

# End-point assessment plan for Dental Practice Manager apprenticeship standard

Apprenticeship standard reference number	Level of this end point assessment (EPA)	Integrated
ST0109	4	No

## Contents

Introduction and overview.....	2
Length of end-point assessment period.....	4
Order of assessment methods.....	4
Gateway.....	4
Weighting of assessment methods.....	10
Grading .....	11
Roles and responsibilities .....	15
Internal Quality Assurance (IQA).....	17
Re-sits and re-takes.....	17
Affordability.....	18
Professional body recognition .....	18
Reasonable adjustments .....	18
Mapping of knowledge, skills and behaviors (KSBS) .....	19
Assessment method 1: Project and Presentation with Question-and-Answer Session .....	19
Assessment method 2: Professional Discussion supported by a Portfolio of Evidence.....	21

## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Dental Practice Manager apprenticeship standard. It is for end-point assessment organisation (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Dental Practice Manager 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 assessor as necessary.

As a gateway requirement and prior to taking the EPA, apprentices must complete all approved qualifications mandated in the Dental Practice Manager standard.

This is:

- Level 4 Certificate in Leadership and Management

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

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

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

### **Assessment method 1: Project and Presentation with Question-and-Answer Session**

- Fail
- Pass
- Distinction

### **Assessment method 2: Professional Discussion underpinned by a Portfolio of Evidence**

- Fail
- Pass
- Distinction

**Performance in the EPA** will determine the overall apprenticeship standard and grade of:

- Fail
- Pass
- Distinction

## EPA summary table

<b>On-programme</b> (typically, 24 months)	Training to develop the occupation standard's knowledge, skills and behaviors.
<b>End-point Assessment Gateway</b>	<ul style="list-style-type: none"> <li>Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</li> <li>English/mathematics Level 2</li> </ul> <p>Apprentices must complete the following approved qualifications mandated in the standard:</p> <ul style="list-style-type: none"> <li>Level 4 Certificate in Leadership and Management</li> </ul> <p>Apprentices must complete:</p> <ul style="list-style-type: none"> <li>Project Proposal - 500 words</li> <li>Portfolio of Evidence</li> </ul>
<b>End Point Assessment</b> (which would typically take 3 months)	<p>Assessment Method 1: Project and Presentation with Question-and-Answer Session to holistically assess the identified knowledge, skills, and behaviours (KSBs) that are mapped to this method with the following grades:</p> <ul style="list-style-type: none"> <li>Fail</li> <li>Pass</li> <li>Distinction</li> </ul> <p>Assessment Method 2: Professional Discussion underpinned by portfolio of evidence to holistically assess the identified KSBs that are mapped to this method with the following grades:</p> <ul style="list-style-type: none"> <li>Fail</li> <li>Pass</li> <li>Distinction</li> </ul>

## 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.

## 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 are deemed to 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 apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

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

- Level 4 Certificate in Leadership and Management

For the Project and Presentation with Question-and-Answer Session, the apprentice will be required to submit:

- A Project Proposal of 500 words to be agreed with the End Point Assessment Organisation (EPAO). See page 5 for more details.

For the Professional Discussion supported by a Portfolio of Evidence

- A Portfolio of Evidence. See page 8-9 for more details.

# Assessment methods

## Assessment Method 1: Project and Presentation with Question-and-Answer Session

### Overview

The purpose of this assessment method is to show the competence of the apprentice. Apprentices will prepare and deliver a presentation that demonstrates their competence against the KSBs assigned to this method of assessment, using real examples from their own practice.

Apprentices will complete a project, a project report and presentation based on the agreed proposal that demonstrates their competence against the KSBs assigned to this method of assessment. They will submit the project report and the presentation to the EPAO at least 5 days before the presentation with question-and-answer session takes place.

The rationale for this assessment method is:

This assessment method will enable an apprentice to showcase their competence and how they have worked as a key member of the dental team on a specific, substantial workplace task. The presentation will allow them to demonstrate the KSBs mapped to this method.

The presentation will allow the apprentice to demonstrate the depth and breadth of their dental practice knowledge, skills and behaviors required to practice both safely and effectively. It will provide an effective holistic assessment of complex understanding and knowledge.

