



**ACCREDITATION OF DENTAL NURSE
TRAINING & EDUCATION CENTRES
FOR
POST-REGISTRATION QUALIFICATIONS
INFORMATION & STANDARDS**

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STANDARDS & EXAMPLES OF EVIDENCE

Criteria	Examples of evidence
PROGRAMME PLANNING	
1. Information, advice and guidance on the training are made available to students and their employers.	<ul style="list-style-type: none"> ◆ Training Centre Prospectus or Information pack ◆ Induction programme ◆ Student recruitment policy
2. Students are made aware of their rights and responsibilities within the training programme.	<ul style="list-style-type: none"> ◆ Written explanation of how candidates can access information and guidance
3. Students are made aware of the implications and their responsibilities in relation to statutory registration.	<ul style="list-style-type: none"> ◆ GDC Standards Guidance ◆ Written/verbal explanations on ethical issues including clinical governance
4. The role of employers in the training process is integrated into the programme.	<ul style="list-style-type: none"> ◆ Record of Experience ◆ Correspondence with employer
5. There are procedures for recognising non-attendance and poor punctuality and for taking appropriate action.	<ul style="list-style-type: none"> ◆ Register of attendance ◆ Attendance policy
6. The course follows a planned programme of work that meets the requirements of the NEBDN Syllabus.	<ul style="list-style-type: none"> ◆ Scheme of work ◆ Timetable
7. All training sessions are planned effectively with clear objectives.	<ul style="list-style-type: none"> ◆ Lesson plans

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RECORD OF EXPERIENCE	
8. There is a system of ensuring that students have a sufficient range of clinical experience to complete the Record of Experience.	<ul style="list-style-type: none"> ◆ Training Centre Prospectus or Information pack ◆ Application form ◆ Induction programme
9. There is a mechanism for ensuring students understand the requirements of the Record of Experience.	<ul style="list-style-type: none"> ◆ Induction process ◆ Scheme of work/timetable ◆ Students progress reports
10. There is a system for ensuring that employers understand their role in the provision of evidence of practical competence.	<ul style="list-style-type: none"> ◆ Training Centre Prospectus or Information pack ◆ Application form ◆ Induction programme
11. There is a mechanism for supporting students in the completion of the Record of Experience.	<ul style="list-style-type: none"> ◆ Record of Experience lessons/reviews ◆ Progress review form ◆ Tracking document
12. Staff who will be involved in the completion of the Record of Experience have current clinical experience in this speciality or other relevant experience.	<ul style="list-style-type: none"> ◆ Curriculum Vitae ◆ Relevant qualification certificates ◆ Records of staff training and development programmes ◆ Evidence of CPD ◆ Membership of relevant professional organisations ◆ Job descriptions

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<p>RESOURCES</p> <p>13. The training facilities provide a safe and healthy environment for all learners and trainers.</p> <p>14. Dental equipment and materials to meet the needs of the qualification are available. (Radiography – equipment only)</p> <p>15. Students have access to learning resources that are effective and appropriate for the promotion of learning.</p> <p>16. There are sufficient suitably qualified and experienced training and support staff to meet the needs of the qualification.</p>	<ul style="list-style-type: none"> ◆ Health and Safety policy ◆ Floor plan showing access and fire exits ◆ Record of dental equipment, instruments and materials (Radiography – equipment only) ◆ Evidence of a range of learning resources, e.g. resource centre, library, IT ◆ Curriculum Vitae for each member of staff ◆ Relevant qualification certificates ◆ Records of staff training and development programmes ◆ Evidence of CPD ◆ Membership of relevant professional organisations ◆ Job descriptions ◆ Staff/student ratio <p>(The main tutor or person with overall responsibility for the course should hold a teaching qualification or be working towards one).</p>

