

UNIVERSITY OF SUFFOLK

School of Allied Health Sciences

BSc (Hons) Dental Hygiene and Dental Therapy

**YEAR 1 PLACEMENT ASSESSMENT DOCUMENT
(PAD)**

2024-25

This PAD was revised in January 2025 and the information is correct as of that date.

Upon request to your course leader this PAD can be produced in a larger font. An electronic copy can be found in the course area on the online learning environment Brightspace

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Purpose of this Handbook

This Placement Assessment Document (PAD) has been written for the BSc (Hons) Dental Hygiene and Dental Therapy students to provide a record of their practice learning progress and achievement of the required learning outcomes.

It is important that this Document is read and understood by all involved in your placement, prior to you attending their first placement.

The PAD should be read in conjunction with the BSc (Hons) Dental Hygiene and Dental Therapy Placement Handbook, as both this handbook and the Placement Handbook complement each other.

This handbook sits alongside other course information that is set out in the Course Area in Brightspace. Please read the accompanying documents to ensure you have all the information relating to your course.

- Course Handbook
- Student Handbook
- Placement Handbook

GDC Standards for the dental team

Whilst on placement, students are reminded of their duty to comply fully with the General Dental Council Standards for the Dental Team. <https://www.gdc-uk.org/standards-guidance/standards-and-guidance/standards-for-the-dental-team>

- Standard 1: Put patients' interests first
- Standard 2: Communicate effectively with patients
- Standard 3: Obtain valid consent
- Standard 4: Maintain and protect patients' information
- Standard 5: Have a clear and effective complaints procedure
- Standard 6: Work with colleagues in a way that is in patients' best interests
- Standard 7: Maintain, develop and work within your professional knowledge and skills
- Standard 8: Raise concerns if patients are at risk
- Standard 9: Make sure your personal behaviour maintains patients' confidence in you and the dental profession

Introduction

This document will be referred to as 'PAD' and will showcase the formative and summative assessments in practice in which students and the placement teams will work together to achieve the student's practice competencies.

The PAD is an integral part of the learning process within the student's placement. The PAD provides an opportunity to demonstrate *evidence* of learning from academic activities and application to practice learning.

This PAD provides an overview of skills students can gain experience of by the end of year 1. This experience is, however, dependent on the needs of patients that students are exposed to during the placement; the skills in this PAD should be easily achieved in the year 1 placements but will be kept under close review with the Placement Supervisors.

In collaboration with their Placement Supervisors and staff, students will comment in their PAD on areas of practice they have learnt. The Placement Supervisors will provide feedback so that the student remains informed of their development, and the opportunities to pass the summative assessments are maximised.

The student is to take ownership of the PAD and are responsible for the safekeeping and maintenance of their PAD. It should always be available to the Practice Supervisors when you are in placement together. Alterations should be made in this document by crossing through with one line, with a signature and date.

Students will have access to confidential information when in practice placements. The PAD should not contain any patient/carer identifiable information. Contents must not be disclosed to any unauthorised person or removed, photocopied or used outside the placement or university.

The Practice Assessment Document is comprised of:

1. **Three interview records (initial, mid-point and final)**
2. **Professional Attitudes and Behaviours Assessment.**
3. **Competency Record**

Scheduled Interviews

The initial interview should take place by the end of the first week of the students placement following the orientation and induction to placement. This is the opportunity for yourself and your Placement Supervisors to discuss the learning outcomes to be achieved. It would be beneficial during this interview to allocate time for the next meeting and the assessments.

The mid-point interview is designed to review progress across the placement areas and to complete the mid-point **formative assessment** relating to the Competency Record. If any issues or concerns are identified, the student and Placement Supervisors should inform early enough to allow the University link lecturer so they can attend this meeting.

The final interview is designed to assess and record the achievement on placement with consideration for learning in all placements across the year and complete the **formative assessment** Competency Record. The Placement Supervisors should also identify areas for you to focus on in the future. The feedback should reflect progress in all parts of the PAD. At this point, Placement Supervisors are required to sign a progression statement which should reflect the outcomes of the PAD. **Summative assessment** for your Competencies Record will be performed under the supervision of your specialist tutors (GDC registered).

Professional Attitudes and Behaviours Assessment.

The required underpinning attitudes, behaviour and values will be assessed on two occasions during each placement; once at the mid-way review and once at the end of the placement. This will ensure that the expectation of these standards remain throughout the programme and embed the professional behaviours as identified by the GDCs Standards for the Dental Team. The Standards chosen in the PAD have been identified as appropriate for students to achieve.