The apprentice and their employer will identify a scope for the project that is submitted to the EPAO at gateway in the form of brief proposal (maximum of 500 words). The project will be carried out post gateway to demonstrate their performance against the KSBs for this method. The Project proposal should outline:

- The aims and objectives of the proposed Project
- The background to the Project
- What the apprentice's role in the Project will be and the roles of other people

Once the project proposal has been agreed by the EPAO the apprentice will have 60 days to complete the project and submit a project report along with the presentation and any support evidence to the EPAO.

The project report should be 1500-2000 words (annexes attached to the report will not be included in the word count) and should clearly reference the KSBs. It should include:

- Introduction and background to project
- Aims and objectives
- The apprentice's role and responsibilities within the project
- Evidence of research, consultation and engagement of relevant stakeholders

- Evidence of effect management of resources, and meetings
- Decision making and identification of measurable improvements and benefits

The project report and presentation must be submitted at least 5 working days before the project presentation and question-and-answer session takes place to allow the independent assessor to prepare for the assessment.

The presentation, questioning and answer session will last 60 minutes in total (+10% at the discretion of the independent assessor to allow the apprentice to conclude sections.). The delivery of the project presentation will typically take 20 minutes, followed by 40 minutes for the question-and-answer session.

The project report and presentation will be submitted to the EPAO for information, to enable the independent assessor to prepare for the assessment. The project report and presentation forms part of the overall grading. The apprentice will deliver a project presentation to the independent assessor that describes the project covering the required elements set out in this assessment method. This is a synoptic assessment that demonstrates the apprentice's integration of the knowledge, skills and behaviors identified in the table on page 11. The project and the presentation with question-and-answer session will be graded holistically by the assessor.

## Delivery

The 60-minute (+10%) presentation will be conducted as follows:

- The apprentice will have 60 days to complete the project and submit a project report along with the presentation
- The apprentice will deliver the project presentation – typically 20 minutes (+ 10% at the discretion of the independent assessor)
- The apprentice will have a question-and-answer session – typically 40 minutes (+ 10% at the discretion of the independent assessor)
- The independent assessor will make the grading decision.

During the question-and-answer session, the independent assessor will ask a minimum of 5 questions drawn from a standardised EPAO bank of open questions as well as their own questions created from a review of the project and presentation. Follow up questions will be permitted where clarification is required to make a grading decision against all of the knowledge, skills and behaviors covered by the assessment method

The project presentation should cover:

- The aims and objectives of the project and the extent to which they were met
- How the project was approached and how any issues were dealt with
- The knowledge, skills and behaviours demonstrated on the project
- What they have learned from the project and how this will be applied to future practice
- How the project has shown their commitment to striving for the best at all times

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, and these will be finalised by the EPAO.

## Venue

EPAOs must ensure that the project and presentation with question and answer session are conducted in a suitable controlled environment in any of the following:

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

Video conferencing can be used to conduct the presentation, 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 project presentation must take place in a quiet room, free from distractions, including when being conducted via video conferencing.

In order to deliver the presentation, the apprentice will have access to:

- PowerPoint
- Work products
- Computer
- Notes

## Support material

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

- A 'bank' of open questions must be developed by EPAOs. The bank must be of sufficient size to prevent predictability and be reviewed regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.
- Recording documentation for the independent assessor
- Grading criteria guidance for the independent assessor
- Provide training and guidance to independent assessors on how to undertake this method and how to create their own questions
- Guidance document for the employer and apprentice on how the assessment will be conducted
- Guidance on how apprentices can improve their report if it is decided that it does not meet the required criteria
- Guidance if it is decided that the project has not generated the evidence needed, and the apprentice may be asked to start again with a new project agreed with their employer, the assessor, and EPAO

## Assessment Method 2: Professional Discussion underpinned by Portfolio of Evidence

### Overview

This assessment will take the form of a professional discussion, which must be appropriately structured to draw out the apprentice's competence and coverage of the KSBs assigned to this assessment method. It will involve questions that will focus on coverage of prior learning, drawing out evidence of their own experience and competences through discussion.

The professional discussion will be underpinned by a Portfolio of Evidence collected on programme.

The rationale for this assessment method is:

A professional discussion is not simply a question-and-answer session but a two-way dialogue between the apprentice and independent assessor. It allows the apprentice to use their portfolio of evidence as a starting point to explore their own practice and provide examples of evidence of their experiences with the independent assessor. A professional discussion is a well-recognised method of checking knowledge, skills, and behaviours, and is widely used within the health sector. This is a synoptic assessment that demonstrates the apprentice's integration of the knowledge, skills, and behaviors identified in the table in page 11.

