditions, free from interruption and distractions

- The exam can take place at the apprentice's workplace or any other venue determined as appropriate by the EPAO. The EPAO is responsible for ensuring the venue can facilitate the EPA.

Invigilation and marking

- The exam must be invigilated and marked in line with the EPAO invigilation and marking policy.
- The exam is a 'closed book' (i.e. the apprentice cannot refer to reference books or materials)
- Marking will be carried out by EPAO administrators/examiners following a marking guide produced by the EPAO. Electronic marking is also permissible, to improve marking reliability.

The EPAO must verify the suitability of the venue for taking the test and the identity of the person taking the test.

The candidates must surrender all electronic devices at entry to the examination (e.g. mobile phones and laptops).

Question and resources development

Questions must be written by EPAOs and must be relevant to the occupation and employer settings. It is recommended that this be done in consultation with employers of this occupation. EPAOs should also maintain the security and confidentiality of their questions when consulting employers. EPAOs must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose.

EPAOs must ensure that apprentices have different questions in the case of re-sits or re-takes.

Required supporting material

As a minimum EPAOs will produce the following material to support this method:

- a test specification
- sample tests and mark schemes
- live tests and mark schemes
- analysis reports which show areas of weakness for completed tests/exams and an invigilation policy
- an invigilation policy
- question bank

Assessment Method 2: Demonstration of practice

Overview

Apprentices must be observed by the station independent assessor and overseen by the senior independent assessor completing three demonstrations of practice stations in which they will demonstrate the knowledge, skills and behaviours assigned to this assessment method. The end-point assessment organisation will arrange when the demonstration of practice will take place. The demonstration of practice stations must be carried out over a maximum total assessment time of 75 minutes (+10% at the senior independent assessor's discretion if moving between demonstrations takes more or less time than the allocated five minutes). Further time may be granted for apprentices with appropriate needs, in-line with the EPAOs Reasonable Adjustments Policy. The demonstrations may not be split, other than to allow comfort breaks as necessary. The stations can be assessed in any order.

The rationale for this assessment method:

An observation of practice in a live setting was not selected, as this will not cover the breadth and depth of practice required. Instead a demonstration of practice avoids situations where individuals are not available on the day, do not give consent to being observed with the apprentice and other issues around confidentiality. This method will ensure consistency by assessing apprentice's knowledge, skills and behaviours in a range of day to day scenarios the apprentice undertakes. This is a cost-effective way to deliver large number of assessments and is used and recognised in this sector.

Demonstration of Practice

- The senior independent assessor will oversee the three stations and the station independent assessors during this assessment method
- The demonstration of practice is considered a single assessment
- There will be three stations that assess knowledge, skills and behaviours mapped to this method
- All three demonstration stations must be passed.
- The station independent assessor will ask follow-up questions to clarify points on the demonstration and or ask questions on any gaps in the knowledge, skills and or behaviours for the station during the question and answer session.
- Six knowledge, skills and behaviours relate to exceptional circumstances and therefore may not readily be seen and, if not seen, must be included in the relevant station question and answer sessions: If a medical emergency, abnormal facial growth, early signs of chronic and acute issues or urgent care problems do not form part of the scenario, at least one question relating to the relevant KSBs (K40, S2, S5, S6, S28, S31) must be asked.
- The station independent assessors will record the pass/fail for the station they are observing
- The station independent assessors will pass their grade to the senior independent assessor
- The pass/fail grades for the demonstration of practice station will be collated by the senior independent assessor at the end of the demonstration of practice.
- Each station will take a total of 25 minutes
 - 5 minutes for reading any scenarios
 - 15 minutes to carry out the activity
 - 5 minutes question and answer session

The senior independent assessor who will be appointed, trained and calibrated by the EPAO, will:

- Oversee the three stations, the station independent assessors and the actors acting as patients involved in the demonstration of practice and will coordinate the assessment
- Select the scenarios for each station as directed by the EPAO
- Determine the final grading decisions
- Check the controlled environment is suitable and has the required equipment for the apprentice to demonstrate the knowledge, skills and behaviours mapped to the demonstration of practice
- Check all the stations are set up properly
- Brief the station independent assessors and actor acting as the patient (or orthodontist as required) prior to the assessment commencing, using the brief provided by the EPAO, checking they have understood the brief provided
- Use the structured template provided by the EPAO to conduct the assessment
- Use the grading matrix provided by the EPAO to collate the grades provided by the station independent assessors
- Grade the apprentice for the demonstration of practice