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<p>STUDENT SUPPORT</p>	
<p>Training delivery</p>	
<p>17. Teaching methods that promote equality of opportunity are used.</p>	<ul style="list-style-type: none"> ◆ Lesson plans ◆ Handouts
<p>18. Different methods and styles of teaching and training are consistent with the aim of the programme and the students personal objectives.</p>	<ul style="list-style-type: none"> ◆ Examples of training aids ◆ Individual training plans ◆ Evaluation by students
<p>19. There is a system to support students who are experiencing difficulties.</p>	<ul style="list-style-type: none"> ◆ Student records ◆ Learning support resources
<p>Continuous assessment</p>	
<p>20. The initial assessment of a student provides an accurate basis on which to plan an appropriate training programme.</p>	<ul style="list-style-type: none"> ◆ Initial assessment documents ◆ Individual learning plans ◆ Student records ◆ Record of Experience
<p>21. Records of Experience are reviewed regularly to monitor progress and inform students about their performance and how they might develop further.</p>	<ul style="list-style-type: none"> ◆ Student records ◆ Assessment schedule
<p>22. Assignments and other tasks are set, used and marked in a way that helps individual students to prepare for NEBDN examinations. (Radiography – tasks only)</p>	<ul style="list-style-type: none"> ◆ Examples of all aspects of assignments ◆ Examples of all tasks (Radiography only) ◆ Record of course work results

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Criteria	Examples of evidence
<p>Continuous assessment cont.</p> <p>23. Employers are clearly and regularly informed about the student's progress, where appropriate.</p> <p>Examination preparation</p> <p>24. The relevant examination structure and process is explained to students.</p> <p>25. Students receive adequate instruction and practice in examination techniques.</p> <p>26. There is a mechanism for assessing the readiness of students to sit the final examination.</p>	<ul style="list-style-type: none"> ◆ Written/verbal feedback ◆ Record of Experience ◆ Scheme of work ◆ Course programme ◆ Scheme of work ◆ Lesson plan ◆ Mock examination results ◆ Student review/feedback

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<p>QUALITY ASSURANCE</p> <p>Management</p>	
<p>27. There is a named individual with overall responsibility for effective monitoring of the quality of provision and performance of the training programme.</p>	<ul style="list-style-type: none"> ◆ Training Centre information leaflet ◆ Job description
<p>28. Trainers, including sub-contracted staff, are given clear direction through aims and objectives that are fully understood.</p>	<ul style="list-style-type: none"> ◆ Course aims and objectives ◆ Management meeting reports
<p>29. All training staff are involved in the planning and evaluation of the programme.</p>	<ul style="list-style-type: none"> ◆ Business plans ◆ Staff meetings
<p>30. Targets are set for retention, achievement and progression of students.</p>	<ul style="list-style-type: none"> ◆ Student achievement and retention records
<p>31. Staff performance is reviewed regularly.</p>	<ul style="list-style-type: none"> ◆ Induction policy ◆ Records of teaching observations ◆ Staff appraisals

STANDARDS & EXAMPLES OF EVIDENCE

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<p>32. There are clear, concise and effective policies and procedures in relation to:</p> <ul style="list-style-type: none"> • Recruitment • Induction • Monitoring • Attendance • Behaviour • Assessment • Evaluation • Student Support • Appraisal • Staff Training and Development • Complaints • Appeals • Equal Opportunities <p>Copies of the policies and procedures are given to staff and students.</p> <p>Evaluation</p> <p>33. The programme is reviewed annually to identify priorities and target areas for improvement.</p> <p>34. The Policy and procedures are reviewed annually and used to guide programme development.</p>	<ul style="list-style-type: none"> ◆ Written policies and procedures which include: <ul style="list-style-type: none"> i) methods ii) responsibilities iii) feedback mechanisms iv) review processes v) action plans ◆ Induction programme ◆ Staff/student checklist ◆ Record of candidates' examination results ◆ Exit interview forms ◆ Evaluation questionnaires – staff/students/employers ◆ Management meetings ◆ Staff meetings ◆ Action/implementation plans with timescales