Competency Record

Students will be continually assessed on their achievement of proficiency throughout the programme.

The formative assessment for the Competency Record is undertaken part way through the placement and is numerically graded to enable the student to gain feedback on their development. Feedback should reflect the progress in the Competency Record.

The summative grade for the Competency Record is a PASS/FAIL assessment based upon direct observation, questioning or discussions with your specialist tutor (GDC registered). By the end of the placement, students must achieve a PASS in each area to pass overall. The named Placement Supervisors hold the responsibility for **formatively** signing off each student

as competent. If a FAIL is anticipated at any stage, the Placement Supervisors should contact the University link lecturer for support and direction regarding how to appropriately support the student for him to achieve a PASS in his summative assessment when supervised by his specialist GDC registered tutor.

Scheduled Meetings and Planning

A formal meeting is required to discuss progress against the learning outcomes on three occasions during the practice placement.

Meeting type	Students role	Placement role
First week of placement Initial interview:	• Complete orientation checklist • Undertake placement induction • May wish to complete a Strengths, weaknesses, opportunities and challenges (SWOC) analysis to support identification of learning needs	• Ensure placement orientation undertaken • Agree learning objectives and development plan on the First Placement template. • Set date for mid-point review
Mid-point review	• Considers their learning and development and progression. • Completes mid-point review and reflects on own progress • Provides written reflective feedback on any multi-source feedback that has been obtained. • Agrees to feedback and signs off mid-point review form	• Ensures student completes mid-point review to a satisfactory standard • Undertake assessment of all competencies and discusses with student • Complete mid-way competency record • Considers if student not on track to pass each area, to contact academic staff for discussion and support for the student • Consider any collected multi-source feedback with student • Provides clear and constructive written and verbal feedback to student • Agrees sign off of the mid-point review and student aware of next steps. • Agree date for final review
Final review	• Student completes Final Review and Progression template • Agrees and signs off feedback and grades in the Final competency record	• Ensures student completes Final Review form to a satisfactory standard • Undertake final assessment of all competencies and discusses with student • Ensures multi-source feedback is completed • Complete Final competency record

Record of Supervisor and Practice Staff Signature Samples

Student Name:			
Placement address:			
Placement Supervisor:			
Record of Placement Supervisor (and Others) Signature Samples			
Name	Signature	Initials	Role

Placement Orientation

Orientation checklist (to be completed at the start of each placement)

	Student Signature/Date:	Staff member Signature/Date:
The following activities must be undertaken prior to seeing or treating any patients:		
An orientation to the practice placement setting has been undertaken including storage of belongings, clinic times and breaks/mealtimes.		
Fire procedures have been explained and student is aware of exit, alarms and fire safety equipment locations.		
The student and Practice Supervisor are aware of the University escalation processes and support mechanisms.		
The student understands the dress code and will comply with this.		
The student has been shown the infection prevention and control procedures.		
The student has been informed of the needlestick policy in place.		
The student is aware of how to summon assistance in the case of emergency.		
Resuscitation policy and procedures have been explained and the location and use of necessary equipment has been shown.		
The student is aware of information governance protocols including data protection, record keeping and confidentiality.		
The student is aware of where to find key policies and protocols to ensure safe practise.		
The student has been shown the dental surgeries and equipment available.		

First Placement - Year 1

The first placement is designed to provide students with an insight into patient facing roles and perform aspects of their scope of practice under close supervision. Initially these will be developing the appropriate attitudes and behaviours expected of a dental professional, be able to undertake and interpret a medical, dental, social and pain history; be able to undertake an examination and screen for disease; provide preventive care to patients using an evidence base and be able to provide periodontal care. Fissure sealants and simple scaling's (Professional Mechanical Plaque Removal (PMPR)) will have been assessed in clinical simulation and if deemed competent students will be also able to undertake these skills in their placement.

Together with your practice supervisor, you will create a learning plan for the placement to ensure you are able to work towards gaining the appropriate skills and knowledge for your development.

What do I want to get from this placement?
Supervisors comments

Agreed learning objectives and development plan (This is to be agreed with both parties)	
Signature and date	
Student:	Supervisor:
Signature:	Signature:
Date:	Date:

Mid-Point Review

Students reflection on progress: Reflect on your overall progression in the three areas below.

Questions to consider:

- What has gone well so far in the placement, and why?
- How can you improve your performance and in what areas?
- What strategies will you put in place to learn from and improve performance as you progress?

