

UNIVERSITY OF SUFFOLK

BSc (Hons) Dental Hygiene and Therapy
School of Health, Sciences and Society

LEVEL 5/ YEAR 2
PLACEMENT ASSESSMENT DOCUMENT (PAD)

Academic Year: 2025-2026

STUDENT NAME:

STUDENT NUMBER:

If lost, please return this document to:

**University of Suffolk
Waterfront Building
19 Neptune Quay
Ipswich
IP4 1QJ**

**This PAD was revised in August 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**

Content

Purpose of this Handbook	5
GDC Standards for the dental team	5
Introduction	6
Scheduled Interviews	6
Professional Attitudes and Behaviours Assessment.	7
Competency Record.....	8
Scheduled Meetings and Planning	7
Record of Supervisor and Practice Staff Signature Samples	11
Placement Orientation	13
First Placement - Year 1	14
Mid-Point Review	20
Final Review and Progression- Formative & Summative sign off of competencies	21
Assessment of practice	Error! Bookmark not defined.
Signing off the PAD.....	10
Flow chart to summarise the Raising and Escalating Concerns process	16
Cause for Concern (CFC) form	17
Patient and peer feedback.....	28
Peer – to – Peer feedback	30
Self-reflection on Feedback	33
Record of communication / additional feedback	36
Action Plan Template	38
Reflective Learning Log	37
Placement Competencies	Error! Bookmark not defined.
STANDARD 1: Put patients' interests first	Error! Bookmark not defined.
STANDARD 2: Communicate effectively with patients.....	39
STANDARD 3: Obtain valid consent.....	Error! Bookmark not defined.
STANDARD 4: Maintain and protect patients information ...	Error! Bookmark not defined.
STANDARD 6: Work with colleagues in a way that is in the patients' best interest	Error! Bookmark not defined.
STANDARD 7: Maintain, develop and work within your professional knowledge and skills	Error! Bookmark not defined.
STANDARD 8: Raise concerns if patients are at risk.....	Error! Bookmark not defined.
STANDARD 9: Make sure your personal behaviour maintains patients confidence in you and the dental profession.	Error! Bookmark not defined.
PLACEMENT COMPETENCIES: Assessment, diagnosis, and treatment planning	Error! Bookmark not defined.
CLINICAL COMPETENCIES: Patient Management.....	Error! Bookmark not defined.

CLINICAL COMPETENCIES: Safe Clinical Environment **Error! Bookmark not defined.**
 PLACEMENT COMPETENCIES: Acute Conditions **Error! Bookmark not defined.**
 PLACEMENT COMPETENCIES: Oral Health/Prevention**Error! Bookmark not defined.**
 PLACEMENT COMPETENCIES: Periodontal Diseases . **Error! Bookmark not defined.**
 PLACEMENT COMPETENCIES: Restoration and/or Replacement of Teeth **Error! Bookmark not defined.**

Practice documentation required for submission (checklist)	69
Minimum number of treatments Year 1 (Checklist).....	62

Purpose of this document

This Placement Assessment Document (PAD) provides BSc (Hons) Dental Hygiene and Dental Therapy students with a record for 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 student placements, prior to the student attending a new placement area.

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 the 'PAD' and act to capture details of the formative and summative assessments in practice where students and placement teams work together to achieve a student's practice competencies. The PAD is an integral part of the learning process and provides an opportunity to demonstrate *evidence* of learning from academic activities and application of this learning to the practice environment.

This PAD provides an overview of the skills students can gain experience of by the end of the second year of their undergraduate training. This experience is, however, dependent on the patients that students are exposed to during their placements; the skills in this PAD should be easily achieved within the allocated year 2 placements but this will be kept under close review with Placement Supervisors and the Course Team.

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

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

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 within the first week of the student's placement following the orientation and induction to placement. This is the opportunity for the student and the Placement Supervisor(s) to discuss the learning outcomes to be achieved. It would be beneficial during this interview to allocate time for the next meeting and any 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 the University link lecturer in advance of this meeting so they are able to attend.

