

End-point assessment plan for Clinical Dental Technician apprenticeship standard

Apprenticeship standard number	Level of this end point assessment (EPA)	Integrated
ST0543	5	Yes

Contents

Introduction and overview	2
EPA summary table	3
Length of end-point assessment period:	4
Order of assessment methods	4
Gateway	4
Assessment methods.....	6
Weighting of assessment methods	18
Grading.....	18
Re-sits and re-takes.....	21
Roles and responsibilities	22
Internal Quality Assurance (IQA).....	24
Affordability.....	24
Professional body recognition	24
Reasonable adjustments	24
Mapping of knowledge, skills and behaviours (knowledge, skills and behaviours)	25

Introduction and overview

This document sets out the requirements for the integrated end-point assessment (EPA) for the Clinical Dental Technician apprenticeship standard at level 5. 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 Clinical Dental Technician apprentices, their employers and training providers.

Full time apprentices will typically spend 24 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 Clinical Dental Technician occupational standard.

These are:

- All on-programme learning and assessment of a level 5 qualification approved by the General Dental Council 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.
- Prepared and submitted a portfolio of cases
- 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, beginning when the apprentice has passed 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 portfolio of cases – Fail, Pass, Distinction

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

EPA summary table

<p>On-programme (typically 24 months)</p>	<p>Training to develop the occupational standard's knowledge, skills and behaviours.</p> <p>Training towards English and mathematics Level 1 and 2, if required.</p> <p>Compiling a portfolio of cases.</p>
<p>End-point Assessment Gateway</p>	<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 standard:</p> <ul style="list-style-type: none"> • All on-programme learning and assessment of a level 5 qualification approved by the General Dental Council 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
<p>End Point Assessment (which would typically take 3 months)</p>	<p>Assessment Method 1: Exam With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass · Distinction <p>Assessment Method 2: Demonstration of practice With the following grades:</p> <ul style="list-style-type: none"> · Fail · Pass <p>Assessment Method 3: Professional discussion underpinned by portfolio of cases 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

Length of end-point assessment period:

The EPA must be completed within an EPA period typically lasting 3 months, beginning when the apprentice has passed the EPA gateway.

Any supporting material required for the EPA should be submitted at gateway.

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, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely 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:

- English and mathematics at level 2. For those with an education, health and care plan or a legacy statement the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language qualifications are an alternative to English qualifications for those for whom this is their primary language.
- Prepared and submitted a portfolio of cases (see below)

Apprentices must complete the following approved qualifications as mandated in the standard:

- All on-programme learning and assessment of a level 5 qualification approved by the General Dental Council 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.

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 the knowledge, skills and behaviours assigned to the professional discussion. The portfolio 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 that covers all knowledge, skills and behaviours assigned to the professional discussion.

Portfolio of cases will typically contain 8 cases and a copy of the apprentice's professional development plan. The employer must sign off the portfolio of cases, thereby authenticating it as the work of the apprentice.

Employers/training providers are free to devise their own version of the portfolio of cases, but it would typically contain 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
- Confirmation from the apprentice's line manager that the tasks were completed to the required standard of the organisation

The portfolio of cases will typically contain 8 cases. Each case should be anonymised and contain:

- Social, medical and dental history
- Referral of dentist, including signature (applies only to partials, completes do not need a dentist's prescription)
- Consent and explanation of treatment
- Intra and extra-oral examination
- Redefinition of treatment plan or referral
- Each clinical and laboratory stage
- Signed statement that the apprentice has completed the laboratory and clinical stages themselves, countersigned by the training provider
- Feedback from patient where available
- Appropriate images
- Anonymised contemporaneous records
- Statements of Manufacture

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

Apprentices will complete a multiple choice, single best answer exam.

The rationale for this assessment method is:

Single-best-answer is a form of multiple-choice questioning that is well-recognised in healthcare as a way of testing underpinning knowledge. It is routinely used in assessment of trainee dental professionals, where they are asked to complete 100 questions within 2 hours.

Test Format

The test can be:

- computer based
- paper based

It will consist of 100 multiple-choice questions.

These questions will consist of:

- Closed response questions
- Graphical or diagrammatic questions

Test administration

Apprentices must have 120 minutes to complete the test. Tests of this rigour and duration are used in the assessment of dental professionals to ensure that the individual meets the General Dental Council requirements.

