

Diploma in Orthodontic Therapy (DipOT) Candidate Guidance

The following is offered as guidance for candidates seeking to sit the examination for the Diploma in Orthodontic Therapy.

Who is this examination for and what are the entry requirements?

This Diploma in Orthodontic Therapy is recognised by the General Dental Council for admission to the Register of Dental Care Professionals as an orthodontic therapist.

To be eligible to enter the Diploma in Orthodontic Therapy, you must be engaged in a recognised course of study in accordance with the following requirements:

- Any course approved by the Faculty of Dental Surgery, Royal College of Surgeons of England. Such courses are to comply with the Faculty requirements for teaching and assessment of participants, the General Dental Council's curriculum for orthodontic therapy and any other requirements that may from time to time be specified by the General Dental Council.
- Any approved programme of training in a School of Dental Care Professionals or equivalent establishment, such courses to comply with the Faculty requirement for teaching and assessment of participants, the General Dental Council's curriculum for orthodontic therapy and any other requirements that may from time to time be specified by the General Dental Council.
- Be equivalent to least 45 weeks of full-time training in length.
- Must provide evidence of completion of the required training as detailed above, signed by the director of the programme.
- Must provide a verified logbook containing evidence of satisfactory completion of practical training and demonstration of competency in the areas outlined in the syllabus.

Candidates may take the assessment after completing 80% of their chosen programme of study, providing the requirements above can be satisfied. Please note however that the Diploma in Orthodontic Therapy will only be formally granted once the programme of study is successfully completed. Each candidate should give notice of their intention to sit the assessment by applying via the link on the Royal College of Surgeons of England Website,

by the closing date advertised on the website. Any applications received after the closing date will not be considered.

Candidates who submit an application but are subsequently found to be ineligible to enter the assessment will have their fee returned minus administrative charges of 20 percent.

What does this examination assess?

To pass the examination, you will need to demonstrate that you possess the knowledge, skills and behaviours required of a day-one entry level orthodontic therapist.

A full list of learning outcomes that are assessed by the Diploma in Orthodontic Therapy examination can be found in the Blueprint in Appendix A. This shows both which outcomes are assessed, and by which examination components.

What is the structure of the examination?

Component		Delivery
Written Examination	Extended Marking Questions (EMQ) Examination A 1.5 hour written paper consisting of Extended Matching Questions. The written paper will cover the subject areas as listed in the syllabus.	Online
	Objective Structured Clinical Examination (OSCE) 14 station objective structured clinical examination, assessing candidates' skills in clinical problem solving.	Face-to-face
Oral Examination	Viva Voce (Viva) Examination All candidates will be required to submit a logbook prior to commencing the assessment.	Face-to-face
	A structured viva voce examination of 20 minutes in length consisting of questions related to the content of the logbook.	

How are the results determined?

In order to pass the examination, you must achieve a 'pass' in each of the three examination components.

Candidates who are required to re-sit the examination may carry forward passes in either the written or Objective Structured Clinical Examination. Passes in one part of the examination can be carried forward for up to two re-sit attempts.

Detailed information on each component can be found below.

Extended Matching Questions (EMQ) Examination

You will be required to answer 12 Extended Matching Questions, each on a particular set of learning outcomes. Each question may have up to ten sub-questions.

The examination lasts 90 minutes and is delivered online and may be sat in an appropriate location of your choosing, such as your home or workplace (see 'What does the examination look like on the day' for more information).

The pass mark for each question is determined by a panel of examiners before the examination, based on the difficulty of the questions used. To do this, a criterion-referenced method called the 'Angoff' method is used. This ensures the standard of the examination is maintained from diet to diet. This method is widely used to set the pass marks for high-stakes clinical examinations.

Once the pass mark has been applied, raw marks for each Extended Matching Questions are averaged to determine the overall pass mark.

A full list of the learning outcomes that may be assessed by the Extended Matching Questions component of the Diploma in Orthodontic Therapy can be found in the Blueprint in Appendix A.

Objective Structured Clinical Examination (OSCE)

You will be presented with 14 nine-minute stations covering a range of different clinical scenarios. There will be a one-minute gap in between each station to allow candidates to move to the next station and read any instructions outside of the station. College staff will guide candidates where they need to go. Instructions will be displayed outside and inside the station and will tell candidates what they need to do.