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 the student 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).

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 (near the end of Block 2/ start of Block 3)	• 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 (Final week of placement in Block 4)	• 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
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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 them to achieve a PASS in their summative assessment when supervised by a specialist GDC registered tutor.

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 student's 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, or 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.

Record of Supervisor and Practice Staff Signature Samples

Placement 1 Contact:	
Placement address 1:	
Placement 2...	
Placement address 2:	
Placement 3...	
Placement address 3:	

Record of Placement Supervisor (and Others) Signature Samples

Name	Signature	Initials	Role	Placement Location

Placement Orientation – Location 1 –

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.		

Placement Orientation – Location 2

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.		

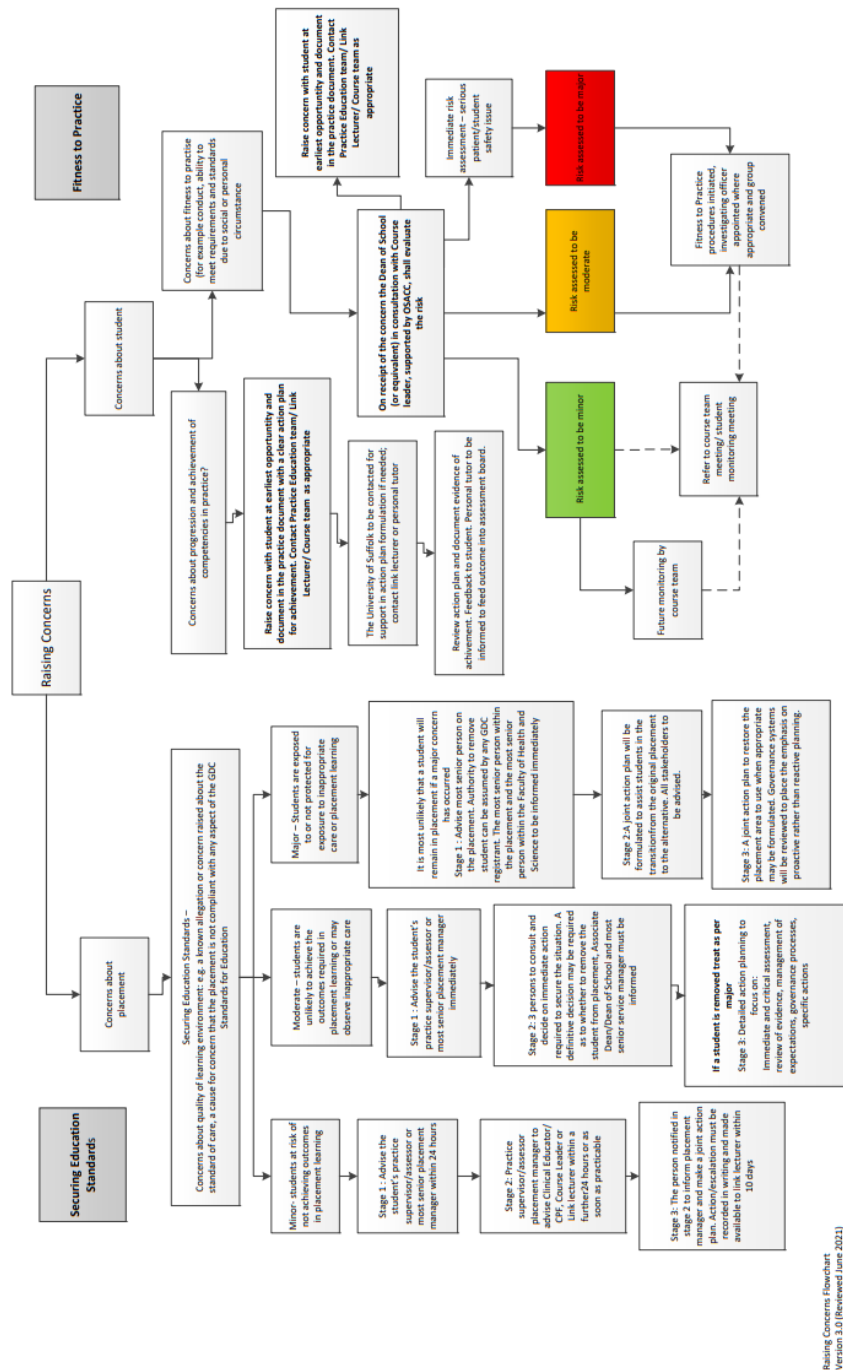
Placement Orientation – Location 3

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.		