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 four 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 will have a distribution of questions across all the knowledge mapped to this method to ensure that all the areas are covered.
- Time and conditions
 - 120 minutes. Further time may be granted for apprentices with appropriate needs, in-line with the EPAOs Reasonable Adjustments Policy.
 - 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 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.

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.

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
- 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 4 demonstrations of practice stations in which they will demonstrate the KSBs assigned to this assessment method. The end-point assessment organisation will arrange when the demonstration of practice will take place. The demonstration of practice must be carried out over a maximum total assessment time of 2 hours (+10% at the senior independent assessor's discretion). 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 using simulation in a range of day to day scenarios the apprentice undertakes, where they can be assessed on their knowledge, skills and behaviours. Mannequins will be used to reduce the numbers of people needed to run the assessment as they can simulate clinical dental situations. This is a cost-effective way to deliver a large number of assessments.

Demonstration of Practice

- The senior independent assessor will oversee the 4 stations and the station independent assessors during this assessment method
- The demonstration of practice is considered a single assessment
- There will be four stations that assess KSBs mapped to this method
- All four demonstration stations must be passed.
- The station independent assessor will ask follow-up questions to clarify points on the demonstration of practice and ask questions on any gaps in the knowledge, skills and behaviours for the station during the question and answer session.
- Two KSBs relate to exceptional circumstances and if not readily seen must be included in the station question and answer sessions. If a medical emergency does not form part of the scenario at least one question against K14 and S10 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 30 minutes:
 - 5 minutes for reading any scenarios
 - 20 minutes to carry out the activity
 - 5 minutes question and answer session, minimum of one question to be asked

The senior independent assessor will:

- Oversee the 4 stations, the station independent assessors and the people involved in the demonstration of practice and will coordinate the assessment
- Select the scenario for each of the stations 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 KSBs mapped to the demonstration of practice
- Check all the stations are set up properly
- Brief the station independent assessors and 'person' (actor) 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 apprentices for the demonstration of practice

The station independent assessors 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
- Ask at least one question
- Ensure the apprentice has demonstrated KSBs
- Observe one apprentice at a time demonstrating the KSBs 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 'person' 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

Mannequins:

Mannequins may be used as part of the demonstrations of practice. The types of mannequin and the range of functions available in the sector varies considerably. The minimum requirements for the mannequins to be used during this assessment are set out below:

- Clinical mannequin – should have articulated jaws capable of accepting standard dental models

Mannequins with a greater level of functionality may be used instead, as long as they still meet the minimum requirements specified above.

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.

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

- Design 4 demonstration of practice stations to assess the KSBs mapped to this method:
 - Station 1 – Consultation: The apprentice will demonstrate taking a scenario dental, medical and social history including appropriate consent
 - Station 2 – Impressions: The apprentice will take an impression on a clinical mannequin maintaining appropriate infection control procedures
 - Station 3 - Referral: The apprentice will write an appropriate referral letter based on a scenario patient history
 - Station 4 – Treatment planning: The apprentice will demonstrate personalised safe, effective treatment planning for a partially dentate patient
- 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 apprentice
- Provide a brief for the senior independent assessor to use with the team of station independent assessors and the 'person'
- 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.

Overview of individual stations

Station 1 – Consultation with an edentulous patient

- Title: The apprentice will take a dental, medical and social history including appropriate consent
- Description: The apprentice will conduct a consultation with a 'person' acting as the patient and/or a mannequin acting as their mouth

At this station, the apprentice will:

- Be presented with one scenario
- Communicate appropriately with the patient
- Obtain valid consent
- Take a history and assess the patient's needs
- Conduct a consultation with an edentulous patient
- Develop a treatment plan with the patient
- Keep accurate records
- Work safely within their scope of practice

For this station, the EPAO will:

- Develop a 'bank of scenarios' of patients and their histories (600 words per scenario)
- Provide a brief for the apprentice
- Provide a written brief for the 'person' (500 words)
- Ensure the relevant equipment is available to conduct the assessment for this station
- Provide a 'person', mannequin and/or other artefacts to support the scenario
- Provide a 'bank of questions' for the station independent assessors

Scenarios:

The apprentice will be given a scenario of 600 words. Scenarios for this station must focus on a patient's history and the different needs or situations associated with this; below are some examples:

- complex medical history
- history of unsatisfactory denture provision
- patient aspiration for advanced treatment options

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 at each station during the demonstration of practice.