The station independent assessors, who will be appointed, trained and calibrated by the EPAO, will:

- Adhere to confidentiality about all aspects of the assessment and the brief they have been provided with
- Observe the station assigned to them by the senior independent assessor
- Ensure the apprentice has had the opportunity to demonstrate the knowledge, skills and behaviours
- Observe one apprentice at a time demonstrating the knowledge, skills and behaviours that are mapped to that station
- Grade the apprentice using the grading matrix provided by the EPAO
- Pass the grade recorded to the senior independent assessor
- Keep to time

The 'patient' or 'colleague' actor will:

- Follow the brief to act as the subject of the test at the stations
- Be a person with whom the apprentice can interact with to demonstrate interventions
- Be sufficiently briefed in advance
- Adhere to confidentiality about all aspects of the assessment and the brief they have been provided with

Artefacts

Artefacts may be used during the assessment and could include models, radiographs, surveyor or other relevant materials or equipment

Delivery

Just before the assessment, apprentices must be provided with both written and verbal instructions on the tasks they must complete, including the timescales they are working to. This time is not included in the assessment time.

The demonstration of practice should be conducted in the following way:

The EPAO will:

- Design three demonstration of practice stations to assess the knowledge, skills and behaviours mapped to this method:
 - **Station 1 – Pre-treatment case records:** The apprentice will demonstrate accurate and safe pre-treatment orthodontic measurements and record taking
 - **Station 2 – Communication and documentation:** The apprentice will have a conversation with an actor as a patient and write up clinical notes which reflect the conversation
 - **Station 3 – Clinical understanding:** The apprentice will demonstrate an awareness and understanding of clinical practice scenarios from appropriate artefacts and answer questions on each scenario. These scenarios will cover care and support before, during and after treatment and can be in the form of clinical photographs, radiographs and/or study models. An actor may act as a patient or colleague as required by the scenario
- Provide a specification of how the stations should be set up, including the equipment and resources required for each one
- Provide a brief for the senior independent assessor to use with the team of station independent assessors and the actor
- Provide a grading matrix for the station independent assessors to use at each station
- Provide a grading matrix for the senior independent assessor to use to grade the whole demonstration of practice

The stations can be completed in any order

The apprentice will:

- complete three stations, demonstrating that they can:
 - Assess, care and support an actor acting as a patient before, during or after treatment when required by the station
 - Make evidence-based decisions
 - Apply their underpinning knowledge to respond to situations as they arise
 - Recognise, refer and escalate deviations from the norm
 - Keep records
 - Handle artefacts, equipment and materials appropriately and safely
 - Communicate effectively
 - Adhere to exam conditions during the demonstration of practice

Overview of individual stations

Station 1 – Pre-treatment case records

- **Outline:** The apprentice will demonstrate accurate and safe pre-treatment orthodontic measurements and record taking
- **Description:** The apprentice will conduct holistic orthodontic therapy record measurements and document them

At this station the apprentice will:

- Be presented with one case-based scenario
- Take orthodontic measurements from the records provided
- Document these recordings accurately and in a timely fashion
- Work safely within their scope of practice and in line with the prescription

Scenarios:

The apprentice will be given a case-based scenario consisting of clinical artefacts relative to the case, including photographs, radiographs and study models. Scenarios for this station must focus on pre-treatment records.

For this station, the EPAO will:

- Develop a 'bank of scenarios' of clinical cases with varying needs (photographs, radiographs and study models which accurately reflect a range of malocclusions seen in clinical orthodontic practice) which the apprentice can use to make orthodontic measurements (600 words per scenario)
- Provide a written structure for the measurements required
- Provide a question bank for the station independent assessor, including at least one question that must be answered by the apprentice at this station.
- Ensure the relevant case artefacts and resources are available to meet the presenting scenario

Actors and artefacts for this station:

- No actor is required
- Clinical artefacts must be provided

Station 2 – Communication and documentation:

- **Outline: Communication and documentation:** The apprentice will have a conversation with an actor acting as a patient and write up clinical notes which reflect the conversation
- **Description:** The apprentice will write up contemporaneous clinical notes that reflect the conversation that they have taken part in. They will ensure that the records are accurate, and can be used to outline treatment that holistically meets the needs of the patient

At this station, the apprentice will:

- Document precisely in the clinical records the conversations which they have taken part in
- Ensure that valid consent is documented as appropriate
- Reflect the person's needs based upon the conversation
- Recognise and document any potential emergency and to whom it should be escalated

Scenarios:

The apprentice will be given a scenario around which the conversation will be based. Scenarios for this station must focus on different orthodontic therapy experiences and associated needs or situations.

