Dental Nurse Network Academy

Level 3 Oral Health Education and Promotion Assessment Information

Aim

The aim of completing the course units, Record of Competence (RoC) and final exam is to demonstrate your ability to provide oral health education and promotion to a range of patients on a variety of oral health topics, both within the dental practice and in the wider community.

Learning objectives

By the time you have completed the course, you will:

- Be confident in providing appropriate oral health advice to a range of patients, on a range of topics, in a one-to-one session.
- Be confident in providing oral health promotion in a group setting.
- Be able to identify barriers to good oral health faced by patients and patient groups, and be knowledgeable about ways of overcoming these barriers.
- Be able to create your own resources for use in oral health promotion.

Assessment Overview

Your competency will be assessed through a combination of knowledge checks, applied learning, and final examination:

Unit Knowledge Checks – Multiple-Choice Tests

- Each learning unit includes a multiple-choice test to check your understanding of the content.
- You must achieve a minimum of 80% to pass each test.

Record of Competence (RoC)

- Once you have completed all learning units, you will begin your Record of Competence.
- This provides the opportunity to apply your knowledge and reflect on your experience.

Final Examination

- After completing your RoC, you will be able to book your final invigilated online exam.

- The online exam is 90 minutes in duration and must be completed in a single sitting. The pass mark is 65%.
- Upon successful completion of the final exam, students will be posted their **accredited level 3 certificate** within 5-10 working days.

Exam Bookings

Dental Nurse Network offers **flexible and learner-friendly invigilated exam bookings**. We understand that plans can change, and we aim to support you in completing your certificate in a way that fits your schedule.

- Rescheduling is free of charge with more than 5 days' notice.
- Cancellations made with less than 5 days' notice will incur a **£35 rebooking fee**.
- Learners may reschedule their exam date a maximum of three times.
- All exam bookings and reschedules must fall within your course access period.
- If the invigilated exam is moved to a date beyond your course expiry, an extension fee of £39.50 per month will apply.

We encourage you to book your exam when you feel fully prepared, and to respect the limited number of reschedules to avoid unnecessary delays.

Examination software required: Students are required to complete their examination within google chrome or firefox browsers. These browsers are free to download. Please ensure the browser is up-to-date.

Resits and Re-enrolment

- If you do not pass the exam, you may resit it for a fee of £35.00.
- Resits must be completed within one month of the original exam attempt.
- You are permitted a maximum of **three attempts** at the final examination.
- If you are unsuccessful after four attempts, you will be required to re-enrol on the course and complete all assessments again.

RoC Workbook

Before you start the RoC Workbook

Ensure you have completed Modules 1–7 including the tests on learn.dentalnursenetwork.com.

The RoC workbook consists of the following five parts:

- Part 1 – Supervised OHE appointments/sessions.
- Part 2 – Display.
- Part 3 – Resources.

- Part 4 – Group sessions.
- Part 5 – Course feedback and signed/completed witness list.

Part 1: In-clinic OHE appointments

These sessions must be supervised by a GDC-registered dental professional who is qualified and competent in carrying out an oral health session with a patient; your supervisor can be a dentist/therapist/hygienist/dental nurse who holds a recognised OHE certificate (evidence required for dental nurses). Your supervisor must agree to observe your sessions in full and provide constructive feedback using the associated log sheet. (Please note that you may have more than one supervisor within your practice.)

You are required to see five patients in-clinic, four of whom must each be seen on two occasions.

You must complete the following range of OHI appointments:

1. Patient A: Caries Prevention (two visits, child or young adult).
2. Patient B: Caries Prevention (two visits, adult).
3. Patient C: Periodontal Disease (two visits, adult).
4. Patient D: Periodontal Disease (two visits, young adult).
5. Patient E: Management of an Oral Condition (one visit, can be child or adult).

- Children are classified as 0 to 13 years old.
- Young adults are 14 to 17 years old.
- Adults are 18 years and over.

Writing up appointments

It is strongly recommended that you write up your competence log sheet on the day that the appointment takes place. This ensures that your reflection is:

- Clear and accurate.
- Personal to the patient and appointment.
- Fresh in your mind while the experience is still easy to remember.

You must write up each log sheet within 3 working days of the appointment. Log sheets recorded after this window will not be accepted.

Writing multiple log sheets at once often leads to repetitive, vague reflections that all sound the same. This weakens the quality of your work and may raise concerns about authenticity. The more promptly you write, the better your submission will be.

Reflective writing tips

Reflection is about learning from your own experience. Each competence log sheet includes questions to help guide you through this. Aim for reflections that are:

- Honest.
- Specific to the appointment and patient.
- Focused on how you can improve or build on what went well.