Station 2 – Impressions:

- Title: The apprentice will take an impression on a mannequin maintaining appropriate infection control procedures
- Description: The apprentice will demonstrate appropriate clinical techniques for taking impressions

At this station, the apprentice will:

- Communicate appropriately throughout the assessment talking to the mannequin as if it is a real person
- Assess valid consent has been obtained
- Assess the patient's needs based on their history
- Demonstrate impression technique in line with accepted clinical protocols
- Maintain appropriate infection control standards
- Demonstrate appropriate use of materials and equipment
- Keep accurate records

For this station, the EPAO will:

- Develop a 'bank of scenarios' of patients and their histories (600 words per scenario)
- Ensure the relevant equipment is available
- Provide a mannequin or other artefacts to support the scenario
- Provide a 'bank of questions' for the station independent assessors

Scenarios:

The apprentice will be given a scenario of 600 words. Scenarios for this station must focus on a patient's clinical history and the different needs or situations associated with this, below are some examples:

- an impression using a specific material
- an impression on a dentate or edentulous arch
- an impression of a fibrous ridge

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 at each station during the demonstration of practice.

Station 3 - Referral:

- Title: The apprentice will write an appropriate referral letter based on a patient's history and presentation
- Description: The apprentice will write an appropriate letter to a medical or dental colleague

At this station, the apprentice will:

- Identify the key points that need to be included in the referral letter
- Communicate appropriately with the person in writing
- Follow appropriate referral pathways
- Maintain confidentiality
- Keep accurate records

For this station, the EPAO will:

- Develop a 'bank' scenarios of patients requiring referral (600 words per scenario)
- Ensure the relevant equipment is available
- Provide a mannequin and artefacts as required to set the scene
- Provide a 'bank of questions' for the station independent assessors

Scenarios:

The apprentice will be given a scenario of 600 words. Scenarios for this station must focus on different needs or situations. Below are some examples:

- Suspicious lesions
- Non-urgent referral
- Request advice due to changed clinical circumstances

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 at each station during the demonstration of practice.

Station 4 – Treatment planning:

- Title: The apprentice will demonstrate personalised safe, effective treatment planning for a partially dentate patient
- Description: Design an appropriate appliance for a partially dentate patient using the artefacts provided and a mannequin to act as the patient if required by the scenario

At this station, the apprentice will:

- Use the artefacts supplied to design and draw an appropriate appliance consistent with current practice and materials
- Refer to the prescription supplied
- Complete an appropriate laboratory prescription
- Recognise any anatomical anomalies that might impact on the design
- Keep accurate records
- Work safely within their scope of practice

For this station, the EPAO will:

- Develop a 'bank of scenarios' of patients and their histories (600 words per scenario)
- Ensure the relevant equipment is available
- Provide a 'person', mannequin and other artefacts to support the scenario
- Provide a brief for the 'person'
- Provide a brief for the apprentice
- Provide a 'bank of questions' for the station independent assessors

Scenarios:

The apprentice will be given a scenario of 600 words. Scenarios for this station must focus on denture design and meeting the prescription. Below are some examples:

- Provision of a cobalt chrome skeletal frame denture
- Appropriate use of retentive elements
- Adapting design to anatomical variation
- Considering a range of denture materials

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 at each station during the demonstration of practice.

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 KSBs.

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 the scenarios and questions are fit for purpose. The scenarios and questions must be varied yet allow assessment of all the relevant KSBs.

Venue

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

- a suitable venue selected by the EPAO (e.g. a training provider's premises or another employer's premises)

The venue must:

- offer a designated space, in a quiet room that is free from distractions that can facilitate the EPA
- Place the stations at suitable intervals to minimise the chance of overhearing or seeing what is happening at other stations if more than one apprentice will be in the room at the same time
- the apprentices waiting to complete 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 equipment
- Provide a brief for the apprentice
- Provide a brief for anyone acting as the 'person'
- A brief for the senior independent assessor to use with the station independent assessors and the 'person'
- 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
- Materials and equipment including mannequins
- 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 four stations. All stations will be in use simultaneously, each one managed by a station independent assessor who will time and grade the station, using a standardised grading matrix developed by the EPAO for their station. The senior independent assessor will circulate freely between the 4 stations. Apprentices will be under exam conditions for the demonstration of practice so that they cannot discuss the stations and activities with each other. A 'person' will be used on some of the stations to simulate real-life situations.