Some stations will involve candidates interacting with a simulated patient. This will be a patient or a parent / guardian / carer of a patient, who will be played by a role-player. If a station involves a child, candidates will be asked to interact with the parent, and the child will not be present. Candidates should treat the role-players as if they are real-life patients. Some stations will involve completing an answer sheet about a clinical scenario. In most stations, the examiner will be observing candidates and will not interact with them. If an examiner does interact with a candidate, this will be to ask pre-set questions.

You will be assessed against the standard required of a day-one entry level orthodontic therapist.

The pass mark for each question is determined by a panel of examiners before the examination, based on the difficulty of the questions used. To do this, a criterion-referenced method called the 'Angoff' method is used. This ensures the standard of the examination is maintained from diet to diet. This method is widely used to set the pass marks for high-stakes clinical examinations.

A full list of the learning outcomes that may be assessed by the Objective Structured Clinical Examination component of the Diploma in Orthodontic Therapy can be found in the Blueprint in Appendix A.

Viva Voce (Viva) Examination

Candidates will submit their completed logbook with their application for the. Candidates will be expected to include in their logbook a reflection on how this logbook provides evidence to show the examiners and the General Dental Council that the outcomes for registration have been met in line with 'The Safe Practitioner' framework. This part of the logbook will be assessed and will be part of your final assessment score. Candidates will be expected to be familiar with the General Dental Council regulations related to their practice as orthodontic therapists including the scope of practice of orthodontic therapists and the learning outcomes for registration.

All candidates will undertake a structured viva voce examination of 20 minutes duration. The viva will consist of questions on the logbook and each candidate will be examined by a pair of examiners. This section of the examination provides candidates with the opportunity to demonstrate a broad range of knowledge. If a candidate is unsure what is being asked, they are advised to say so, so that the examiners can clarify their question. Candidates should bear in mind that too slow or hesitant a pace may mean that they are not able to demonstrate their abilities to full advantage.

A full list of the learning outcomes that may be assessed by the logbook viva voce component of the Diploma in Orthodontic Therapy can be found in the Blueprint in Appendix A.

What does the examination look like on the day?

Written examination

The written Extended Matching Questions examination is delivered remotely online, before the face-to-face examination. The College will confirm arrangements once your place on the examination has been confirmed.

The examination is delivered by Surpass on behalf of the Royal College of Surgeons of England. You will need access to a computer with reliable internet connection, webcam and microphone. You can sit the examination from any venue where you will be alone and undisturbed.

You will be monitored throughout the examination by Surpass' invigilation service, via your webcam and microphone. The system will also be able to record your screen.

Each examination will be split into two papers of 45 minutes each, to enable you to take a ten-minute comfort break at the midpoint of the exam. You should note that you will not be able to return to any questions in the first part of the paper after this break.

For full details of sitting the online examination, you should ensure you have read our guide to [Online Exams](#).

Oral examination

You will be required to attend the examination venue over a series of 1 or 2 days depending on the number of candidates taking the examination. To ensure the security of the examination, it may be necessary to quarantine groups of candidates for up to half a day before and / or after their examination. Where this is necessary, refreshments, including lunch, will be provided and candidates will be informed in advance. Candidates will not have access to mobile phones or other electronic devices during this time.

Stations will be examined by one examiner for the Objective Structured Clinical Examination and two examiners for the Viva Voce. There may also be additional examiners present, either undergoing training, or acting as external examiners, overseeing the quality assurance of the examination.



Examination venue at Royal College or Surgeons of England (other venues may differ).

An indicative timetable is included below. Please note that this is for illustrative purposes only. Depending on the number of candidates applying to each component, the timetable and scheduling of components may vary significantly. This should not be used for planning purposes. You will be sent an individual timetable once this is confirmed a few weeks before the examination.

Event	Time	Duration
Candidate Registration	08.30-9.00am	30 mins
Viva Briefing	9.00am-9.10am	10 mins

Viva Session 1	9.10am-9.30am	20 mins
Viva Session 2	9.40am-10.00am	20 mins
Viva Session 3	10.10am-10.30am	20 mins
Viva Session 4	10.40am-11.00am	20 mins
Break	11.00am-11.30am	30 mins
Registration	11.30am-11.40am	10 mins
OSCE Briefing	11.40am-12.00pm	20 mins
OSCE Examination	12.00am-3.00pm	3 hours

What if I require reasonable adjustments?