Below are some examples:

- Consent for records

- Consent for overall treatment
- Inhaled bracket
- Aesthetic appliances and their impact on the orthodontic therapy
- Incorrectly positioned brackets
- Indices
- Patient with existing medical condition and adapting orthodontic therapy appropriately
- Potential allergic reaction to appliances

These examples are just for illustrative purposes, it is up to the EPAO to develop a suitable bank of scenarios of this type to be used during the demonstration of practice.

For this station, the EPAO will:

- Develop a 'bank' of communication scenarios of patient's presenting for orthodontic therapy (600 words per scenario)
- Provide a written brief for the actor (500 words)
- Ensure the relevant artefacts, equipment and resources are available
- Provide a question bank for the station independent assessor, including at least one question that must be answered by the apprentice at this station

Actors and artefacts for this station:

- An actor is required
- Clinical artefacts may be provided as required to support the scenario

Station 3 – Clinical understanding

Outline: The apprentice will demonstrate an awareness and understanding of clinical practice

Description: The apprentice will respond to 3 short scenarios which could cover the care and support of patients before, during or after treatment. Artefacts must be provided such as clinical photographs, radiographs and/or study models. An actor will be used in this scenario as required

At this station, the apprentice will:

- Evaluate scenarios relating to patient care, identify the situation(s) and determine appropriate actions
- Recognise different materials, instruments and appliances
- Recognise dental, medical and clinical situations and determine appropriate actions, including onwards referral where appropriate
- Offer accurate, personalised and timely advice
- Work safely within their scope of practice and in line with regulations and prescriptions

Scenarios:

The apprentice will be given three short scenarios with appropriate artefacts such as photographs, radiographs, study models, instruments and materials. The three scenarios for this station must focus on different experiences and different needs or situations. An actor will be used to act as a patient or colleague. Below are some examples:

- Pre-treatment medical conditions
- Use of appropriate instruments for clinical situations

- Reviewing options of which retainer to recommend
- Analysis of bracket positions relating to tooth movements
- Orthodontic indices and assessing treatment outcomes
- Discussing problems and suggesting appropriate and safe treatment options
- Retention and orthodontic relapse

These examples are just for illustrative purposes, it is up to the EPAO to develop a 'suitable bank' of scenarios of this type to be used during the demonstration of practice.

For this station, the EPAO will:

- Develop a bank of scenarios of case-based material suitable for orthodontic therapists (250 words per scenario)
- Ensure the relevant artefacts, equipment and resources are available
- Provide a question bank for the station independent assessor, including at least one question that must be answered by the apprentice at this station
- Provide a written brief for the actor (500 words)

Actors and artefacts for this station:

- An actor will be provided to support the scenario
- Clinical artefacts must be provided

Grading the stations

Each station will be graded pass/fail by the station independent assessor in order to determine the overall grade for this method, using the grading matrix provided by the EPAO. See grading section for the mapped knowledge, skills and behaviours that must be assessed by this method.

In the event of re-sits or re-takes, the apprentice will be presented with a different set of scenarios and they will re-sit or re-take all stations, not just the failed one.

Questions and resources development

EPAOs will produce specifications to outline in detail how the demonstration of practice will operate, what it will cover and what should be looked for. It is recommended that this be done in consultation with representative employers. EPAOs should put measures and procedures in place to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO.

EPAOs must develop a 'bank' of scenarios and questions of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose. The specifications must be varied yet allow assessment of all the relevant knowledge, skills and behaviours.

Venue

Demonstrations of practice must be conducted in one of the following locations:

- a suitable venue selected by the EPAO (e.g. an independent venue deemed appropriate by the EPAO)

The venue must:

- offer a designated space, appropriate for the EPA
- if the stations are set out in the same room, the venue must allow for the stations to be placed at suitable intervals to minimise the chance of overhearing or seeing what is happening at other stations since more than one apprentice will be in the room at the same time
- apprentices waiting to do assessments will be invigilated according to the EPAO's invigilation policy.

Support material

EPAOs will produce the following material to support this assessment method:

- An outline of each station, how it should be set up and with what resources
- A brief for the senior independent assessor to use with the station independent assessors and the actor
- A structured template for the senior independent assessor to use for managing the assessment to ensure consistency
- A grading matrix for the senior independent assessor to use to ensure consistency and allow for moderation
- A grading matrix for the station independent assessors to use to ensure consistency
- Appropriate resources including the artefacts
- Specifications and question bank

EPAOs will also

- Ensure an appropriate controlled environment is provided for the assessment.