### Delivery

#### Portfolio of Evidence

Apprentices will provide a portfolio of evidence for the independent assessor to prepare for the discussion. The portfolio is not assessed as part of the EPA but brought along to the professional discussion by the apprentice to evidence and underpin the professional discussion.

The portfolio is a compulsory requirement and must be submitted at Gateway. The apprentice and their employer must sign off the portfolio, thereby authenticating it and confirming the demonstration of competence against the KSBs assigned to the professional discussion are the apprentice's.

Apprentices are free to devise their own version of the portfolio, but it would typically contain the following information:

- The name of the apprentice
- Details of the apprentice's workplace
- Sufficient evidence to support each of the KSBs mapped to the Professional Discussion - see examples below
- Confirmation from the apprentice's line manager that the tasks were completed to the required standard of the organisation

The portfolio should be compiled in the following way. Each portfolio must contain a mapping document to demonstrate how the knowledge skills and behaviours assigned to this assessment method have been met.

It will typically contain between 10 and 20 pieces of evidence. Evidence could include:

- Supervision/1-to-1s
- Witness testimonies
- Employer observations

The portfolio of evidence will be submitted to the EPAO at Gateway and this should be at least 10 working days before the Professional Discussion so that the content can be reviewed (but not assessed) by the independent assessor prior to the professional discussion.

The independent assessor will conduct and assess the professional discussion with the apprentice individually.

The professional discussion must last for 60 minutes and will be conducted by the independent assessor, who has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

The assessment should be a free-flowing discussion between the apprentice and the independent assessor. The independent assessor should use a minimum of 10 prompt questions, and these can be taken from both the EPAO's bank of open questions and those generated by themselves through a review of the portfolio. Follow-up questions can also be used as appropriate to the discussion. It should allow the apprentice to demonstrate the depth and breadth of their dental management knowledge, skills and behaviours required to practice both safely and effectively. Apprentices should demonstrate not only what and how they are performing, but also:

- how they work in line with standards for the dental team
- how they provide support for business planning and organisational management
- how they work as an effective member of the wider health and social care team

Apprentices should bring with them a copy of their portfolio of evidence to refer to and provide evidence of their practice during the professional discussion.

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 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 professional discussion should take place in a quiet room, free from distractions and influence. Video conferencing can be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way.

## Other relevant information

A structured discussion template and open question bank must be developed by EPAOs. The bank must be of sufficient size to prevent predictability. It must be reviewed regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. The open questions relating to the underpinning knowledge, skills and behaviors, must be varied yet allow assessment of the relevant knowledge, skills and behaviors.

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

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussion and reaching consistent judgement.

## Support material

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

- Discussion template including discussion areas to be covered and for evidence and gaps to be recorded
- A bank of open questions for use in the professional discussion. The bank must be of sufficient size to prevent predictability and be reviewed regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.
- Grading documentation
- Guidance document for the employer and apprentice on how the assessment will be conducted

## Weighting of assessment methods

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

# Grading

## Assessment method 1: Presentation with Question-and-Answer Session

KSBS	Fail	Pass Apprentice must pass all the pass criteria	Distinction Apprentice must pass all the pass criteria <b>and</b> all the distinction criteria
K6, K7, K8, K15, K16, K17  S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S13  B2, B3, B4, B5, B9, B10, B13, B14	Does not meet the pass criteria	<p>Exemplifies how GDC standards, along with other clinical frameworks, guidelines, and processes, are used to establish high-quality patient care and customer service standards, as well as to maintain patient records and databases. (B2, K6, K7, K8)</p> <p>Explains and provides an example of how to use a caring approach towards patients and colleagues while striving for the best at all times. (B9 and B10)</p> <p>Describes the implementation or change of an internal policy or procedure designed to enhance high-quality care. (K15)</p> <p>Explains the training provided to the team on meeting internal and external standards, and how continuous improvement is monitored. (B4, K16, K17)</p> <p>Explains how to effectively lead and motivate the practice team through exemplary practice, setting clear goals and expectations, and strategic thinking at the local or practice level in non-clinical matters. (S1, S4, S8 and S9)</p> <p>Describes, with an example, how to motivate the team through effectively communicating the organisation's vision, strategy, and policies. (S2, S3)</p>	<p>Evaluates the importance of clinical frameworks, guidelines, and processes in establishing high-quality patient care and customer service standards, and in managing the patient journey, patient records, and databases. (K6, K7, K8)</p> <p>Evaluates the success of leading the team through exemplary practice. (S8)</p> <p>Evaluates the success of communicating the organisation's vision and strategy vision, strategy, and policies in effectively motivating the practice team. (S2, S3)</p> <p>Exemplifies effective negotiation techniques and communicates change with all stakeholders. (S13)</p>