We can make reasonable adjustments to examinations for candidates with a disability.

If you think you require reasonable adjustments, you should request these at the time of application. Please note that we require **6 weeks'** notice to be able to implement reasonable adjustments, from when the request and appropriate evidence are received.

Please see our reasonable adjustment policy for more information which can be found [here](#).

How can I prepare for this examination?

You are expected to demonstrate the knowledge, skills, attitudes and behaviours as set out by the General Dental Council's 'The Safe Practitioner' framework. You should therefore make sure you are familiar with the specific outcomes that are assessed in the Diploma in Orthodontic Therapy examination, as listed in the Blueprint (Appendix 1).

Here are some suggestions about how you might go about preparing for the Diploma in Orthodontic Therapy examination:

- Successful engagement with, and completion of your approved training programme that gave you eligibility for the examination is essential.
- Some candidates find training courses, meetings and conferences on techniques and treatment planning within the areas to be examined useful, but we cannot recommend any specific courses.
- Practise communication, history taking, diagnosis and clinical decision-making skills with peers and colleagues under the same time constraints as you will experience in the examination.

Above all, you should practise communicating in a comprehensive, systematic way, avoiding jargon or terminology that may be confusing. Examiners are looking to ensure that all successful candidates are *safe* to practice.

You will need to make sure you are familiar with United Kingdom clinical guidelines, standards and regulations to inform your clinical choices and practices. You will be required to have knowledge of United Kingdom regulations and clinical guidelines relevant to safe clinical practice.

What should I wear on the day of the examination?

Candidates should dress appropriately for a professional examination but there is no need to wear clinical attire.

When will I receive my results notification?

The Colleges aim to release candidate results within four weeks of the oral component taking place. Candidates will be advised in advance of the exact publication date. Where this is not possible due to public holidays or unforeseen circumstances, candidates will be informed.

How do I apply?

To apply, please complete the application form linked on the Royal College of Surgeons of England website by the date advertised.

Candidates will make their examination fee payment at the time of application on the Royal College of Surgeons of England application portal.

Candidates must also upload their completed logbook, signed by their programme director, to the [online portal](#) by the application deadline.

Sample Questions for Extended Matching Questions (EMQ) Examination

The following are an example of the format and layout of Extended Matching Questions (EMQ) as they appear in the written paper.

Question One

For each case scenario, select the most appropriate answer from the options list.

Each option may be used once, more than once, or not at all.

- A. 3a
- B. 3d
- C. 4a
- D. 4c
- E. 4h
- F. 5a
- G. 5h
- H. 5i

A 14-year-old patient attends the orthodontic practice where you work as an orthodontic therapist. The orthodontist has assessed the patient and feels the absent upper lateral incisors are the most significant feature of the malocclusion. Which if these IOTN grades would fit this situation?

A 12-year-old patient attends the orthodontic practice where you work as an orthodontic therapist. The orthodontist has assessed the patient and feels the 5mm overjet is the most significant feature of the malocclusion. Which if these IOTN grades would fit this situation?

A 13-year-old patient attends the orthodontic practice where you work as an orthodontic therapist. The orthodontist has assessed the patient and feels the displacement on mandibular closure greater than 2mm is the most significant feature of the malocclusion. Which if these IOTN grades would fit this situation?

Question Two

For each case scenario, select the most appropriate answer from the options list.

Each option may be used once, more than once, or not at all.

- A. Less than 27°
- B. 27°
- C. Greater than 27°
- D. Less than 93°
- E. Greater than 93°
- F. Less than 109°
- G. Greater than 109°

A 14-year-old patient attends the orthodontic practice where you work as an orthodontic therapist. The orthodontist has assessed the patient and feels the patient has reduced

vertical proportions. What is the likely value of the maxillary-mandibular planes angle (MMPA) in this situation?

A 19-year-old patient attends the orthodontic practice where you work as an orthodontic therapist. The orthodontist has assessed the patient and feels the patient is likely to need orthognathic surgery to correct a significant anterior open bite. What is the likely value of the maxillary-mandibular planes angle (MMPA) in this situation?