Flow chart to summarise the Raising and Escalating Concerns process

Raising and Escalating Concerns



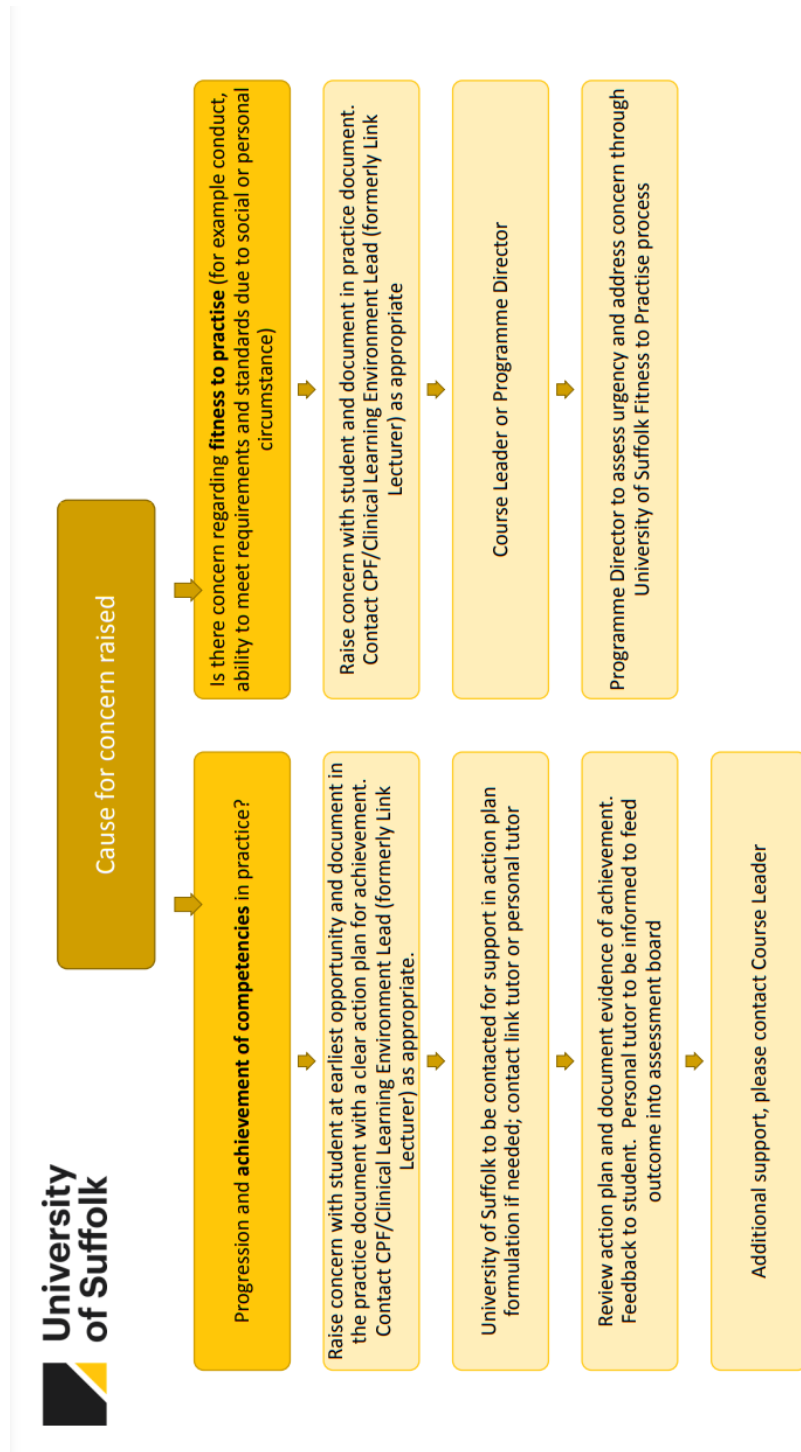
Raising Concerns Flowchart
Version 3.0 (Reviewed June 2021)
Owner: Academic Lead for Practice Education