Use your reflections to:

- Identify what you learnt.
- Recognise areas for development.
- Track how your skills grow across your RoC.

Supervisor/witness guidance

Please ensure your supervisor/witness reads this section before your first appointment. The supervisor plays a vital role in helping you learn and succeed. They are responsible for:

- Supervising you for every patient you provide with oral health advice.
- Providing constructive feedback on each log sheet.
- Modelling professional behaviour, communication and patient care.
- Ensuring every section of the sheet is fully completed (including their name, GDC number and signature).
- Writing up their observations within 5 working days of the appointment.

We ask supervisors to:

- Encourage honest, reflective conversations after each appointment.
- Highlight both what went well and areas for improvement.

This helps create a safe, supportive learning experience that promotes professional growth and confidence.

Supervisors/witnesses must be GDC-registered and hold suitable qualifications. Dental nurse supervisors must hold a competency certificate in oral health education and provide evidence of certification.

Authenticity and validity of records

We take authenticity very seriously. Your RoC must reflect genuine appointments that you carried out under supervision.

You must not:

- Copy and paste answers between log sheets.
- Use AI tools or search engines such as Google to write your reflections.
- Submit records that don't relate to real appointments.

These actions are classed as false or misleading records.

As a course provider, we are professionally required to report any concerns about false records to the General Dental Council (GDC).

We do not want to see any student put at risk over something avoidable. Please ask for support if you're unsure how to write a reflection or need help with time management. We're here to help you succeed.

Submitting your OHE workbook for marking

Please ensure you share your OHE workbook with your assigned assessor at the following stages:

- After completing all Visit 1 appointments (for example, patients A to E).
- After completing all Visit 2 appointments.
- When Parts 2 to 5 are completed and ready for review.

Each section should be shared as soon as it is complete and ready for marking. Your assessor will aim to mark the submitted work within five to ten working days.

Part 2: Displays

Creating a display

Displays in dental practice waiting areas and reception spaces can be an effective tool to support patient education and raise awareness of key oral health topics. As part of your oral health education training, you are required to design and produce a display that communicates a clear oral health message to patients. This forms part of your Record of Competence (RoC) and will be assessed.

You may choose the topic of your display, provided it is appropriate, relevant, and presented in a way that is suitable for the intended patient group. Some example topics include:

- The effects of smoking on the oral cavity.
- The effects of alcohol on oral health.
- Sugar and dental caries.
- Oral cancer awareness *(please ensure all images used are appropriate for a general audience and suitable for display in a public setting).*

Your display may be created by hand, using printed materials, text, drawings or props, or it may be produced digitally. If your practice has a screen in the waiting area, you may wish to display content digitally. A combination of both formats is also acceptable.

How to create an engaging oral health display

This is an opportunity to apply your knowledge in a creative and engaging way. The purpose of your display is to present accurate oral health information clearly and professionally, using a format that captures attention and encourages patient understanding.

Displays can vary in style. Some learners prefer to create hand-made materials using pen and paper, drawings, or physical items such as sugar cubes to demonstrate the sugar content in food and drink products. This can be especially effective for displays aimed at children and families.

Others may choose to use digital design tools. Free platforms such as Canva offer user-friendly templates for posters and infographics. PowerPoint or GoogleSlides (Free) is another useful option, allowing you to design printed materials or digital slideshows that can be displayed on-screen. You may wish to combine visual resources, written explanations, and evidence-based content from trusted organisations such as the Oral Health Foundation.

Whatever approach you choose, your display should be:

- Clearly presented and easy to understand.
- Visually engaging and appropriately styled for the audience.
- Based on accurate, reliable information.
- Presented to a professional standard.

Submission requirements

To meet the requirements of this element of the RoC, you must:

- Complete the relevant Display Submission Forms within your RoC workbook.
- Provide a minimum of four clear photographs of your completed display.

- Ensure the display links to an oral health education session or patient interaction.
- Share your workbook with your assessor once your evidence is ready for review.

Marking criteria

It is essential that you review the marking criteria for this section before you begin. The criteria outline what is expected for a competent submission and what is required to achieve higher-level performance.

Key areas assessed include:

- The relevance and appropriateness of your chosen topic.
- The clarity and accuracy of your information.
- The overall presentation and layout of your display.
- How well your display communicates the intended message to patients.
- Evidence of creativity and patient engagement.

Referring to the marking criteria will help you understand the standard expected and allow you to plan and produce a display that demonstrates your knowledge, communication skills and professionalism.