A 16-year-old patient attends the orthodontic practice where you work as an orthodontic therapist. The orthodontist has assessed the patient and feels the patient has increased vertical proportions. What is the likely value of the maxillary-mandibular planes angle (MMPA) in this situation?

Sample Questions for Objective Structured Clinical Examination (OSCE)

The following are an example of the format and layout of Objective Structured Clinical Examination (OSCE) questions as they appear in the oral examination.

Question One

Mark, a 14-year-old boy attends to start his orthodontic treatment with you for his crowding. He is accompanied by his father.

The prescription from the orthodontist is to bond both arches, without bracket variations from first permanent molar to first permanent molar. The arch wire prescribed is an 0.014" nickel titanium with lacebacks in every quadrant. The clinical notes state that if Mark does not have good oral hygiene, you should not proceed. In such a case, you are instructed to provide oral hygiene advice and book a review with the orthodontist in three months.

Mark confirms he is brushing only three times a week despite having been given oral hygiene advice by the orthodontist last time, and his father is upset that you will not start treatment today.

There will be an examiner present, but they will only be observing and will not interact with you.

The father wants to know:

1. Why treatment cannot start
2. What can Mark do to improve his oral hygiene
3. What will happen now

Question Two

Angela, a 45-year-old lady attends to have baseline orthodontic records taken with you. She saw the orthodontist last time and a provisional plan was made for aligner-based treatment.

The patient is concerned about her pre-existing gum recession, that she was told will worsen if she has orthodontic treatment.

Angela is anxious about this, and about what will happen today.

There will be an examiner present, but they will only be observing and will not interact with you.

The patient would like to know:

1. What will happen today, and why today is necessary
2. What are the consequences of worsening of gum recession
3. What treatments could be considered to address the gum recession
4. What will happen after today

Sample Questions for Viva Voce (Viva) Examination

The following are an example of the format and layout of Viva Voce (Viva) Examination questions as they appear in the oral examination.

Question One

From your logbook, we can see that records collection can involve alginate impressions or three-dimensional scans of the teeth.

1. What are the advantages of three-dimensional scanning over alginate impressions?
2. The models/scans would form part of the patient record. What is your understanding of the duration for which these records should be kept?
3. How should the resin printed models be disposed?

Question Two

From your logbook, we can see that you have placed some attachments for aligner-based treatment.

1. Can you outline the steps you take for good moisture control in these circumstances?
2. Why is it important to remove the excess composite flash around an attachment?
3. An attachment has come off mid-treatment. Should the attachment be replaced?

APPENDIX A



Diploma in Orthodontic Therapy (DipOT)

Diploma in Orthodontic Therapy Learning Outcome Blueprint

The following document demonstrates how the General Dental Council's 'The Safe Practitioner: A framework of behaviours and outcomes for dental professional education: Orthodontic Therapist' outcomes are assessed in the components of the Diploma in Orthodontic Therapy.

The tables below show which learning outcomes **may** be assessed in each component of the examination. It is not guaranteed that every outcome will be assessed in every diet, but the examination will cover much of the syllabus.

Key

Code	Component
EMQ	Written Paper
OSCE	OSCE
Viva	Logbook Viva
X	Outcome is assessed

Learning Outcome: Clinical knowledge and its application to patient management		EMQ	OSCE	Viva
C 1.1	Explain the aetiology, pathogenesis and epidemiological trends of oral and dental disease and their application to patient management	X	X	X
C 1.2	Describe and identify the clinical presentations of oral and dental diseases relevant to the role of an orthodontic therapist and explain the principles underpinning their diagnosis, prevention, and treatment	X	X	X
C 1.3	Explain the variance in disease presentation across diverse cultural and social groups, and those with protected characteristics, and how this impacts diagnosis, prevention, and treatment	X	X	X
C 1.4	Explain general and systemic diseases and psychological conditions, and their relevance to oral health and impact on clinical treatment, patient compliance, self-care, and outcomes	X	X	X
C 1.5	Identify relevant and appropriate dental, oral, craniofacial, and general anatomy (recognising the diversity of anatomy across the patient population) and explain their relevance to patient management	X	X	X
C 1.6	Describe relevant physiology and discuss its application to patient management	X	X	X
C 1.7	Describe psychological and sociological concepts and theoretical frameworks of health, illness, behavioural change and disease, and how these can be applied in clinical practice	X	X	X
C 1.8	Explain the potential routes of transmission of infectious agents in dental practice, mechanisms for the prevention of infection, the scientific principles of decontamination and disinfection and their relevance to health and safety	X	X	X
C 1.9	Explain the need for effective recorded maintenance and testing of equipment and requirements for appropriate storage, handling, and use of materials	X	X	X
C 1.13	Evaluate the health risks of prescribed, non-prescribed and recreational drug use and misuse on oral and general health and how to provide appropriate advice and support including signposting or referral	X	X	X