Other relevant information

Apprentices will enter the assessment stations on a rolling basis, moving from one to the other as directed by the senior independent assessors until they have completed all stations. All stations will be in use simultaneously. Stations will be managed by a station independent assessor who will time and grade the station, using a standardised grading matrix developed by the EPAO. The senior independent assessor will be able to circulate freely. Apprentices will be under exam conditions for the demonstration of practice so that they cannot discuss the stations and activities with each other.

Assessment Method 3: Professional discussion underpinned by a portfolio of cases

Overview

This assessment will take the form of a professional discussion, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the knowledge, skills and behaviours assigned to this assessment method.

The professional discussion will take place in any of the following:

- a suitable venue selected by the EPAO (e.g. a training provider's premises or a College/University setting)
- by video conferencing

The rationale for this assessment method is:

A professional discussion is not simply a question and answer session but a meaningful, in-depth two-way dialogue between the apprentice and the independent assessors. It allows the apprentice to use standardised questions and scenarios as a starting point to explore their own practice and experiences with the independent assessors to show how they demonstrate the occupation's knowledge, skills and behaviours and that they are occupationally competent. It will include the opportunity for the apprentice to use supportive evidence from their on-programme portfolio of cases to inform and enhance the discussion. A professional discussion is a well-recognised method of checking knowledge, skills and behaviours and is widely used within the dental sector.

Delivery

Independent assessors will conduct and assess the professional discussion.

Apprentices must be given at least two weeks' notice ahead of the professional discussion. The underpinning portfolio of cases will have been submitted in line with EPAO requirements and at the gateway and must evidence all of the KSBs mapped to this assessment method. The independent assessor can use the contents of the portfolio of cases to identify discussion topics for the professional discussion.

The professional discussion must last for 60 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, in accordance with the EPAOs Reasonable Adjustments Policy.

During this method, the independent assessor must ask a minimum of 10 questions. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors may ask further questions for clarification purposes and to allow the apprentice the opportunity to cover the KSBs mapped to this assessment method.

The professional discussion will be conducted by the independent assessor with one apprentice at a time.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

The independent assessor will make all grading decisions.

Venue

The professional discussion should take place in a quiet room, free from distractions and influence.

The professional discussion can take place in any of the following:

- employer's premises
- remotely with the agreement of the apprentice and the employer
- a suitable venue selected by the EPAO (for example a training provider's premises)

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the response to questions. Video conferencing can be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way.

Other relevant information:

Independent assessors are responsible for generating suitable questions in line with the EPAO's training and standardisation process. A question bank must be developed by EPAOs. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. The question bank must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Support material

EPAOs will produce the following material to support this assessment method:

- Outline of the assessment method's requirements
- Question bank
- Marking materials
- Independent assessor training materials
- Grading guidance
- Assessment recording documentation

Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Grading

Assessment method 1: Exam

Knowledge, skills and behaviours	Fail	Pass	Distinction
K1 K2 K4 K5 K6 K7 K8 K10 K11 K12 K14 K18 K20 K22 K24 K31 K32 K33 K35 K36 K39 K45	0-50	51 to 74	75 to 100

Assessment method 2: Demonstration of practice

knowledge, skills and behaviours	Fail	Pass
<p>K9 K13 K15 K16 K19 K21 K23 K25 K26 K27 K40</p> <p>S2 S3 S4 S5 S6 S8 S9 S10 S11 S12 S13 S14 S17 S19 S28 S31</p> <p>B1</p>	Does not meet the pass criteria associated with this assessment method	<p>The apprentice will:</p> <ol style="list-style-type: none"> 1. Act in a manner that is professional and consistent with the role of an Orthodontic Therapist and respect the patient's dignity and patient and guardian choices, obtaining informed and valid consent for all treatments and personal care delivery (K15, K21, S14, B1) 2. Put the patient's interest first, acting to protect them and involve them and their guardians in making effective decisions regarding their care in line with the orthodontist's treatment plan (S12, S13) 3. Communicate appropriately, effectively and sensitively at all times and through all media, maintaining confidentiality, assessing and using relevant behavioural and listening techniques to negotiate barriers to communication, manage patient anxiety, discomfort or challenging behaviour and reassure the patient (K13, K16, K19, S8, S9, S10) 4. Take an accurate and current patient medical, dental and social history, covering all components and taking into account the needs of the individual patient, checking their level of experience and expectations, including explaining and checking their (and their guardian's) understanding of the treatments, options and costs and creating, maintaining and storing appropriate and current records. (K9, S3, S11) 5. Carry out screening appropriately and in line with the orthodontist's prescription, undertaking a basic orthodontic assessment of the patient's mouth, recognising normal or abnormal facial growth, physical, mental or dental development, manage patients with early stages of chronic problems with soft tissue and urgent care problems, taking appropriate action in line with their scope of practice and describing the referral process (S2, S4, S5, S6, S19, S28) 6. Use equipment, appliances and materials safely and appropriately, explaining their functions, uses and limitations (K23, K25, K26, K27, S17) 7. Manage or explain the types of medical emergencies that may occur and recognise ways to deal with them (K40, S31)