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



First Placement - Year 2 – Initial Interview

To be completed on the first week of placement

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?
Supervisor's comments

Agreed learning objectives and development plan (This is to be agreed with both parties)							
Signature and date							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="height: 30px;">Student:</td> </tr> <tr> <td style="height: 30px;">Signature:</td> </tr> <tr> <td style="height: 30px;">Date:</td> </tr> </table>	Student:	Signature:	Date:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="height: 30px;">Supervisor:</td> </tr> <tr> <td style="height: 30px;">Signature:</td> </tr> <tr> <td style="height: 30px;">Date:</td> </tr> </table>	Supervisor:	Signature:	Date:
Student:							
Signature:							
Date:							
Supervisor:							
Signature:							
Date:							

Mid-Point Review

To be completed towards the end of block 2/start of block 3.

Student's 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

To be completed on the final week of placement (end of block 4)

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:

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)
- A near miss or clinical incident

This template follows the Gibb's reflective cycle: Description, feelings, evaluation, analysis, conclusion, and action plan.

Reflective Learning Log (Block 1-2)

Date:

DESCRIPTION - What happened? When and where did it occur? Who was present? What did you and others do? Did this event

FEELINGS – How did you feel before the event? How did this event or experience make you feel? Did your feelings change after the event?

EVALUATION – What was positive about the event? What was negative? How did you contribute to the event (positively or negatively)? How did others contribute to the event (positively or negatively)?

ANALYSIS – Why did the event occur? What factors contributed to the situation? What went well? What did not go well? Can you make sense of the situation?

ANALYSIS – PROFESSIONAL STANDARDS

Which of the GDC standards for the dental team were relevant to this event? Were any standards upheld, challenged, or potentially compromised? How does this experience help you understand your professional responsibilities in relation to these standards?

CONCLUSION – What have you learned from this event? What could have been done differently? If you were in a similar situation again, would you act the same way?

ACTION PLAN – What knowledge or skills do you need to develop for you to handle a similar situation in the future? How will you obtain skills and knowledge to help respond to a similar encounter in the future? [Your action plan can also utilise the SMART template on page...]

Reflective Learning Log (Block 3-4)

Date:

DESCRIPTION - What happened? When and where did it occur? Who was present? What did you and others do?

FEELINGS – How did you feel before the event? How did this event or experience make you feel? Did your feelings change after the event?

EVALUATION – What was positive about the event? What was negative? How did you contribute to the event (positively or negatively)? How did others contribute to the event (positively or negatively)?

ANALYSIS – Why did the event occur? What factors contributed to the situation? What went well? What did not go well? Can you make sense of the situation?

ANALYSIS – PROFESSIONAL STANDARDS

Which of the GDC standards for the dental team were relevant to this event? Were any standards upheld, challenged, or potentially compromised? How does this experience help you understand your professional responsibilities in relation to these standards?

CONCLUSION – What have you learned from this event? What could have been done differently? If I was in a similar situation again, would I act the same way?

ACTION PLAN – What knowledge or skills do you need to develop for you to handle a similar situation in the future? How will you obtain skills and knowledge to help respond to a similar encounter in the future? [Your action plan can also utilise the SMART template on page...]