Knowledge:

Skills:

Behaviours and values:

Placement Supervisors comments based on the students reflection and experiences gained:

Knowledge:

Clinical Skills:

Attitudes and behaviours:

Signature and date

Student:	Supervisor:
Signature:	Signature:
Date:	Date:

Final Review and Progression- Formative & Summative sign off of competencies

Students reflection on progress: Reflect on your overall progression in the three areas below.

Questions to consider:

- *What has gone well in the placement, and why?*
- *How have you improved your performance and in what areas?*
- *What strategies will you put in place to learn from and improve performance as you progress into your next placement?*

Knowledge:

Skills:

Behaviours and values:

Placement Supervisors comments based on the students reflection and experiences gained:

Knowledge:

Clinical Skills:

Attitudes and behaviours:

Signature and date

Student:	Supervisor:
Signature:	Signature:
Date:	Date:

Assessment of practice

The PAD makes up a significant part of the overall programme assessment. Continuous, longitudinal assessment is an integral aspect of assessment in practice and you are expected to show evidence of consistent achievement. You should engage positively in all learning opportunities, take responsibility for your own learning and know how to access support. You will work with and receive written feedback from a range of staff from Practice Supervisors and others, and you are required to reflect on your learning.

The formative assessment provides both the student and the Placement Supervisor with feedback on how well an element of practice is being undertaken and can inform them as to how to develop, or maintain future practice, to achieve competency.

Assessment must be by direct observation of practice by the Placement Supervisors, or nominated other, within the placement setting; the students will be graded according to the formative marking criteria.

Rubric

	Grade awarded	Knowledge	Skill	Attitude & behaviours
4	PASS	Apply to correctly apply knowledge to the clinical situation consistently.	Able to undertake clinical skills independently at the required quality for the stage of the programme.	Consistently demonstrates appropriate attitudes and behaviours and is proactive in identifying and managing learning needs
3		Apply to correctly apply knowledge to the clinical situation in most situations or with minor help.	Able to undertake clinical skills independently at the required quality for the stage of the programme, with minor help (verbal or intervention)	Mostly demonstrates appropriate attitudes and behaviours and is generally proactive in identifying and managing learning needs.
2	FAIL	On occasions, able to apply knowledge to the clinical situation with help.	Unable to undertake clinical skills independently but able to complete with significant help (verbal or intervention)	Occasional lapses in demonstration of appropriate attitudes and behaviours and not proactive in identifying or managing learning needs
1		Unable to apply knowledge to the clinical situation on many occasions and requires significant help.	Unable to undertake clinical skills independently; majority completed by supervisor and has caused harm.	Regular lapses in demonstration of appropriate attitudes and behaviours and unable to identify learning needs without help from others

The summative assessment is the final assessment determining the student's ability at the final stage of their clinical placement.

Where possible assessments should be pre-planned and agreed however, the student can be assessed formatively in any area, at any time. The student needs to have a minimum of one formative assessment recorded for each aspect identified in the Personal Attitudes and Behaviours Assessment and the Clinical Competencies logs. In order to pass the **summative assessment** at the first attempt, the student **MUST** have at least one formative and one summative assessment recorded for each element of practice by the agreed time as set by their course of study. The Placement Supervisors who undertake the formative assessments must record the results in the students PAD. The specialist GDC registered tutors will do the Summative sign-off of these competencies.

The PAD will also be formatively reviewed by the University academic staff at various stages through the placement, to identify those students who require additional support to achieve the required level by the end of the placement.

A PASS must be achieved in all three areas (in the table below) by the student before the student can progress.