KSBs	Fail	<b>Pass</b> Apprentice must pass all the pass criteria	<b>Distinction</b> Apprentice must pass all the pass criteria <b>and</b> all the distinction criteria
		<p>Describes an example of support provided to aid an individual's personal and professional development, including mentoring and coaching, to engage and motivate practice staff and to get the best from each individual. (S5, S6, B13)</p> <p>Provides examples of their positive impact and influence on others, leading to improved performance. (B14)</p> <p>Explains how feedback has been sought from others regarding their workplace performance in leading and motivating the practice team. (S7)</p> <p>Explains how SMART objectives have been used to plan, delegate, and allocate resources, and identifies how team processes have been monitored, evaluated, and improved. (S10)</p> <p>Presents and interprets data to senior management. (S13)</p> <p>Describes when they have briefed the work team and communicated change. (S13)</p> <p>Demonstrates a fair, equitable, and credible approach to practice management. (B3)</p> <p>Explains their commitment to excellent customer service, effective time management, and self-management skills, and shows a willingness to help others. (B5)</p>	

## Assessment method 2: Professional Discussion

KSBs	Fail	<b>Pass</b> Apprentice must pass all the pass criteria	<b>Distinction</b> Apprentice must pass all the pass criteria <b>and</b> all the distinction criteria
<b>K1, K2</b> <b>K3, K4</b> <b>K5, K9</b> <b>K10, K11</b> , <b>K12, K13</b> , <b>K14, K18</b> , <b>K19, K20</b> , <b>K21</b>  <b>S11, S12</b>  <b>B1, B2</b> , <b>B4, B6</b> , <b>B7, B8</b> , <b>B11, B12</b>	Does not meet the pass criteria	<p>Explains how HR policies, procedures, and processes are used to manage their workforce in practice. (K1, K2, K3, K4, K5)</p> <p>Describes the different roles within the dental team. (K9)</p> <p>Outlines dental diseases, including the causes and treatment of common diseases, using appropriate clinical terminology. (K10, K12)</p> <p>Explains how clinical audits are conducted and why they are necessary. (K11)</p> <p>Describes an understanding of the practice market and how to establish a strategy to represent the service in the local community. (K13)</p> <p>Describes, with examples, how to effectively present internal and external marketing plans and campaigns to internal and external stakeholders. (S12, B6)</p> <p>Describes and applies the legal and ethical requirements set out by regulatory bodies in relation to general health and safety, healthcare safety, and information governance. (K14)</p> <p>Describes the management and improvement of dental practice budgets. (K18, B7)</p> <p>Explains the requirements for service delivery under the NHS and for private delivery of dental care. (K19, K20)</p>	<p>Analyses the importance of monitoring, evaluating, and improving HR policies and procedures designed to bring about service improvement. (K1, K2, K3, K4, K5)</p> <p>Justifies how a clinical audit is used to make recommendations for service improvement. (K11)</p> <p>Evaluates the impact of a marketing plan on the practice. (S12)</p> <p>Evaluates the impact of improvements made to dental practice budgets. (B7)</p> <p>Evaluates the impact of local and national changes in dental service delivery. (K21)</p>

KSBs	Fail	<b>Pass</b> Apprentice must pass all the pass criteria	<b>Distinction</b> Apprentice must pass all the pass criteria <b>and</b> all the distinction criteria
		<p>Summarises a local and national change in dental service delivery. (K21)</p> <p>Demonstrates advanced IT skills that meet the requirements in role for organising efficient operational practice systems (SOE/R4 software systems). (S11)</p> <p>Explains, through examples, how they demonstrate integrity and moral leadership. (B1)</p> <p>Applies GDC standards for the practice. (B2)</p> <p>Describes, with examples, how they demonstrate reliability and consistently adhere to practice standards. (B4)</p> <p>Explains how they have improved data using local knowledge sources. (B8)</p> <p>Explains how they take ownership and accountability for the dental practice by making informed decisions to ensure safety and best practice. (B11, B12)</p>	

## Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

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

Assessment method 1: Project and Presentation with question and answer	Assessment method 2: Professional Discussion underpinned by portfolio	Overall grading
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

## Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> <li>participate in development opportunities to improve their knowledge skills and behaviors as outlined in the standard</li> <li>meet all gateway requirements when advised by the employer</li> <li>understand the purpose and importance of EPA and undertake EPA</li> </ul>
Employer	<ul style="list-style-type: none"> <li>support the apprentice to achieve the KSBs outlined in the standard to their best ability</li> <li>determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA</li> <li>select the EPAO</li> <li>confirm all EPA gateway requirements have been met</li> <li>confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner</li> <li>ensure apprentice is well prepared for the EPA</li> </ul>
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> <li>understand the occupational role</li> <li>appoint administrators/invigilators and markers to administer/invigilate and mark the EPA</li> <li>provide training and CPD to the independent assessors they employ to undertake the EPA</li> <li>provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA</li> </ul>

	<ul style="list-style-type: none"> <li>• deliver the end-point assessment outlined in this EPA plan in a timely manner</li> <li>• prepare and provide all required material and resources required for delivery of the EPA in-line with best practices</li> <li>• use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice</li> <li>• have no direct connection with the apprentice, their employer or training provider, i.e. there must be no conflict of interest</li> <li>• maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis</li> <li>• conform to the requirements of the nominated external quality assurance body</li> <li>• organise standardisation events and activities in accordance with this plan's IQA section</li> <li>• organise and conduct moderation of independent assessors' marking in accordance with this plan</li> <li>• have, and operate, an appeals process</li> <li>• arrange for certification with the relevant training provider</li> </ul>
Independent assessor	<p>As a minimum, an Independent assessor should:</p> <ul style="list-style-type: none"> <li>• understand the standard and assessment plan</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply to the IQA requirements of the EPAO</li> <li>• be independent of the apprentice, their employer and training provider(s), i.e. there must be no conflict of interest</li> <li>• satisfy the criteria outlined in this EPA plan</li> <li>• 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</li> <li>• have the capability to assess the apprentice at this level</li> <li>• attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)</li> </ul>
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> <li>• work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway</li> <li>• plays no part in the EPA itself</li> </ul>

## 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 have knowledge of the following occupational areas: working with GDC Registered Professional's
- appoint independent assessors who have two years or more recent relevant experience of dental practice management experience
- hold a level 4 qualification or above on the the Ofqual Register of Regulated Qualifications or be QAA accredited
- appoint independent assessors who are members of relevant professional bodies.
- appoint independent assessors who are competent to deliver the end-point assessment and who meet the following minimum requirements:
  - have an assessor qualification
- 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 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 operate regular standardisation events for independent assessors which enables them to attend a minimum of one event annually for this Standard and before they deliver an assessment method for the first time.

## 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.

The timescales for a re-sit/re-take of any assessment method(s) is agreed between the employer and EPAO. A re-sit is typically taken within 1 month of the EPA outcome notification for any assessment method(s). The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification. Any re-sits/re-takes must be taken within a maximum of 12 months.

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 or re-take any failed assessment methods only.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, 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.

## Affordability

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

- using an employer's premises
- online assessment

## Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

## 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 assessment plan.

## Mapping of knowledge, skills and behaviors (KSBs)

### Assessment method 1: Project and Presentation with Question-and-Answer Session

Knowledge
<b>K6</b> Clinical frameworks, guidelines and processes for establishing high quality patient care/customer service standards.
<b>K7</b> Clinical frameworks, guidelines and processes for managing the patient journey.
<b>K8</b> Clinical frameworks, guidelines and processes for managing patient records and databases (updates, recalls, governance).
<b>K15</b> Establish internal standards (policies and procedures) for high quality care.
<b>K16</b> Train the team to meet internal and external standards.
<b>K17</b> Implement monitoring systems for continuous improvement e.g. complaints handling, learning from feedback, incidents, complaints.