Patient 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 (Block 1)

How happy are you with...	Satisfied 	Acceptable 	Unhappy 	Prefer not to say
...how you were treated overall?				
...how the student has listened to you?				
...how the student has communicated with you?				
...how the student has respected your thoughts?				
...how the student's oral health advice was personalised to you ?				
Please state what you feel that the student did well:				
Please state what you feel that the student needs to develop/ improve				

Date

Patient Initials/ ID

Patient Signature

Patient feedback (Block 2)

How happy are you with...	Satisfied 	Acceptable 	Unhappy 	Prefer not to say
...how you were treated overall?				
...how the student has listened to you?				
...how the student has communicated with you?				
...how the student has respected your thoughts?				
...how the student's oral health advice was personalised to you ?				
Please state what you feel that the student did well				
Please state what you feel that the student needs to develop/ improve				

Date

Patient Initials/ ID

Patient Signature

Patient feedback (Block 3)

How happy are you with...	Satisfied 	Acceptable 	Unhappy 	Prefer not to say
...how you were treated overall?				
...how the student has listened to you?				
...how the student has communicated with you?				
...how the student has respected your thoughts?				
...how the student's oral health advice was personalised to you ?				
Please state what you feel that the student did well				
Please state what you feel that the student needs to develop/ improve				

Date

Patient Initials/ ID

Patient Signature

Patient feedback (Block 4)

How happy are you with...	Satisfied 	Acceptable 	Unhappy 	Prefer not to say
...how you were treated overall?				
...how the student has listened to you?				
...how the student has communicated with you?				
...how the student has respected your thoughts?				
...how the student's oral health advice was personalised to you ?				
Please state what you feel that the student did well				
Please state what you feel that the student needs to develop/ improve				

Date

Patient Initials/ ID

Patient Signature

Peer – to – Peer feedback (Block 1-2)

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 several 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:

Peer – to – Peer feedback (Block 3-4)

Peer feedback		
Name:	Signature:	Date:

Self-reflection on Feedback (Patient, Peer, or Supervisor) – Block 1-2

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:

Self-reflection on Feedback (Patient, Peer, or Supervisor) – Block 3-4

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?

Record of additional feedback

These records can be completed by the Placement supervisor, or any other member of the placement team, if they wish to record any additional feedback

Additional feedback		
Feedback From (Please Circle): Peer Placement Supervisor Clinical Educator		
Name:	Signature:	Date:

Communication/ additional feedback		
Feedback From (Please Circle): Peer Placement Supervisor Clinical Educator		
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. The completed action plan should be shared with the placement link lecturer. This action plan may then be shared with the student PAC to further support the student.

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

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:	

Professionalism (Actions, attitudes, and behaviours towards colleagues)

GDC Educational Standards	Description of standard	Number of patients treated where this standard was observed at placement (Aim: 10 for each standard)
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.	
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.	
8.2	Acts promptly if patients or colleagues are at risk and take measures to protect them.	
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.	

Professionalism (Actions, attitudes, and behaviours) towards patients

GDC Educational Standards	Description of standard	Number of patients treated where this standard was observed at placement (Aim: 10 for each standard)
1.1	Listens to patients	
1.2	Always treats every patient with dignity and respect	
1.3	Is honest and acts with integrity	

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	
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.	
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.	
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.	
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	

Infection Control and Decontamination in the Dental Setting

GDC Educational Standards	Description of standard	Number of patients treated where this standard was observed at placement (Aim: 10 for each standard)
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1.5	Treats patients in a hygienic and safe environment	
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	

Procedures: Creating and recording a Diagnosis, Treatment Planning, Notes

GDC Educational Standards	Description of standard	Number of patients treated where this standard was observed at placement (Aim: 10 for each standard)
1.4	Takes a holistic and preventative approach to patient care which is appropriate to the individual patient	
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.	
7.1	Provides good quality care based on current evidence and authoritative guidance.	
C 2.1.1	Obtain, record, and interpret a comprehensive and contemporaneous patient history, taking into account social and/or cultural sensitivities	
C 2.1.3	Assess patients' levels of anxiety, experience, and expectations in respect of dental care and oral health	
C 2.1.4	Appropriately prescribe and/or interpret the findings of clinical investigations	
C 2.1.5	Undertake relevant special investigations and diagnostic procedures, including radiography	
C 2.1.7	Synthesis the full results of the patient's assessment and make clinical judgements take into account patient compliance, value cultural identity and self care	