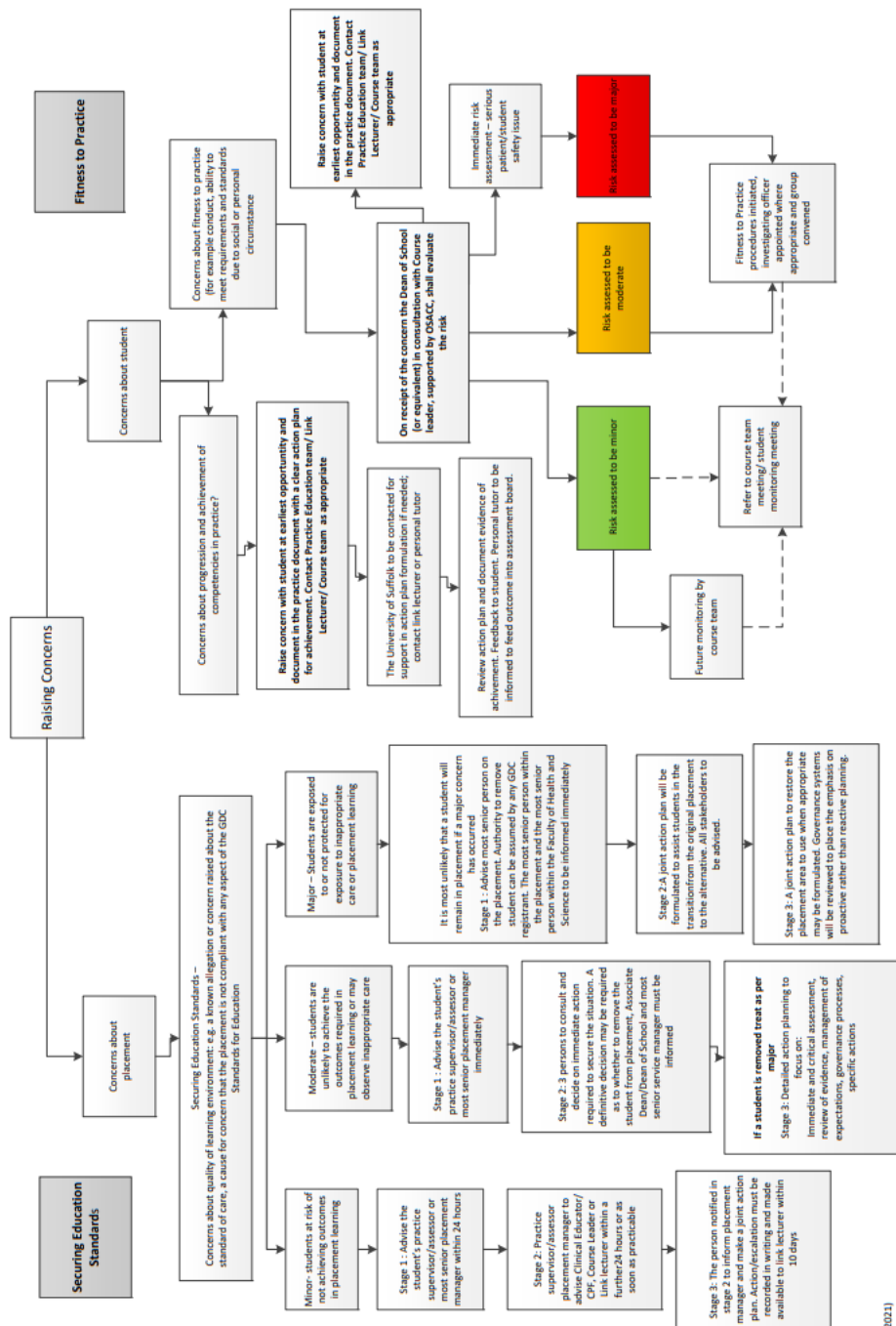
Grade awarded	Knowledge	Skill	Attitude & behaviours
PASS	Is able to discuss the knowledge underpinning the proficiency	Under supervision, demonstrates appropriate skills for the stage of the programme to ensure safe care	Adheres to GDC Standards for the Dental Team and proactively takes ownership of own learning
FAIL	Is not able to discuss the knowledge underpinning the proficiency	Under supervision, is unable to demonstrate appropriate skills for the stage of the programme under supervision to ensure safe care	Is unable to adhere to GDC Standards for the Dental Team and does not take ownership of own learning

Signing off the PAD

If you are a Placement Supervisor, a member of the placement team you may sign any element of practice at formative or summative (if required) level providing that particular skill sits within your own scope of practice. Summative sign-off should be done by the specialist GDC registered tutor. You must add your details to the Record of Supervisor and Practice Staff Signature table.

