



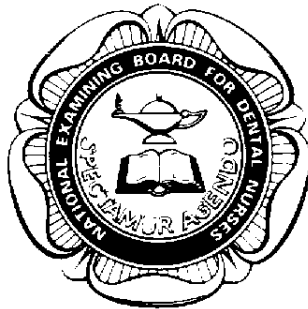
ACCREDITATION OF DENTAL NURSE TRAINING & EDUCATION CENTRES

INFORMATION & STANDARDS

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“The purpose or aim of PCD education is to produce a caring, knowledgeable, competent and skilful PCD who is able, on qualification to accept professional responsibility for their role in the effective and safe care of patients”

‘Developing the Dental Team’ – GDC 2003

INFORMATION

Organisations wishing to provide training leading to the qualifications provided by the National Examining Board for Dental Nurses (NEBDN) must be accredited in order to comply with the General Dental Council requirements relating to statutory registration which state that:

- on qualification, all Professionals Complementary to Dentistry should have attained the highest standards;
- education providers should make available high-quality learning opportunities and experiences to enable students to achieve them.

Accreditation ensures that:

- centres have systems to ensure that all training programmes are planned to meet the NEBDN syllabus requirements, GDC requirements and students needs;
- training provision is educationally and socially inclusive and promotes equality of access;
- the physical and human resources available and the academic and clinical environment within which training is offered are satisfactory;
- resources are used efficiently and training provision is effectively managed and quality assured.

Accreditation Standards

The Standards on pages 4-10 show the criteria which Training Centres are required to meet and for which evidence must be submitted. The Standards are in 5 sections:

1. Programme Planning
2. Record of Experience
3. Resources
4. Student Support
5. Quality Assurance

Examples of the types of evidence expected are also given although alternative evidence is acceptable as long as it satisfies the criteria.

Accreditation Process

When applying for accreditation, a Centre must submit copies of **all** the evidence detailed in its application form.

If the evidence submitted is insufficient or incomplete, the Centre will be given the opportunity to supply further evidence or improve on that already submitted within a given timescale.

The evidence will be assessed initially by an NEBDN Auditor after which arrangements will be made for an audit visit.

Fees

As it is an NEBDN requirement, there will be no charge for Accreditation. However any Centre requiring advice and guidance in meeting the criteria may request an advisory visit from a member of NEBDN Quality Assurance for which a charge will be made.

Certificates

Centres receiving Accreditation will be issued with a certificate denoting this to display on their premises.

Applying for accreditation

The enclosed “Application for Accreditation” booklet should be completed to provide information on your Centre and your evidence of meeting the criteria.

The completed booklet should be accompanied by copies of **all** the evidence you have detailed and returned to the Quality Assurance Co-ordinator.

Each piece of evidence must be clearly labelled with the criterion to which it refers and presented in the order in which it appears in the booklet, cross-referenced where applicable and entered onto a contents page – to include page number, section number/heading/leaflet.

STANDARDS & EXAMPLES OF EVIDENCE

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

STANDARDS & EXAMPLES OF EVIDENCE

Criteria	Examples of evidence
<p>RECORD OF EXPERIENCE</p>	
<p>8. There is a system of ensuring that students have a sufficient range of clinical experience to complete the Record of Experience.</p>	<ul style="list-style-type: none"> ◆ Training Centre Prospectus or Information pack ◆ Application form
<p>9. There is a mechanism for ensuring students understand the requirements of the Record of Experience.</p>	<ul style="list-style-type: none"> ◆ Induction process ◆ Scheme of work/timetable ◆ Students progress reports
<p>10. There is a mechanism for supporting students in the completion of the Record of Experience.</p>	<ul style="list-style-type: none"> ◆ Record of Experience lessons/reviews ◆ Progress review form ◆ Tracking document
<p>11. There is a procedure for ensuring that those who will be involved in the completion of the Record of Experience have current clinical experience or other relevant experience.</p>	<ul style="list-style-type: none"> ◆ Curriculum Vitae ◆ Qualification/registration certificates ◆ Records of staff training & development programmes ◆ Evidence of CPD
<p>12. There is a system for ensuring that witnesses understand their role and responsibilities in the completion of the Record of Experience.</p>	<ul style="list-style-type: none"> ◆ Induction process ◆ Information sessions
<p>13. There is a procedure for ensuring that the Internal Moderator has the expertise and experience necessary to effectively quality assure the content of the Record of Experience.</p>	<ul style="list-style-type: none"> ◆ Curriculum Vitae ◆ Qualification/registration certificates ◆ Records of Staff training & development programmes ◆ Evidence of CPD ◆ Membership of relevant professional organisations ◆ Job descriptions