Part 3: Creating resources

As an oral health educator, it can often be difficult to find resources that are truly suitable for your audience. To develop your confidence and show your understanding of key topics, you are required to create a selection of resources that could be used in oral health education sessions or provided to patients to take home.

These resources may include:

- Leaflets or brochures.
- Posters or visual aids.
- Resources for children.
- Models.
- Slides or presentations (e.g. PowerPoint).

Be as creative as you like. You are encouraged to produce materials that are clear, informative and engaging. Your resources should support and reinforce the advice you would provide in an

oral health session, using content that is accurate, relevant and tailored to your chosen audience.

You are required to make at least one leaflet or resource for each of two topic ranges; select two out of the five topic ranges below.

Topic 1: Care of dentures

- Think about your target audience: what age group are they in? Are they already wearing dentures, or are they new to wearing dentures?
- Think about the different types of dentures: immediate, partial, full.
- Think about the types of material dentures are made of: acrylic, chrome.
- What are the key messages you want your patients to remember from your resource?

Topic 2: Care of orthodontic appliances

- Think about your target audience: what age group are they in?
- Think about the different types of orthodontic appliances used.
- What are the key messages you want your patients to remember from your resource?

Topic 3: Care of fixed prosthetics

- Think about your target audience: what age group are they in?
- Think about the different types of fixed prosthetics you are focusing on. What are the particular risks associated with poor care of these appliances?
- What are the key messages you want your patients to remember from your resource?

4) Care of implants

- Think about your target audience: what age group are they in? What are their reasons for needing implants in the first place?
- Think about the different types of restoration on the implant and how these will need to be cared for.
- What are the key messages you want your patients to remember from your resource?

5) Children's Resources

- Think about your target audience: What resources will help them learn topics relevant to them, such as caries prevention?
- Think about different ways to engage them, such as creating child-friendly caries prevention information guides, colouring-in sheets, games, reward charts or others.
- Be creative with this resource and think about how you can create a resource your practice may want to give away to parents who have children. You may want to brand the resources with your practice's branding.

How to create an effective resource

This is your opportunity to demonstrate your understanding of oral health education in a creative and practical way. Your resource should:

- Present information clearly and accurately.
- Be appropriate and engaging for the intended audience.
- Support patient understanding and reinforce the key messages.
- Look professional and be well-structured.

Spend time reviewing examples of leaflets and resources from trusted providers, such as those used in your practice or organisations like the Oral Health Foundation. Use what you find to gather ideas, compare styles, and reflect on what makes a leaflet or visual resource effective.

Digital tools like Canva and PowerPoint can help you create layouts that are clear, visually appealing, and suitable for real-world use. Aim to go beyond basic templates and demonstrate originality and thoughtful design.

Refer to the marking criteria to guide your work. High-quality resources will:

- Include detailed, accurate content that is well-pitched for the audience.
- Be professionally presented with a strong layout and appropriate visuals.
- Show creativity, engagement, and a good understanding of patient needs.

Submission requirements

- Complete the submission form within the workbook.
- Ensure each resource is clearly labelled with the topic it relates to.
- Submit all resources together for marking.
- If your resource includes physical elements (e.g. a model), submit clear photographs of it.
- Share the workbook with your assessor when the section is ready for marking.

Part 4: Group sessions

You should not attempt this section until you have completed Parts 1, 2 and 3.

These sessions can be completed with or without supervision.

The aim of this section of your RoC is to promote the work of oral health educators within the community. It is also a good way to see how oral health educators going out into the community can represent and promote their practices.

You must complete an oral health session for a group of patients either within the practice or out in the community. This session needs to be planned and the plan submitted before undertaking the session.

The patient group and the topic can be your own choice; below are some ideas to give you some guidance as to patient groups:

- Nursery/school visits: you can use your own resources or access BrightBites (https://www.dentaid.org/uk/bright-bites/).
- Care home visits: if it is not possible to visit a care home, you can complete the session as a one-to-one with an elderly person.
- Oral health workshop: this is a session in the practice where you can invite a group of patients to come in for a group oral health session. Examples of groups include parents of schoolchildren or patients with diabetes.
- Homeless shelter visits: homeless people comprise a group that is often underserved and that could benefit from your time and knowledge. Make sure you are in close contact with those who run the shelter and that you have a good understanding of the patient groups that are likely to be present.

You must complete the relevant forms included within the RoC workbook and provide photographic evidence for assessment to your tutor. Please share the workbook with your assessor when the group session is ready for marking. You can view the marking criteria here.

Part 5: Course feedback and witness list

Students are required to complete course feedback and submit the signed witness list.