Flow chart to summarise the Raising and Escalating Concerns process

Raising and Escalating Concerns

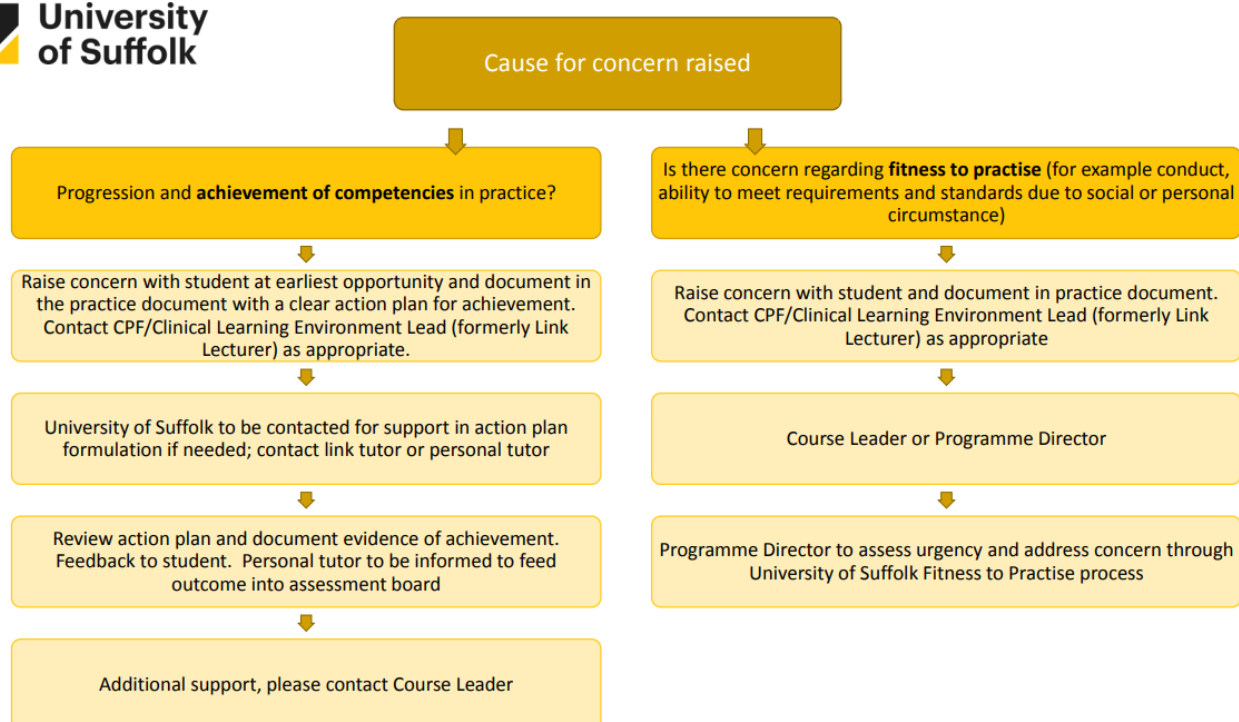


Cause for Concern (CFC) form

Having considered the Raising and Escalating Concerns flow chat, the Cause for Concern form should be used to report any aspect of fitness to practice regarding a University of Suffolk student and forms part of the Fitness to Practise Procedure.

<https://www.uos.ac.uk/sites/default/files/Reporting-a-Cause-for-Concern-Form.pdf>

https://www.uos.ac.uk/sites/default/files/Cause%20for%20Concern_1.pdf



Patient and peer feedback

Feedback from patients and carers (where appropriate consent is given) on a student's ability to provide person-centred care will contribute to your formative reflections and learning development.

Your Placement Supervisor will select, approach and obtain feedback from people you have seen throughout your placement; there is an expectation that a **minimum of three pieces** of feedback will be obtained. The Practice Supervisor will emphasise that any feedback given by a person who you have seen will not impact on their care in any way. It is the student's responsibility to remind your Placement Supervisor of the need for feedback from patients so you can learn and develop from this.

The placement may have their own feedback forms they wish to use, but one is provided below, should this be required.

Patient feedback

How happy are you with...	Satisfied 	Acceptable 	Unhappy 	Prefer not to say
how you were treated overall?				
listened to you?				
talked to you?				
the respect provided?				
the treatment and advice provided?				
Please state ONE aspect the student did well				
Please state ONE aspect the student needs to develop				

Peer – to – Peer feedback

Peer feedback is when students provide one another with feedback on their work or performance. It is useful to both the person providing the feedback but also to the individual

receiving it, as it enables students to better self-assess themselves, as well as exposing them to consider different ways of approaching a task and helps both individuals with their own development.

There are a number of skills that students learn when undertaking peer-to-peer feedback; these include developing constructive feedback skills that is developmental and not constructive, and being a motivational tool as one is being judged by their peers, who can relate and understand their challenges of learning new material and skills.

Peer feedback		
Name:	Signature:	Date:

Self-reflection on Feedback

Students need to consider the feedback from all sources and reflect on what has been provided and how it assists with their development.

Reflection on collated feedback		
What has the feedback taught you about yourself and how do you plan to utilise this feedback moving forwards?		
Name:	Signature:	Date:

Record of communication / additional feedback

These records can be completed by the Placement supervisor, or any other member of the placement team, if they wish to record a conversation with the student regarding any aspect of their placement

Communication/ additional feedback		
Name:	Signature:	Date:

Communication/ additional feedback		
Name:	Signature:	Date:

Communication/ additional feedback		
Name:	Signature:	Date:

Communication/ additional feedback		
Name:	Signature:	Date:

Action Plan Template

The action plan is for use by the Placement Supervisor (with support from the academic staff as necessary) and should be completed when required; this may be following the Mid-point Review or at any point in the placement when a written record would be of benefit.