Assessment method 3: Professional discussion underpinned by a portfolio of cases

Knowledge, skills and behaviours	Fail	Pass	Distinction
<p>K3 K17 K28 K29 K30 K34 K37 K38 K41 K42 K43 K44 K46 K47</p> <p>S1 S7 S15 S16 S18 S20 S21 S22 S23 S24 S25 S26 S27 S29 S30 S32 S33 S34</p> <p>B1 B2</p>	<p>The apprentice does not meet the pass criteria</p>	<p>The apprentice will:</p> <ol style="list-style-type: none"> 1. Adhere to legal and ethical responsibilities, taking responsibility for the integrity of their own actions and completed work and working within the limits and scope of the role as defined by the General Dental Council (S1) 2. Explain how they manage lines of communication within their team or others, taking responsibility for establishing personal networks (K17, K44) 3. Explain how they co-operated with members of the wider dental or healthcare team or wider stakeholders, to work in a way that is in the patient's best interest (S30, S33) 4. Recognise how their role fits with the rest of the dental team and any trainees or students they supervise, explaining when and how to escalate and report any issues (K42) 5. Explain how they contributed appropriately and accurately to relevant test and diagnostic procedures (S25) 6. Explain the importance of monitoring and reviewing treatment outcomes, seeking appropriate advice as required, giving examples of when they have done so (K37) 7. Give examples of how they implement and perform effective and appropriate decontamination and infection control procedures (S7) 	<p>The apprentice will achieve all of the pass criteria plus all of the following:</p> <ol style="list-style-type: none"> 1. Critically evaluate how they have monitored and reviewed treatment outcomes, adjusting them appropriately and in line with the limits of their role and competence, explaining the impact the treatment had on the individual patient (K37) 2. Consider the different tests and diagnostic procedures available and justify why they took the approach that they did with an individual patient, evaluating its effectiveness (S25) 3. Explain how they have proactively managed lines of communication and critically evaluate the impact it has had on patient care and teamwork (K17)

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| | | <ol style="list-style-type: none"> 8. Explain when and how they have used scans of the patient's teeth and impressions to produce study models, showing an understanding of the problems associated with orthodontic appliances, how to recognise them and the correct action to take (K28, S15, S16) 9. Explain when and why archwires and appliances should be changed, repaired or removed in accordance with the prescription, how they affect the patient's mouth, teeth and wellbeing and giving examples of when they have identified that the patients' needs were different to the treatment plan or prescription appropriately referring, seeking advice or directing patients to alternative sources of advice (K29, K30, K38, S29) 10. Explain the risks around the clinical environment and demonstrate how they have managed these in line with best practice guidelines (K41) 11. Give examples of when they have engaged in appraisal, reflection and ongoing review, showing an understanding of its importance and explaining how they maintained their professional knowledge and competence and have given and received feedback and the impact it has had including on the quality of the service provided (K3, K43, K46, K47, S32, S34) 12. Give an example of fitting, adjusting, removing or repairing a range of orthodontic appliances, working safely and independently in a patient's mouth in accordance with the orthodontist's prescription to insert, ligate, remove, trim or repair archwires and brackets | |
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		<p>and explain how to make safe removable and fixed components in the absence of a prescription (S20, S21, S22, S23)</p> <p>13. Explain how they clean and prepare tooth surfaces, including removing appliances and cement safely and without causing damage (S18, S24)</p> <p>14. Give an example of offering holistic, accurate and appropriate oral health and preventive advice that encourages and supports self-care and motivation (K34, S26, S27)</p> <p>15. Act in a manner that is consistent with the GDC professional standards, communicating appropriately at all times, working collaboratively as a member of the team and using the correct clinical skills at the correct time (B1, B2)</p>	
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Overall EPA grading

The apprentice must pass all three assessment methods included in the end-point assessment to gain a pass overall.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Exam	Demonstration of Practice	Professional Discussion	Overall grade
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Distinction	Pass	Pass	Pass
Distinction	Pass	Distinction	Distinction

Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit any failed assessment methods only.