Assessment Method 3: Professional discussion underpinned by 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 can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (e.g. a training provider's premises)

The rationale for this assessment method is:

The professional discussion will allow the apprentice to demonstrate the depth and breadth of the KSBs required to practise safely and effectively. As a structured, in-depth two-way conversation between the independent assessor and each apprentice, the professional discussion will provide an effective holistic assessment of complex understanding and knowledge. The professional discussion format is an excellent method to cover the range of KSBs required. 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. The professional discussion will complement the demonstration of practice in providing a robust EPA for a clinical dental technician apprentice. Together the assessment methods will maximise the opportunity for the apprentice to demonstrate the full range of KSBs required to practice safely and effectively as a competent clinical dental technician.

Delivery

The independent assessor will conduct and assess the professional discussion.

The professional discussion must last for 45 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 8 questions, using follow up questions as required. The independent assessor must combine questions from the EPAO's question bank and those generated by themselves, following a review of the portfolio of cases. Apprentices must have access to their portfolio of cases during the professional discussion. Apprentices can refer to and illustrate their answers with evidence from their portfolio of cases, however the portfolio of cases is not directly assessed.

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

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.

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.

Other relevant information

EPAOs will create and set open questions to assess related underpinning knowledge, skills and behaviours. The independent assessor will ask a minimum of 8 questions.

EPAOs will produce specifications to outline in detail how the professional discussion will operate, what it will cover and what should be looked for. It is recommended that this be done in consultation with 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 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose. The relating to underpinning knowledge, skills and behaviours must be varied, yet allow assessment of the relevant ones.

Support material

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

- Outline of the professional discussion and portfolio requirements
- Question bank
- Marking materials

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 K3 K4 K5 K6 K7 K8 K10 K11 K13 K18.1 K18.2 K19 K20 K22.1 K24.2 K26 K29 K30.1	0-50	51-69	70-100

Assessment method 2: Demonstration of Practice

Knowledge, skills and behaviours	Fail	Pass
K14 K15.1 K15.2 K23 K24.1 S1 S2 S3 S5 S6 S9 S10 S11 S12 S19 B1.1	Does not meet the pass criteria associated with this assessment method	<ol style="list-style-type: none"> 1. Demonstrates the use of standard practice and procedures when dealing with patients including taking a caring approach and treating them with dignity and respect (S1, S2, B1.1) 2. Takes detailed dental, social and medical history and keeps full, accurate and contemporaneous patient records (S3) 3. Identifies and applies correct clinical procedures safely and demonstrates the use of infection control and decontamination processes (S5, S6, S11) 4. Explains how they ensure any teeth selected are a suitable colour and design (K15.2) 5. Identifies dental devices and evaluates their limitations and applies them as part of a treatment plan (K15.1, S9) 6. Performs appropriate and accurate impression taking (S12) 7. Identifies and describes medical emergencies and applies the correct procedures to manage them. (K14, S10) 8. Communicates effectively with and about patients, using a range of communication methods and checking that they have been understood (K24.1, S19) 9. Explains oral health care and how to give preventive information to patients that encourages self-care and motivation (K23)

Assessment method 3: Professional discussion underpinned by portfolio of cases

Knowledge, skills and behaviours	Fail	Pass	Distinction
K9 K12 K16 K17 K21 K22.2 K25 K27 K28 K30.2 K30.3 S4 S7 S8 S13 S14 S15 S16 S17 S18 S20 S21 S22 S23 B1.2 B1.3	The apprentice does not meet the pass criteria	<p>The apprentice:</p> <ol style="list-style-type: none"> 1. Describes clinical examinations and applies informed treatments, evaluating the patient's needs and changing requirements including identifying and evaluating the need for more complex treatment and seeking advice or referring to the prescribing dentist appropriately (K9, K12, K21, S4, S16) 2. Describes and explains how they provide, manufacture, fit and prescribe devices in line with agreed procedures, taking into account the impact of oral limitations and their effect on the device (K16, K17, S13, S14, S15) 3. Describes and provides evidence of how they review, quality assure, repair and modify dental devices (K22.2, S17) 4. Reviews the fitting of devices and discusses the advice they gave to patients on oral care (S18) 5. Describes and explains their own role and the role of others in multi-disciplinary teams working to best practice, maintaining networks and recognising when to challenge concerns. (K27, K28, S21, B1.2) 6. Describes and explains the requirements of communication with patients and colleagues in the role including confidentiality and handling complaints (K25, S20) 	<p>The apprentice will achieve all the pass criteria plus all of the following:</p> <ol style="list-style-type: none"> 1. Evaluates the effectiveness of treatments and clinical examinations that they have performed and justifies where they have made informed changes (S16) 2. Demonstrates an evaluation of a device fitting problem and justifies the solution (S13) 3. Gives an example of how they have communicated with members of the dental team to make decisions and solve problems, including making suggestions for improvements in order to meet treatment plan objectives and reflecting on the impact of these improvements (K25, S7)