Actions should be specific, measurable, achievable, relevant and timely (SMART).

It is useful for the student to share this with their Personal Academic Coach (PAC) so the student continues to be supported.

ACTION PLAN		
Standard or competency Number	Action (SMART goals)	Support required
	Specific: Measurable: Attainable: Relevant: Time/date to achieve:	
	Specific: Measurable: Attainable: Relevant: Time/date to achieve:	
	Specific: Measurable: Attainable:	

	Relevant: Time/date to achieve:	
	Specific: Measurable: Attainable: Relevant: Time/date to achieve:	
	Specific: Measurable: Attainable: Relevant: Time/date to achieve:	
	Specific: Measurable: Attainable: Relevant: Time/date to achieve:	

Reflective Learning Log

The Reflective Learning log is separate to the Self-reflection Feedback log as students may find it useful to reflect on specific encounters, which may be a positive outcome while others may need to make sense of a more challenging encounter. Examples could include, but are not limited to:

- An observation of practice
- A personal experience (clinical or otherwise)
- Make sense of an encounter

There is no right or wrong way to reflect on your practice as individuals learn in different ways but using a recognised reflective model helps the process.

Date:	
What happened (Give a brief description. You don't need to give all the details, but rather focus on the event itself.)	
What happened subsequently (e.g. How did you feel and respond during the event and after)	
What have you learnt through your reflection?	

What will you do differently in the future?
What further learning needs have you identified and how and when will you address these?

Placement Competencies

STANDARD 1: Put patients' interests first

Practice Proficiencies	Mid-way review	Final review
	Level achieved	Level achieved
	Date and signed	Date and signed
The student:		
1.1 Listens to patients		
1.2 Treats every patient with dignity and respect at all times		
1.3 Is honest and acts with integrity		
1.4 Takes a holistic and preventative approach to patient care which is appropriate to the individual patient		
1.5 Treats patients in a hygienic and safe environment		
1.6 Treats patients fairly, as individuals and without discrimination		
1.7 Puts patients before their own or those of any colleagues, business or organisation		
Comments to support the achievement of Standard 1: Putting Patients interests first		

To be completed by the student if additional evidence is needed to complete proficiency outcomes		
Comments from placement supervisor		
Student signature and date		

Practice supervisor signature and date		
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STANDARD 2: Communicate effectively with patients

Practice Proficiencies	Mid-way review	Final review
	Level achieved	Level achieved
	Date and signed	Date and signed
The student:		
2.1 Communicates effectively with patients – listen to them, give them time to consider information and take their individual views and communication needs into account.		
2.2 Recognises and promotes patients' rights to and responsibilities for making decisions about their health priorities and care		
2.3 Give patients the information they need, in a way they can understand, so that they can make informed decisions.		
Comments to support the achievement of Standard 2:		

To be completed by the student if additional evidence is needed to complete proficiency outcomes		
Comments from placement supervisor		
Student signature and date		
Practice supervisor signature and date		

STANDARD 3: Obtain valid consent

Practice Proficiencies	Mid-way review	Final review
	Level achieved	Level achieved
	Date and signed	Date and signed
The student:		
3.1 Obtains valid consent before starting treatment, explaining all the relevant options and the possible costs.		
3.2 Makes sure that patients (or their representatives) understand the decisions they are being asked to make.		
3.3 Makes sure that the patient's consent remains valid at each stage of investigation or treatment.		
Comments to support the achievement of Standard 3:		

To be completed by the student if additional evidence is needed to complete proficiency outcomes		
Comments from placement supervisor		
Student signature and date		

Practice supervisor signature and date		
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STANDARD 4: Maintain and protect patients information

Practice Proficiencies	Mid-way review	Final review
	Level achieved	Level achieved
	Date and signed	Date and signed
The student:		
4.1 Makes and keep contemporaneous, complete and accurate patient records.		
4.2 Protects the confidentiality of patients' information and only use it for the purpose for which it was given.		
4.5 Keeps patients' information secure at all times, whether your records are held on paper or electronically.		
Comments to support the achievement of Standard 4:		

To be completed by the student if additional evidence is needed to complete proficiency outcomes		
Comments from placement supervisor		
Student signature and date		