C 2.1.8	Formulate a personalised treatment plan synthesising patient assessment, diagnostics data , prognosis and shared decision making	
C 2.1.11	Assess own capabilities and limitations and refer patients for specialist treatment or advice when and where appropriate	
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	

Procedures: EOE, IOE and Communicating Diagnosis

GDC Educational Standards	Description of standard	Number of patients treated where this standard was observed at placement (Aim: 10 for each standard)
C 2.1.2	Undertake an appropriate systematic intra- and extra-oral clinical examination	
C 2.4.2	Recognise and manage patients' acute oral conditions ensuring involvement of appropriate dental team members	

Procedures: Prevention and Review

GDC Educational Standards	Description of standard	Number of patients treated where this standard was observed at placement (Aim: 10 for each standard)

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	

Procedures: Periodontology

GDC Educational Standards	Description of standard	Number of patients treated where this standard was observed at placement (Aim: 10 for each standard)
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	
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	
C 2.6.3	Monitor and record changes in periodontal health using appropriate methods	
C 2.6.4*	Apply antimicrobial where appropriate to manage periodontal diseases	
C 2.6.5*	Manage the health of peri-implant tissues	

Procedures: Restorative

GDC Educational Standards	Description of standard	Number of patients treated where this standard was observed at placement (Aim: 10 for each standard)
C 2.8.1	Assess and manage caries	
C 2.8.3	Assess and manage tooth wear	

Additional Competencies

GDC Educational Standards	Description of standard	Number of patients treated where this standard was observed at placement (Aim: 10 for each standard)
C 2.2.4	Safely and appropriately administer medicines and therapeutic agents	
C 2.4.1	Identify, assess, and manage medical emergencies	
C 2.8.5	Create an oral environment where restoration or replacement of the tooth is viable	
C 2.8.11*	Place temporary dressing and re-cement crowns with a temporary cement taking the occlusion into consideration	

LOG OF PATIENT INTERACTIONS/ CLINICAL PROCEDURES

Date	Patient ID/Initials	Summary of Treatment Completed	Competency Level (Student supporting colleague, student assisted by supervisor, student performed treatment independently)	Educational standards met in this session	Clinical educator initials, placement location (1,2,3) and CE signature	Comments
e.g. 01/09/2025	10091	IOE, EOE, Adult Supra PMPR, OHI	Assisted by clinical educator	1.4 1.5 2.1 3.1 6.1 6.5 7.2 c2.1.2 c.2.6.2	A.B. PL: 1 <i>A.B.</i>	CE: Patient was nervous, required regular breaks. Student actively asked for assistance with patient management. Good communication.

Date	Patient ID/Initials	Summary of Treatment Completed	Competency Level (Student supporting colleague, student assisted by supervisor, student performed treatment independently)	Educational standards met in this session	Clinical educator initials, placement location (1,2,3) and CE signature	Comments

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Date	Patient ID/Initials	Summary of Treatment Completed	Competency Level (Student supporting colleague, student assisted by supervisor, student performed treatment independently)	Educational standards met in this session	Clinical educator initials, placement location (1,2,3) and CE signature	Comments

Treatment Log for Year 2/ Level 5 – Local Anaesthesia Quota

Local Anaesthesia: Infiltrations					
Date	Injection Location/Site	Justification	Placement Location	Supervisor Name/ Initial and Signature	Supervisor Comments

Local Anaesthesia: Inferior Dental Block					
Date	Injection Location/ Site	Justification	Placement Location	Supervisor Name/ Initial and Signature	Supervisor Comments

Treatment Log for Year 2/ Level 5 – Essential Quota

Oral Cancer screening (extra/intra oral exam) - 5					
Date	Pt ID/ Initials	Placement Location	Supervisor Name/Initial	Supervisor Signature	Supervisor Comments
1					
2					
3					
4					
5					