The timescales for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within one month of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within three months of the EPA outcome notification. All assessment methods must be taken within a 12 month period, otherwise the entire EPA will need to be re-sat/re-taken, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> • participate in and complete on-programme training to meet the knowledge, skills and behaviours as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer • meet all gateway requirements when advised by the employer and training provider • understand the purpose and importance of EPA and undertake EPA
Employer	<ul style="list-style-type: none"> • support the apprentice to achieve the knowledge, skills and behaviours outlined in the occupational standard to their best ability • determines when the apprentice is working at or above the level outlined in the occupational standard and is ready for EPA • select the EPAO • confirm all EPA gateway requirements have been met • arrange and support a minimum of 20% off-the-job training for the apprentice to undertake • confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner • ensure apprentice is well prepared for the EPA
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • be GDC approved • understand the occupational role • appoint administrators/invigilators and markers to administer/invigilate and mark the EPA • provide training, calibration and CPD to the independent station and senior assessors they employ to undertake the EPA • provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA • deliver the end-point assessment outlined in this EPA plan in a timely manner • prepare and provide all required material and resources required for delivery of the EPA in-line with best practices • use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice • have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest. Where the training provider is the EPAO (i.e. HEI) there must be procedures in place to mitigate any conflict of interest which will be monitored by EQA activity • maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis

	<ul style="list-style-type: none"> • conform to the requirements of the nominated external quality assurance body • organise standardisation events and activities in accordance with this plan's IQA section • organise and conduct moderation of station and senior independent assessors' marking in accordance with this plan • have, and operate, an appeals process • arrange for certification with the relevant training provider • appoint station and senior independent assessors who are independent of the apprentice and their employer(s). Where the training provider is the EPAO, (i.e. HEI) there must be procedures in place to mitigate any conflict of interest which will be monitored by EQA activity
Exam invigilator and marker	<p>As a minimum, an administrator/invigilator/marker should:</p> <ul style="list-style-type: none"> • comply to the IQA requirements of the EPAO • be independent of the apprentice, their employer and training provider(s), that means there must be no conflict of interest. Where the training provider is the EPAO, (i.e. HEI) there must be procedures in place to mitigate any conflict of interest which will be monitored by EQA activity • be trained in their role by their EPAO
Senior Independent assessor	<p>As a minimum, a Senior Independent assessor should:</p> <ul style="list-style-type: none"> • understand the occupational standard and end-point assessment plan • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest • satisfy the criteria outlined in this EPA plan • hold or be working towards an independent assessor qualification, e.g. A1 or CAVA and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year, (as defined in the IQA section) • be able to supervise and, if necessary, override the assessment decisions of the station independent assessors

Station independent assessor	<ul style="list-style-type: none"> • understand the occupational standard and end-point assessment plan • deliver the end-point assessment in-line with the EPA plan • comply to the IQA requirements of the EPAO • manages a demonstration of practice station • grades the demonstration of practice station using the grading matrix developed by the EPAO • passes grades to the senior independent assessor who is responsible for the final grading decisions • be independent of the apprentice, their employer and training provider(s), i.e. there must be no conflict of interest • satisfy the criteria outlined in this EPA plan • hold or be working towards an independent assessor qualification, e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading • have the capability to assess the apprentice at this level • attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)
Actor	<ul style="list-style-type: none"> • participates in the EPA demonstration stations as required • adheres to the brief provided by the EPAO • maintains confidentiality and adheres to exam conditions • be independent of the apprentice, their employer and training provider(s), i.e. there must be no conflict of interest
Training provider	<p>As a minimum, the training provider should:</p> <ul style="list-style-type: none"> • be GDC approved • work with the employer to ensure that the apprentice is given the opportunities to develop the knowledge, skills and behaviours outlined in the occupational standard and monitor their progress during the on-programme period • advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway

Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint station and senior independent assessors who are occupationally competent across the whole occupational standard, i.e. a GDC registered dentist on the Orthodontic Specialist List or a GDC registered Orthodontic Therapist with post-qualifying clinical and educational experience and recent relevant experience of working as a GDC registered practitioner in the last two years.
- appoint independent assessors who are occupationally competent across the whole occupational standard and are members of relevant professional bodies.
- appoint independent assessors who are occupationally competent across the whole occupational standard to deliver the end-point assessment and who meet the following minimum requirements:

- hold or be working towards a suitable assessment qualification
- appoint independent assessors who are independent of the apprentice and their employer(s). Where the training provider is the EPAO, (i.e. HEI) there must be procedures in place to mitigate any conflict of interest which will be monitored by EQA activity
- provide training for independent assessors in terms of good assessment practice, operating the
- assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time and at least once per year

Affordability

Affordability of the EPA will be aided by using at least some of the following practice:

- online assessment
- using an employer's EPAO approved premises
- assessing multiple apprentices simultaneously

Professional body recognition

Orthodontic Therapists are statutorily regulated health professionals. They recognise and act within the General Dental Council (GDC) standards, ethical guidance, information governance and relevant laws. On successful completion of an acceptable qualification the apprentice can apply to register with the GDC as a Orthodontic therapist.

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for Reasonable Adjustment and what Reasonable Adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this end-point assessment plan.

Mapping of knowledge, skills and behaviours

Assessment method 1: Exam

Knowledge
K1 The General Dental Council scope of practice, your role as an orthodontic therapist and that of others in the dental team, local clinical guidelines and policies
K2 The principles of an evidence-based approach to learning, clinical and professional practice
K4 The principles of clinical decision making and your role in the decision-making process
K5 What is meant by patient-centred care, the importance of safeguarding and your duty of care, the signs of abuse or neglect including local and national systems and ways to raise concerns where appropriate
K6 The scientific principles of medical ionizing radiation and statutory regulations
K7 Current health and safety policy legislation related to your role as an orthodontic therapist
K8 The range of contemporary orthodontic treatment options, their impact, outcomes, limitations and risks
K10 The importance of an orthodontist's prescription
K11 The cause of malocclusion and its possible impact of a poor bite or malpositioned teeth on medical, psychological and sociological aspects of health
K12 The potential routes of transmission of infectious agents in dental practice, mechanisms for the prevention of infection, the scientific principles of decontamination and disinfection and their relevance to health and safety
K14 The importance of maintaining confidentiality and protecting all data relating to patients and their treatment
K18 The principles of information governance
K20 The importance of and the need to maintain accurate and current records in accordance with legal and statutory requirements and best practice
K22 Dental, craniofacial anatomy and physiology relevant to orthodontic therapy, the range of normal human structures and functions and the principles that derive from the biomedical, behavioural and materials sciences as they apply to the practice of orthodontic therapy
K24 The scientific principles underpinning the use of biomaterials and their limitations with emphasis on those used in dentistry
K31 The cause of oral disease in relation to dental decay and gum disease and basic facial structure formation with a focus on abnormalities that may arise
K32 The significance of changes in patients reported oral health
K33 A range of common oral health problems and the need for appropriate follow-up care
K35 The role of health promotion, how health promotion strategies are implemented including demographic and social trends and the principles of planning oral health care for communities to meet needs and demands

K36 Ways to encourage self-care and motivation, the health risks of poor diet, substance misuse and substances such as tobacco and alcohol on oral and general health
K39 The importance of an appropriate and timely referral
K45 The wider dental and healthcare system you work in

Assessment method 2: Demonstration of practice

Knowledge
K9 The need for an accurate and current patient history, the importance of each component of the patient assessment process and the needs of different patient groups including children, adults, older people or those with special care requirements throughout the patient care process
K13 A range of communication methods, including verbal and non-verbal, listening skills and be aware of the barriers to communication
K15 The need to explain and check patients' and guardians' understanding of treatments, options, costs and informed consent
K16 How to manage anxiety or challenging behaviour including relevant behavioural change techniques
K19 The use of a range of communication methods and technologies and their appropriate application in support of clinical practice
K21 The need to treat all patients equally, with respect and dignity, appreciating the importance of patient and guardian choice
K23 A range of orthodontic equipment, instruments, materials and appliances such as braces, retainers, headgear, face bows, pliers, archwires, brackets, bands, cements and adhesives including their uses and limitations
K25 Different types of adhesives and cement, when to use them and how to apply or remove them from teeth
K26 Types of instruments for cleaning and preparing tooth surfaces
K27 A range of orthodontic appliances such as fixed and removable braces and retainers, their use and ways to fit them
K40 The types of medical emergencies that may occur and ways to deal with them