Practice supervisor signature and date		
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STANDARD 6: Work with colleagues in a way that is in the patients' best interest

Practice Proficiencies	Mid-way review	Final review
	Level achieved	Level achieved
	Date and signed	Date and signed
The student:		
6.1 Work effectively with your colleagues and contribute to good teamwork.		
6.2 Be appropriately supported when treating patients.		
6.5 Communicate clearly and effectively with other team members and colleagues in the interests of patients.		
Comments to support the achievement of Standard 6:		

To be completed by the student if additional evidence is needed to complete proficiency outcomes		
Comments from placement supervisor		
Student signature and date		
Practice supervisor signature and date		

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STANDARD 7: Maintain, develop and work within your professional knowledge and skills

Practice Proficiencies	Mid way review	Final review
	Level achieved	Level achieved
	Date and signed	Date and signed
The student:		
7.1 Provides good quality care based on current evidence and authoritative guidance.		
7.2 Works within your knowledge, skills, professional competence and abilities.		
7.3 Updates and develops your professional knowledge and skills throughout your working life.		
Comments to support the achievement of Standard 7:		

To be completed by the student if additional evidence is needed to complete proficiency outcomes		
Comments from placement supervisor		
Student signature and date		
Practice supervisor signature and date		

STANDARD 8: Raise concerns if patients are at risk

Practice Proficiencies	Mid-way review	Final review
	Level achieved	Level achieved
	Date and signed	Date and signed
The student:		
8.1 Always puts patients' safety first.		
8.2 Acts promptly if patients or colleagues are at risk and take measures to protect them.		
8.5 Take appropriate action if you have concerns about the possible abuse of children or vulnerable adults.		
Comments to support the achievement of Standard 8:		

To be completed by the student if additional evidence is needed to complete proficiency outcomes		
Comments from placement supervisor		
Student signature and date		
Practice supervisor signature and date		

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STANDARD 9: Make sure your personal behaviour maintains patients confidence in you and the dental profession.

Practice Proficiencies	Mid-way review	Final review
	Level achieved	Level achieved
	Date and signed	Date and signed
The student:		
9.1 Ensures that your conduct, both at work and in your personal life, justifies patients' trust in you and the public's trust in the dental profession.		
9.2 Protects patients and colleagues from risks posed by your health, conduct or performance.		
Comments to support the achievement of Standard 9:		

To be completed by the student if additional evidence is needed to complete proficiency outcomes		
Comments from placement supervisor		
Student signature and date		

Practice supervisor signature and date		
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PLACEMENT COMPETENCIES: Assessment, diagnosis, and treatment planning

Clinical Knowledge and Skills	Mid-way review	Final review
	Level achieved	Level achieved
	Date and signed	Date and signed
The student:		
C 2.1.1 Obtain, record, and interpret a comprehensive and contemporaneous patient history, taking into account social and/or cultural sensitivities		
C 2.1.2 Undertake an appropriate systematic intra- and extra-oral clinical examination		
C 2.1.3 Assess patients' levels of anxiety, experience, and expectations in respect of dental care and oral health		
C 2.6.3 Monitor and record changes in periodontal health using appropriate methods		
C 2.1.10* Obtain valid consent from patients explaining all the relevant factors and taking into account the legal requirements where appropriate within scope of practice		
C 2.1.5 Undertake relevant special investigations and diagnostic procedures, including radiography		
Comments from placement supervisor		

To be completed by the student if additional evidence is needed to complete proficiency outcome		
Comments from placement supervisor		
Student signature and date		
Practice supervisor signature and date		

CLINICAL COMPETENCIES: Patient Management

Clinical Knowledge and Skills	Mid-way review	Final review
	Level achieved	Level achieved
	Date and signed	Date and signed
The student:		
C 2.2.1 Identify, explain, and manage the impact of medical and psychological condition in a range of patients and determine how this can influence patient compliance, self-care and outcomes, taking into account the patient's cultural identity and values		
C 2.2.2 Prevent, diagnose, and manage patient anxiety appropriately, effectively and safety		
C 2.2.3 Prevent, diagnose, and manage patient pain appropriately, effectively and safety		
C 2.6.3 Monitor and review treatment outcomes and patient response to advice providing aftercare, follow-up and ongoing preventive advice and intervention periodontal health		
Comments from placement supervisor		

To be completed by the student if additional evidence is needed to complete proficiency outcome		
Comments from placement supervisor		
Student signature and date		
Practice supervisor signature and date		