Skills
<b>S1</b> Lead (in non-clinical matters) and motivate the practice team effectively by understanding the role and responsibilities of a manager.
<b>S2</b> Lead (in non-clinical matters) and motivate the practice team effectively by communicating the organisation's vision and strategy.
<b>S3</b> Lead (in non-clinical matters) and motivate the practice team effectively by clarifying and supporting company policies.
<b>S4</b> Lead (in non-clinical matters) and motivate the practice team effectively by setting clear goals and expectations.
<b>S5</b> Lead (in non-clinical matters) and motivate the practice team effectively by supporting individual personal and professional development.
<b>S6</b> Lead (in non-clinical matters) and motivate the practice team effectively by providing mentoring and coaching for individual team members.
<b>S7</b> Lead (in non-clinical matters) and motivate the practice team effectively by being able to seek feedback on workplace performance.
<b>S8</b> Lead (in non-clinical matters) and motivate the practice team effectively by leading by example.
<b>S9</b> Lead (in non-clinical matters) and motivate the practice team effectively by strategic thinking at a local/practice level.
<b>S10</b> Organise efficient operational practice systems by setting SMART objectives, planning and delegating work, allocating resources efficiently to meet deliverables and deadlines, and monitoring, evaluating and improving individual team processes.
<b>S13</b> Communicate effectively with internal/ external stakeholders (senior management, patients, team, dental reps, colleagues, third parties when negotiating, presenting and interpreting data for senior management, briefing the work team and communicating change.

Behaviors
<b>B2</b> Commitment to the General Dental Council standards for the dental team.
<b>B3</b> An approach which is fair, equitable and credible.
<b>B4</b> Reliability with high standards.
<b>B5</b> A commitment to excellent customer service, effective time management and self-management, and willingness to help others as required, e.g. on reception.
<b>B9</b> A caring approach towards patients and colleagues.
<b>B10</b> A commitment to striving for the best at all times.
<b>B13</b> Impact and influence when working with others.
<b>B14</b> An awareness of how to get the best from each individual.

## Assessment method 2: Professional Discussion supported by a Portfolio of Evidence

Knowledge
<b>K1</b> Policies, procedures and processes for recruitment, selection, contracts.
<b>K2</b> Policies, procedures and processes for personal/professional development planning (induction and training).
<b>K3</b> Policies, procedures and processes for performance management (supervision and appraisal).
<b>K4</b> Policies, procedures and processes for equality, diversity, grievance, discipline, whistleblowing.
<b>K5</b> Policies, procedures and processes for rota management and absence management.
<b>K9</b> Understanding and knowledge of all roles within dental team.
<b>K10</b> Broad understanding of dental diseases.
<b>K11</b> Understanding and executing of clinical audits.
<b>K12</b> Understanding of dental terminology.
<b>K13</b> The market within which the practice operates, with regard to: <ul style="list-style-type: none"> <li>• size, share, competitor profile</li> <li>• effective strategies for attracting and retaining patients</li> <li>• how to represent the practice in the local community.</li> </ul>
<b>K14</b> Legal and ethical requirements set out by external regulators, with particular reference to: <ul style="list-style-type: none"> <li>• general health and safety (e.g. facilities, fire)</li> <li>• healthcare safety (e.g. infection control, waste, radiation, medical emergencies)</li> <li>• information governance (e.g. confidentiality, information security, data protection, access to records).</li> </ul>
<b>K18</b> How to collect, use, interpret, and report relevant financial data to: <ul style="list-style-type: none"> <li>• establish budgetary and production targets</li> <li>• manage claims and monitor compliance with claim requirements</li> <li>• meet the expectations of organisational stakeholders.</li> </ul>
<b>K19</b> Service delivery and remuneration under the National Health Service.
<b>K20</b> Service delivery and remuneration for private delivery of dental care.
<b>K21</b> Local and national changes in dental service delivery.

Skills
<b>S11</b> Use advanced IT skills to organise efficient operational practice systems, ensuring requirements of the role are met (SOE/R4 software systems).
<b>S12</b> Communicate effectively with internal and external stakeholders (senior management, patients, team, dental reps, colleagues, third parties) when presenting internal and external marketing plans and campaigns.

Behaviors
<b>B1</b> Integrity and moral leadership.
<b>B2</b> Commitment to the General Dental Council Standards for the dental team.
<b>B4</b> Reliability with high standards.
<b>B6</b> Ability to be business-focused and patient/customer-centric.
<b>B7</b> Capability for managing budget, practice development, and growth.
<b>B8</b> Ability to improve data from local knowledge e.g. using practice profiles.
<b>B11</b> Ownership and accountability for practice and leads the team.
<b>B12</b> Informed decision making to ensure safety and best practice at all times.