		<p>7. Outlines clinical decisions they have made, explaining how they have met patient needs by giving accurate advice and referring. (S7, S8)</p> <p>8. Explains how they have shown commitment to their own professional development by keeping a personal development plan, improving their own work practice as a result of personal reflection and committed to ongoing learning and development (K30.2, K30.3, S23)</p> <p>9. Explains how they have been reliable and consistent, managing their own time and resources effectively and taking responsibility for the integrity of their own actions and completed work (B1.3) Gives an example of when they have given or received feedback and can critically evaluate the impact it has had on their own practice or on the patient experience (S22)</p>	
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Overall EPA grading

All three EPA methods must be passed for the EPA to be passed overall. If the apprentice fails any of the methods, they fail the EPA. Apprentices need to meet all pass criteria for each method in order to pass overall and meet all pass and distinction criteria to achieve a distinction 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 grading
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.

Any assessment method re-sit or re-take must be taken within 3 months of the fail notification, otherwise the entire EPA must be taken again, 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	As a minimum the apprentice should: <ul style="list-style-type: none"> • participate in development opportunities to improve their knowledge skills and behaviours as outlined in the standard • meet all gateway requirements when advised by the employer • understand the purpose and importance of EPA and undertake EPA
Employer	As a minimum the employer should: <ul style="list-style-type: none"> • support the apprentice to achieve the knowledge, skills and behaviours outlined in the standard to their best ability • determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA • select the EPAO • confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner • ensure apprentice is well prepared for the EPA
EPAO	As a minimum EPAOs should: <ul style="list-style-type: none"> • be a GDC approved organisation • understand the occupational role • appoint administrators/invigilators and markers to administer/invigate and mark the EPA • provide training to the station and senior independent 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 • 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 • maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis • 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 independent assessors' marking in accordance with this plan • have, and operate, an appeals process

	<ul style="list-style-type: none"> • arrange for certification with the relevant training provider
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 to 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 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	<p>As a minimum a Station 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 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)
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> • be a GDC approved organisation • work with the employer to ensure that the apprentice is given the opportunities to develop the knowledge, skills and behaviours outlined in the 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 • plays no part in the EPA itself
Actor/'person'	<p>As a minimum the actor/'person' should:</p> <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

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 independent assessors who are occupationally competent across the whole occupational standard i.e. a GDC registered clinical dental technician or a registered dentist with post-qualifying experience
- appoint independent assessors who are competent to deliver the end-point assessment
- 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
- assessing multiple apprentices simultaneously
- using an employer's premises

Professional body recognition

Clinical Dental Technicians 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 Clinical Dental Technician.

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 (knowledge, skills and behaviours)

Assessment method 1: Exam

Knowledge
K1 Legislation, policies and local ways of working related to your role
K2 What valid consent, duty of care, safeguarding, diversity, equality and inclusion mean and why they are important
K3 The needs of different patient groups including children, adults, older people and those with special needs.
K4 Basic principles of population health, including demographic, social, UK and international oral health trends, determinants and inequalities of health and how they are measured.
K5 Why it is important to record and store information securely and confidentially
K6 How to recognise abnormalities of the oral cavity, holistically and, when appropriate, raise concerns.
K7 The range of normal human structures and functions with particular reference to oral disease and treatment.
K8 The potential routes of transmission of infectious agents, mechanisms for prevention of infection, the scientific principles of decontamination and disinfection and relevance to health and safety.
K10 The principles and practice of patient assessment in regard to dental devices and appliances
K11 Principles of an evidence-based approach to learning, clinical professional practice and decision-making.
K13 Patient and public safety including relevant regulations for dental radiography
K18.1 How the procedures you use in design and manufacture of custom-made devices; dentures, crowns, bridges, orthodontic (including CAD/ CAM & IT Solutions and the complexity of the denture attachment) influence the clinical relationship the device has with the patient's mouth and existing teeth.
K18.2 How the use of CAD/CAM, IT solutions and emerging 3D Technology may be of use in appliance planning.
K19 The limitations of your own role in relation to prescribing, fitting and providing dental devices including complete or partial dentures, sports mouth guards and other appliances, including when you can only carry out activities based on a prescription from a dentist.
K20 How design of devices contributes to restoration of functionality and oral health, including the possible biomechanical effects in the mouth caused by selecting and using different materials for custom made dental devices.
K22.1 Quality assurance processes.
K24.2 Barriers to communication and ways to overcome them.
K26 GDC Guidelines for Handling complaints

K29 When to refer or escalate if something is outside of your scope of practice or experience.
K30.1 Industry standards, guidelines and GDC compliance requirements relating to your role.