C 1.14	Describe the scientific principles underpinning the use of materials and biomaterials and evaluate their limitations and selection, with emphasis on those used in orthodontics	X	X	X
C 1.15	Explain the scientific principles of medical ionizing radiation and statutory regulations, and how these are applied to clinical practice	X	X	X
C 1.16	Explain the principles of obtaining valid patient consent	X	X	X
C 1.17	Discuss the importance of each component of the patient assessment process	X	X	X
C 1.23	Identify the signs of abuse, neglect or emotional trauma, explain local and national systems that safeguard the welfare of children and adults and understand how to raise concerns and act accordingly	X	X	X
C 1.24	Explain the principles of preventive care	X	X	X
C 1.25	Underpin all patient care with a preventive approach, that takes account of patient compliance and self-care, to contribute to the patient's long-term oral and general health	X	X	X
C 1.26	Describe the importance of achieving a healthy oral environment prior to introduction of orthodontic treatment	X	X	X
C 1.27	Explain how diet and nutritional status can influence oral and general health and how to provide appropriate advice and support	X	X	X
C 1.28	Describe, take account of and explain to the patient the impact of their periodontal health, including compliance with oral healthcare advice, potential effect on general health and the need for self-care in the overall treatment plan and how this influences their treatment outcome	X	X	X
C 1.31	Describe the common signs and symptoms of oral cancer and explain the importance of raising a concern and early referral	X	X	X
C 1.32	Identify the signs of normal and abnormal facial growth, physical, mental and dental development milestones and explain their significance	X	X	X
C 1.33	Explain developmental or acquired occlusal abnormalities	X	X	X
C 1.34	Explain the range of contemporary orthodontic treatment options, their impact, outcomes, limitations, and risks	X	X	X

C 1.35	Identify and explain the principles of timely interception and interceptive orthodontics, and refer when and where appropriate	X	X	X
C 1.36	Explain how to manage urgent limited orthodontic appliance procedures	X	X	X
C 1.38	Explain the range of contemporary orthodontic treatment options, their impact, outcomes, limitations, and risks	X	X	X
C 1.40	Identify and explain the principles of timely interception and interceptive orthodontics, and refer when and where appropriate	X	X	X
C 1.45	Explain how to manage urgent limited orthodontic appliance procedures	X	X	X
Learning Outcome: Clinical/Technical Skills		EMQ	OSCE	Viva
C 2.1.1	Obtain, record, and interpret a comprehensive and contemporaneous patient history, taking into account social and/or cultural sensitivities		X	X
C 2.1.3	Assess patients' levels of anxiety, experience, and expectations in respect of dental care and oral health		X	X
C 2.1.5	Contribute to relevant special investigations and diagnostic procedures		X	X
C 2.1.6	Undertake an orthodontic assessment		X	X
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		X	X
C 2.1.11	Assess own capabilities and limitations and refer patients for treatment or advice when and where appropriate		X	X
Learning Outcome: Patient Management		EMQ	OSCE	Viva
C 2.2.2	Manage patient anxiety appropriately, effectively, and safely		X	X
C 2.25	Monitor and review treatment outcomes and patient response to advice, providing aftercare, follow-up and ongoing preventive advice and intervention		X	X
C 2.2.7	Identify changes in the patient's reported oral health status and take appropriate action		X	X
Learning Outcome: Safe Clinical Environment		EMQ	OSCE	Viva
C 2.3.1	Identify and explain the risks within and around the clinical environment and manage these in a safe and effective manner	X	X	X