Skills
S2 Identify normal and abnormal facial growth, physical, mental and dental development
S3 Take a patient medical and social history, checking the patient's level of experience and expectations
S4 Carry out screening for the orthodontic need for treatment either under the direction of an orthodontist or direct to patients
S5 Recognise the early stages of chronic problems with the soft tissues of the mouth
S6 Recognise urgent care problems related to orthodontic treatment and take appropriate action in line with their scope of practice
S8 Communicate appropriately, effectively and sensitively
S9 Maintain patient confidentiality at all times
S10 Assess and manage patient anxiety, discomfort or challenging behaviour through effective communication, reassurance and relevant behavioural techniques
S11 Create, update and store contemporaneous patient records
S12 Make effective decisions regarding the care of patients in line with the orthodontist's

treatment plan and in partnership with the patient and their parent/guardian
S13 Put patients' interests first and act to protect them
S14 Respect patients' dignity and choices obtaining and documenting valid consent for all treatments and personal care delivery
S17 Select and use the correct orthodontic equipment, instruments and materials to ensure appropriate and safe orthodontic care of the patient
S19 Undertake a basic orthodontic assessment of a patient's mouth
S28 Recognise and manage patients with acute oral conditions and know the referral process
S31 Recognise and manage medical emergencies

Behaviours

B1 Act in a manner consistent with the GDC standards for the dental team which include communication, professionalism, teamwork and clinical skills

Assessment method 3: Professional discussion underpinned by a portfolio of cases

Knowledge
K3 Ways to maintain your professional knowledge and competence
K17 How to manage lines of communication within your team or with wider healthcare professions
K28 Problems associated with orthodontic appliances, how to recognise them and the appropriate action to take
K29 How archwires that fit into appliances affect the patient's mouth, teeth and overall wellbeing and when to change or repair them
K30 When and why appliances should be removed in accordance with the prescription
K34 The principles of preventive care and the importance of providing patients with comprehensive and accurate preventive education and instruction
K37 The need to monitor and review treatment outcomes including when to seek advice
K38 The referral process, the management and organisation of local referral networks
K41 The risks around the clinical environment and manage these in a safe and efficient manner complying with current best practice guidelines
K42 Your own role in relation to the rest of the dental team and to any trainees or students you may supervise including when to escalate and report
K43 The importance of appraisal, training and ongoing review including ways to give and receive feedback
K44 The importance of maintaining your own network of dental professionals, specialists and other stakeholders involved in the care and support of patients
K46 A range of reflective models and how to use them in your own practice and in maintaining your own professional development portfolio
K47 The importance of quality and ways to encourage continual improvement

Skills
S1 Adhere to legal and ethical responsibilities in line with General Dental Council requirements, taking responsibility for the integrity of own actions and completed work recognising the limits of your competence and experience
S7 Implement and perform effective decontamination and infection control procedures
S15 Take impressions or scans of patient's teeth as prescribed by the referring practitioner
S16 Use impressions or scans of the teeth to produce study models
S18 Clean and prepare tooth surfaces ready for orthodontic treatment
S20 Fit the brackets and wires which make up braces in accordance with the prescription

S21 Fit, adjust, remove or repair a range of orthodontic appliances that the patient may wear as prescribed by the orthodontist. In the absence of a prescription, be able to make safe removable and fixed appliance components
S22 Make the appliance safe and ensure continuing care is provided as soon as possible
S23 Insert, ligate, remove, trim or repair archwires from appliances under prescription
S24 Remove the brackets and wires which make up appliances and the cement from the tooth surface that has held the bracket to the tooth safely and as prescribed, without causing damage to the tooth surface
S25 Contribute to relevant tests and diagnostic procedures
S26 Apply evidence-based oral health advice including toothbrushing, interdental cleaning, care of braces and removable orthodontic appliances, diet and hydration advice
S27 Encourage and support self-care and motivation providing appropriate advice
S29 Identify where patients' needs may differ from the treatment plan or prescription and direct patients for advice where appropriate
S30 Work with colleagues in a way that is in the patients' best interests
S32 Take part in appraisal and ongoing review
S33 Co-operate with members of the wider dental or healthcare team, taking responsibility for establishing personal networks
S34 Reflect on own practice, recognising how reflection can be used to continually improve the quality of patient care and professional development

Behaviours

B1 Act in a manner consistent with the GDC standards for the dental team which include communication, professionalism, teamwork and clinical skills

B2 Act in a non-discriminatory manner respecting diversity and upholding the rights, dignity and autonomy of others