Assessment method 2: Demonstration of practice

Knowledge
K14 The types of medical emergency that may arise and ways to address them.
K15.1 Identify appropriate dental devices based on own diagnoses and/or dentist input, while recognising oral limitations and their effect on devices.
K15.2 How to work with the patient to ensure any teeth selected are a suitable colour and design.
K23 Delivery of oral health care and preventive information to encourage self-care and motivation.
K24.1 A range of methods of communicating with individuals across the age range including how to check you have been understood.

Skills
S1 Treat people with dignity, respecting their choices, gaining valid consent for all treatments and respecting confidentiality.
S2 Put the patients' interests first when taking clinical decisions, maintaining a caring approach towards them.
S3 Take detailed dental, social and medical history and keep full, accurate and contemporaneous patient records.
S5 Manage safety, infection control and decontamination risks around the clinical environment and the dental laboratory in keeping with current regulations.
S6 Perform effective patient assessment, diagnosis and treatment planning.
S9 Provide clinical dental care as outlined in a treatment plan or prescription and plan the delivery in the most appropriate way.
S10 Recognise and manage medical emergencies.
S11 Perform technical and clinical dental procedures for providing removable dental appliances, including assessing the patient's mouth and tissues, and discussing with them the range of dentures or other removable dental devices that would best meet their needs.
S12 Take the appropriate impressions, ensuring they are fit for purpose.
S19 As the clinician responsible for the patient communicate effectively with and about patients, their representatives and the dental team.

Behaviours
B1.1 You will treat people with dignity and respect.

Assessment method 3: Professional discussion underpinned by portfolio of cases

Knowledge
K9 Your role in the replacement of lost teeth.
K12 The need for more complex treatment and when to seek appropriate advice from the dentist.
K16 Processes for taking impressions including bite registration devices and how to use this information when making up the next stage of denture construction.
K17 How to fit or provide a range of devices and appliances for the oral cavity according to prescription including complete or partial dentures, sports guards and other prescribed dental devices
K21 Ways to evaluate patients changing requirements and when to seek advice or refer patients to the prescribing dentist.
K22.2 How to repair or modify a range of dental devices in line with the appropriate Medical Device Directive.
K25 Your role in communication with patients and wider team, including the importance of confidentiality
K27 Your role as part of the dental and wider multi-disciplinary team
K28 Your role in management, education and leadership
K30.2 Why it is important to commit to lifelong learning
K30.3 How to use a Personal Development Plan and personal reflection as a means of continuous improvement

Skills
S4 Carry out clinical examinations within your scope of practice, recognising abnormal oral mucosa and related underlying structures and refer patients, where necessary.
S7 Demonstrate effective clinical decision making.
S8 Give appropriate patient advice including patient referrals.
S13 Design, manufacture and fit biomechanically sound complete or partial dentures, devices and appliances for the oral cavity according to prescription.
S14 Prescribe, provide or fit complete or partial dentures, sports mouth guards or other dental devices including using the agreed procedures in design and manufacture of custom made devices.
S15 Advise the prescribing dentist on appropriate dental devices based on dentist input, while recognising oral limitations and their effect on devices.
S16 Evaluate the need for more complex treatment and seek advice from the prescribing dentist.
S17 Review and quality assure the devices from the clinical standpoint, including repairing or modifying custom made clinical dental devices to meet the needs of the patient.

S18 At the final fitting stage ensure that they are fit for purpose and the patient is aware of how to look after not only their dentures or other oral devices but their mouth in general.
S20 Handle complaints effectively and within GDC guidelines.
S21 Work as part of team, maintaining networks with colleagues and other professionals.
S22 Be willing to give and receive effective and constructive feedback across the dental team.
S23 Manage your own time, resources and personal behaviour including being proactive in your own development.

Behaviours

B1.2 You will work as part of a team, having the courage to challenge areas of concern and working to evidence based best practice.

B1.3 You will be reliable and consistent, taking responsibility for the integrity of your own actions and completed work.