CLINICAL COMPETENCIES: Safe Clinical Environment

Clinical Knowledge and Skills	Mid-way review	Final review
	Level achieved	Level achieved
	Date and signed	Date and signed
The student:		
C 2.3.1 Identify and explain the risk within and around the clinical environment and manage these in a safe and efficient manner		
C 2.3.2 Implement, perform and manage effective decontamination and infection control procedures according to current guidelines		
Comments to support the achievement of these placement competencies		

To be completed by the student if additional evidence is needed to complete proficiency outcomes		
Comments from placement supervisor		
Student signature and date		

Practice supervisor signature and date		
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PLACEMENT COMPETENCIES: Acute Conditions

Clinical Knowledge and Skills	Mid-way review	Final review
	Level achieved	Level achieved
	Date and signed	Date and signed
The student will:		
C 2.4.1 Identify, assess, and manage medical emergencies		
Comments from placement supervisor		

To be completed by the student if additional evidence is needed to complete proficiency outcome		
Comments from placement supervisor		
Student signature and date		
Practice supervisor signature and date		

PLACEMENT COMPETENCIES: Oral Health/Prevention

Clinical Knowledge and Skills	Mid-way review	Final review
	Level achieved	Level achieved
	Date and signed	Date and signed
The student will:		
C 2.5.1 Provide patients/carers with comprehensive, personalised preventive advice, instruction and intervention in a manner which is accessible, promotes self-care and motivates patients/carers to comply with advice and take responsibility to maintain and improve oral health		
C 2.5.2 Manage and review the application of preventive treatment, intervention, advice, and instruction		
Comments from placement supervisor		

To be completed by the student if additional evidence is needed to complete proficiency outcome		
Comments from placement supervisor		
Student signature and date		

Practice supervisor signature and date		
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PLACEMENT COMPETENCIES: Periodontal Diseases

Clinical Knowledge and Skills	Mid-way review	Final review
	Level achieved	Level achieved
	Date and signed	Date and signed
The student:		
C 2.6.1 Assess and manage the health of periodontal and soft tissues taking into account risk, lifestyle factors, plaque control/self-care and compliance/ response to advice		
C 2.6.2 Undertake non-surgical treatments to remove hard and soft deposit and stains using a range of methods		
C 2.6.3 Monitor and record changes in periodontal health using appropriate methods		
Evidence to support the achievement of these placement competencies		

To be completed by the student if additional evidence is needed to complete proficiency outcome		
Comments from placement supervisor		

Student signature and date		
Practice supervisor signature and date		

PLACEMENT COMPETENCIES: Restoration and/or Replacement of Teeth

Clinical Knowledge and Skills	Mid-way review	Final review
	Level achieved	Level achieved
	Date and signed	Date and signed
The student:		
C 2.8.3 Assess and manage tooth wear		
C 2.8.5 Create an oral environment where restoration or replacement of the tooth is viable		
Evidence to support the achievement of these placement competencies		

To be completed by the student if additional evidence is needed to complete proficiency outcome		
Comments from placement supervisor		

Student signature and date		
Practice supervisor signature and date		

Practice documentation required for submission (checklist)

	Yes/No	Any Comments
Completed Initial Interview Record		
Completed Placement Orientation Checklist		
Completed First Placement- Year 1		
Completed Mid-Point Review		
Completed Patient and peer feedback and student reflection on feedback		
Record of communication / additional feedback (if utilised)		
Action Plan Template (if utilised)		
Reflective Learning Log (if utilised)		
Completed Final Review and Progression		
Professional Attitudes and Behaviours Assessment.		
Standard 1: Put patients' interests first		
Standard 2: Communicate effectively with patients		
Standard 3: Obtain valid consent		
Standard 4: Maintain and protect patients' information		
Standard 6: Work with colleagues in a way that is in patients' best interests		
Standard 7: Maintain, develop and work within your professional knowledge and skills		
Standard 8: Raise concerns if patients are at risk		

Standard 9: Make sure your personal behaviour maintains patients' confidence in you and the dental profession		
Competency Record		
Assessment, diagnosis, and treatment planning		
Patient Management		
Safe Clinical Environment		
Acute Conditions		
Oral Health/Prevention		
Periodontal Disease		
Restoration and/or Replacement of Teeth		

Minimum number of treatments Year 1 (Checklist)

Oral Cancer screening (extra/intra oral exam) - 5		
Children Dental Prophylaxis (supra-PMPR) treatment completed -10		
Adult Dental Prophylaxis (Supra- PMPR) treatment completed - 8		
Fluoride Topical - 10		
Radiograph Assessment- 3		
Sealants- 2		