Radiograph Assessment - 5					
Date	Pt ID/ Initials	Placement Location	Supervisor Name/Initial	Supervisor Signature	Supervisor Comments
1					
2					
3					
4					
5					

Adult Dental Prophylaxis (Supra- PMPR) treatment completed - 10					
Date	Pt ID/ Initials	Placement Location	Supervisor Name/Initial	Supervisor Signature	Supervisor Comments
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Adult Dental Prophylaxis (sub-PMPR) treatment completed - 5					
Date	Pt ID/ Initials	Placement Location	Supervisor Name/Initial	Supervisor Signature	Supervisor Comments
1					
2					
3					
4					
5					

Children Dental Prophylaxis (supra-PMPR) treatment completed - 10					
Date	Pt ID/ Initials	Placement Location	Supervisor Name/Initial	Supervisor Signature	Supervisor Comments
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Fluoride Topical – 10					
Date	Pt ID/ Initials	Placement Location	Supervisor Name/Initial	Supervisor Signature	Supervisor Comments
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Fissure Sealants/ PRR - 10					
Date	Pt ID/ Initials	Placement Location	Supervisor Name/Initial	Supervisor Signature	Supervisor Comments
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Glass Ionomer - 1					
Date	Pt ID/ Initials	Placement Location	Supervisor Name/Initial	Supervisor Signature	Supervisor Comments

Composite - 1					
Date	Pt ID/ Initials	Placement Location	Supervisor Name/Initial	Supervisor Signature	Supervisor Comments

PAD Feedback from the academic team

Date of review:	
PAD Document checked by:	
Summary of feedback given:	
Student reflection	How do you feel about the feedback? Do you understand what needs improving or developing? Is there any additional support or resources required for you to successfully implement the feedback given?

Action points agreed	
1)	
2)	
3)	
4)	
5)	
Next review date	

Signatures	
Academic staff member:	Student:

Practice documentation required for submission (checklist)

This checklist is for the placement supervisors at each location to sign that the student has successfully demonstrated the required skillset of a dental professional.

Date Completed:

Placement Supervisor:

Placement Name:

Professional Attitudes and Behaviours Assessment		
	YES/ NO	Comments
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		
	YES/ NO	Comments
Assessment, diagnosis, and treatment planning		
Patient Management		
Safe Clinical Environment		
Acute Conditions		
Oral Health/Prevention		
Periodontal Disease		
Restoration of Teeth		

Practice documentation required for submission (checklist)

Date Completed:

Placement Supervisor:

Placement Name:

Professional Attitudes and Behaviours Assessment		
	YES/ NO	Comments
Standard 1: Put patients' interests first		
Standard 2: Communicate effectively with patients		
Standard 3: Obtain valid consent		
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Standard 9: Make sure your personal behaviour maintains patients' confidence in you and the dental profession		

Competency Record		
	YES/ NO	Comments
Assessment, diagnosis, and treatment planning		
Patient Management		
Safe Clinical Environment		
Acute Conditions		
Oral Health/Prevention		
Periodontal Disease		
Restoration of Teeth		

Practice documentation required for submission (checklist)

Date Completed:

Placement Supervisor:

Placement Name:

Professional Attitudes and Behaviours Assessment		
	YES/ NO	Comments
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		
	YES/ NO	Comments
Assessment, diagnosis, and treatment planning		
Patient Management		
Safe Clinical Environment		
Acute Conditions		
Oral Health/Prevention		
Periodontal Disease		
Restoration of Teeth		

Practice documentation required for submission (checklist)

This checklist is for teaching staff to check that the student has filled in the PAD and

PAD Documentation		
	YES/ NO	Comments
Completed First Placement- Year 1		
Completed Placement Orientation Checklist		
Completed Initial Interview Record		
Completed Mid-Point Review		
Completed three types of feedback/ reflection		
Record additional feedback		
Reflective Learning Log)		
Action Plan Template (if utilised		
Completed Final Review and Progression		
Completed second Placement- Year 2		