C 2.3.2	Implement, perform, and manage effective decontamination and infection control procedures according to current guidelines	X	X	X
Learning Outcome: Acute Conditions		EMQ	OSCE	Viva
C 2.4.1	Identify, assess, and manage medical emergencies	X	X	
C 2.4.2	Manage patients' acute oral conditions ensuring involvement of appropriate dental team members	X	X	X
Learning Outcome: Oral Health/Prevention		EMQ	OSCE	Viva
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		X	X
Learning Outcome: Orthodontic Treatment		EMQ	OSCE	Viva
C 2.9.1	Identify common problems related to orthodontic treatment and take appropriate action	X	X	X
C 2.9.2	Undertake orthodontic procedures as prescribed by the referring practitioner	X	X	X

Learning Outcome: Effective Communication		EMQ	OSCE	Viva
I 1.1	Describe the use of a range of communication methods and technologies and their appropriate application in support of clinical practice		X	X
I 1.2	Describe the importance of non-verbal communication, including listening skills, and the barriers to effective communication		X	X
I 1.3	Communicate effectively and sensitively, tailoring to context, by spoken, written and/or electronic means with all patients, including patients whose first language is not English (using representatives or interpreters where necessary), in relation to: <ul style="list-style-type: none"> • patients with anxious or challenging behaviour or special considerations such as emotional trauma • difficult circumstances, such as breaking bad news, or discussing issues such as alcohol consumption, smoking, or diet 		X	X

I 1.4	Communicate effectively and sensitively by spoken, written and electronic means with the public		X	X
I 1.5	Communicate effectively by spoken, written and electronic means with colleagues from dental and other healthcare professions in relation to: <ul style="list-style-type: none"> • the direct care of individual patients • oral health promotion • raising concerns when problems arise, including where patients cause distress to staff 		X	X
I 1.7	Communicate appropriately and effectively in professional discussions and transactions		X	X
I 1.8	Give feedback effectively to other members of the team		X	X
I 1.9	Explain the professional expectations, potential impact, and consequence of using social media as a communication tool		X	X
Learning Outcome: Teamwork and Wellbeing of Others		EMQ	OSCE	Viva
I 2.1	Explain the responsibilities and limitations of delegating to other members of the dental team		X	X
I 2.2	Explain the role and professional responsibilities associated with appraisal; training and review of colleagues; provision of and receipt of effective feedback in the context of developing members of the dental team		X	X
I 2.3	Describe the roles of dental and other healthcare professionals in the context of learning and working in a dental and wider healthcare team		X	X
I 2.4	Explain the contribution that team members and effective team working makes to the delivery of safe and effective high-quality care, including the benefits of working in culturally diverse teams		X	X
I 2.5	Describe the team working guidance provided by the GDC and other relevant bodies		X	X
I 2.6	Describe the impact of Direct Access on each registrant group and the impact on the application of each group's scope of practice		X	X
I 2.7	Describe the scope of practice of each member of the dental team and how the roles interact for effective teamwork and patient care		X	X

I 2.8	Explain the need to ensure that those who raise concerns are protected from discrimination or other detrimental effects		X	X
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Learning Outcome: Ethics and Integrity		EMQ	OSCE	Viva
P 1.1	Explain the importance of contemporaneous, complete and accurate patient records in accordance with legal requirements and best practice	X	X	X
P 1.2	Describe the legal responsibilities of maintaining and protecting patients' information	X	X	X
P 1.3	Describe diversity, equality, inclusion and discrimination and the underpinning legislation, and explain how to apply these principles to manage patients with protected characteristics and work within the dental team (noting that this legislation may differ in England, Scotland, Wales and Northern Ireland)	X	X	X
P 1.4	Explain cultural competence and its relevance in assessing the needs and planning care for patients from diverse backgrounds	X	X	X
P 1.5	Describe the GDC's expectations and requirements as set out in regulations and guidance and other relevant laws, ethical guidance and systems (In addition to the above legal frameworks)	X	X	X
P 1.6	Explain the importance of having appropriate indemnity arrangements in place for both the professional and patient	X	X	X
P 1.7	Explain the importance of candour and effective communication with patients when things go wrong or when dealing with a complaint	X	X	X
P 1.8	Explain how and where to report any patient safety issues which arise	X	X	X
P 1.9	Explain the personal responsibility and the mechanisms for raising concerns about your own or others' health, behaviour or professional performance as described in GDC guidance	X	X	X
P 1.10	Explain the attributes of professional attitudes and behaviour in all environments and media, including interaction with social media	X	X	X
P 1.11	Explain the principles and procedures for good complaints handling	X	X	X