STANDARDS & EXAMPLES OF EVIDENCE

Criteria	Examples of evidence
<p>RESOURCES</p> <p>14. The training facilities provide a safe and healthy environment for all learners and trainers.</p> <p>15. Dental equipment and materials to meet the needs of the qualification are available.</p> <p>16. Students have access to learning resources that are effective and appropriate for the promotion of learning.</p> <p>17. 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 ♦ Evidence of a range of learning resources, e.g. resource centre, library, IT ♦ Curriculum Vitae for each member of staff ♦ Relevant qualification/registration certificates ♦ Teaching 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>

STANDARDS & EXAMPLES OF EVIDENCE

Criteria	Examples of evidence
<p>STUDENT SUPPORT</p>	
<p>Training delivery</p>	
<p>18. Individual student learning plans are developed and reviewed regularly and take into account learners accredited prior learning where appropriate.</p>	<ul style="list-style-type: none"> ♦ Student records ♦ Initial assessment documentation ♦ APL assessment documentation ♦ Learner exemption records ♦ Adapted lesson plans ♦ Induction entry requirements
<p>19. Teaching methods that promote equality of opportunity are used.</p>	<ul style="list-style-type: none"> ♦ Lesson plans ♦ Handouts
<p>20. 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 ♦ Student evaluation
<p>21. 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>22. Assignments and other tasks are set, used and marked in a way that helps individual students prepare for NEBDN examinations.</p>	<ul style="list-style-type: none"> ♦ Record of course work results ♦ Examples of all aspects of assignments
<p>23. 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 ♦ Workplace records/logbook

STANDARDS & EXAMPLES OF EVIDENCE

Criteria	Examples of evidence
<p>Continuous assessment cont.</p> <p>24. Continuous assessment is used to monitor progress and inform students about their performance and how they might develop further.</p> <p>25. Assessment is carried out against clearly defined standards.</p> <p>26. Employers are clearly and regularly informed about the student's progress, where appropriate.</p> <p>Examination preparation</p> <p>27. The relevant examination structure and process is explained to students.</p> <p>28. Students receive adequate instruction and practice in examination techniques.</p> <p>29. There is a mechanism for assessing the readiness of students to sit the final examination.</p>	<ul style="list-style-type: none"> ♦ Assessment schedule ♦ Use of NEBDN Prospectus/Past examination papers ♦ Use of Developing the Dental Team curricula Frameworks for Registrable Qualifications for Dental Care Professionals. (DCPs). ♦ Written/verbal feedback ♦ Record of Experience ♦ Scheme of work ♦ Course programme ♦ Scheme of work ♦ Lesson plan ♦ Mock examination results ♦ Student review/feedback

STANDARDS & EXAMPLES OF EVIDENCE

Criteria	Examples of evidence
<p>QUALITY ASSURANCE</p> <p>Management</p>	
<p>30. 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>31. Trainers, including sub-contracted staff, are given clear direction through aims and objectives which are fully understood.</p>	<ul style="list-style-type: none"> ♦ Course aims and objectives ♦ Management meeting reports
<p>32. 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>33. Staff performance is reviewed regularly.</p>	<ul style="list-style-type: none"> ♦ Induction policy ♦ Records of teaching observations ♦ Staff appraisals
<p>34. Monitoring achievement and progression of students.</p>	<ul style="list-style-type: none"> ♦ Student achievement and retention records
<p>35. 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 	<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
<p>Copies of the policies and procedures are given to staff and students</p>	<ul style="list-style-type: none"> ♦ Induction programme ♦ Staff/student checklist

STANDARDS & EXAMPLES OF EVIDENCE

Criteria	Examples of evidence
<p>Evaluation</p> <p>36. The programme is reviewed annually to identify priorities and target areas for improvement</p> <p>37. The policy and procedures are reviewed annually and used to guide programme development</p>	<ul style="list-style-type: none"> ◆ Record of candidates' examination results ◆ Exit interview forms ◆ Evaluation questionnaires- staff/students/employers ◆ Annual Review ◆ Management meetings ◆ Staff meetings ◆ Action/implementation plans with timescales ◆ Annual Review