P 1.12	Describe the responsibility that dental practices and individual practitioners have in compliance with legal and regulatory frameworks	X	X	X
Learning Outcome: Leadership		EMQ	OSCE	Viva
P 2.1	Describe the differences between management and leadership	X	X	X
P 2.2	Describe own management and leadership role and the range of skills and knowledge required to do this effectively		X	X
P 2.3	Describe how to take responsibility for the quality of services and devices provided to the patient as relevant to your scope of practice		X	X
Learning Outcome: Social Accountability		EMQ	OSCE	Viva
P 3.1	Discuss the basic principles of a population health approach including demographic and social trends, UK and international oral health trends, determinants of health and inequalities in health, and the ways in which these are measured and current patterns		X	X
P 3.2	Describe the dental and wider healthcare systems dental professionals work within including local and national health policy and organisations, delivery of healthcare and equity		X	X
P 3.3	Describe and evaluate the role of health promotion in terms of the changing environment, community and individual behaviours to deliver health gain		X	X
P 3.4	Evaluate evidence-based prevention at a community / population level		X	X
P 3.5	Explain the principles of planning oral health care for communities to meet needs and demands		X	X
P 3.6	Describe the principles and limitations of the currently available options for funding of dental healthcare provision for individual patients		X	X
P 3.7	Discuss the ethical challenges associated with providing patient care within the current dental healthcare systems		X	X
P 3.8	Describe the considerations of the management of resources in provision of care decisions including appropriate use of primary and secondary care networks		X	X
P 3.9	Describe the importance of collaboration across the health and social care sector for the benefit of communities and individual patients		X	X

P 3.10	Describe and where appropriate support patients to negotiate the barriers and challenges which prevent sections of the population accessing oral healthcare, including patients from marginalised populations and patients with protected characteristics		X	X
P 3.11	Describe the main principles relating to sustainable oral health care, both environmentally and in terms of patient compliance, and the factors that might affect implementing a sustainable approach		X	X
P 3.12	Evaluate and apply the evidence base in relation to the environmental impacts of common treatment methods and approaches to the delivery of oral healthcare		X	X

Learning Outcome: Insight		EMQ	OSCE	Viva
S 1.1	Explain what is meant by the term insight in the context of professional practice		X	X
S 1.2	Explain why insight is important in ensuring safe and effective patient care, and to personal development		X	X
Learning Outcome: Reflection, Continued, and Self-Directed Learning		EMQ	OSCE	Viva
S 2.1	Explain the principles of an evidence-based approach and evaluate an evidence base		X	X
S 2.3	Describe an appropriate model for self-reflection and how this process can be used to inform personal development, viewpoint, preconceptions, bias and behaviour		X	X
S 2.4	Explain the importance of assessment, feedback, critical reflection, identification of learning needs and appraisal in personal development planning		X	X
S 2.5	Explain the importance of and requirement for commitment to lifelong learning		X	X
S 2.6	Utilise the receipt of effective feedback in the professional development of self		X	X
S 2.7	Describe the principles of and demonstrate personal development planning, recording of evidence, and reflective practice		X	X
S 2.8	Evaluate the impact of new techniques and technologies in clinical practice		X	X

S 2.9	Describe opportunities for improvement of a clinical service or to manage /mitigate risks		X	X
Learning Outcome: Adaptability, Wellbeing, and Personal Growth		EMQ	OSCE	Viva
S 3.1	Describe ways of self-monitoring, self-care and routes of seeking appropriate advice in terms of personal wellbeing		X	X
S 3.2	Describe strategies to identify and manage the personal and emotional challenges of work, teamwork and workload		X	X
S 3.3	Describe strategies to identify and manage the personal and emotional challenges of uncertainty and change		X	X
S 3.4	Explain the role of coping strategies for practice, such as reflection, self- acceptance, debriefing, handing over to another colleague, peer support and asking for help in responding to challenges and setbacks		X	X