

The Safe Practitioner:
A framework of behaviours and outcomes
for dental professional education

Dental Therapist

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Safe Practitioner domains

| Domain | Sub domain |
|--------------------------------------|---|
| Clinical Knowledge and Skills | <ul style="list-style-type: none">• Clinical knowledge and its application to patient management• Clinical/Technical Skills |
| Interpersonal Skills | <ul style="list-style-type: none">• Effective communication• Teamwork and wellbeing of others |
| Professionalism | <ul style="list-style-type: none">• Ethics and integrity• Leadership• Social accountability |
| Self-management | <ul style="list-style-type: none">• Insight• Reflection, continued and self-directed learning• Adaptability, well-being, and personal growth• Organisation and time management |

Explanatory notes on this framework

1. This is the framework for all UK education and training programmes that lead to registration with the General Dental Council (GDC) as a dental professional. The descriptions under the four domains in the framework together summarise the GDC's expectations for new dental professionals, or 'safe practitioners'.
2. The learning outcomes and behaviours within this framework have been designed to allow education providers flexibility to use their expertise to develop programme curricula and to amend these to reflect changes in practice over time.
3. Where a learning outcome sets an expectation for knowledge or skills in a certain area (for example diseases or medicines) the role of the education provider is to determine the right areas to teach and assess within the remit of that professional group at the level expected to be a safe practitioner.
4. Overlap of content in particular areas of practice, for example content covered in both knowledge and skills in the clinical domain, is deliberate to separate out and clearly define the purpose of each outcome and what is required to be assessed. There are some outcomes and behaviours which have aspects that apply across two or more domains. Providers should consider all aspects of the outcome/behaviour and not limit the teaching and assessment/monitoring to only those aspects that fall within the domain listed.
5. The behaviours and learning outcomes are not structurally dependant on each other. Content in some areas is replicated across outcomes and behaviours. Determining whether content is a behaviour or an outcome (or a behaviour in addition to an outcome) is based on how it should be assessed and/or monitored by the provider.
6. All expected behaviours are common across the dental professional groups. Many of the learning outcomes are also shared across all groups. Where the learning outcome number has an '*' against it, this means that this outcome a variant of an outcome shared with other groups, or it is specific to this group. Differences and gaps in the numbering reflect that professional groups are required to have demonstrated only those learning outcomes relevant to their profession.

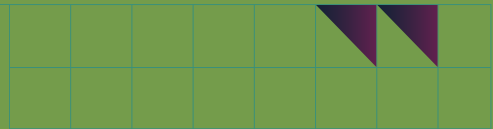
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| Domain: | Clinical Knowledge and Skills |
| Description | Possesses the skills and underpinning knowledge to undertake routine clinical and technical procedures and tasks. This includes the ability to apply that knowledge and those skills to specific contexts and situations, patients, and stages of treatment including, where relevant, assessment, diagnosis, treatment planning and onward referral |
| Sub domain: | Clinical knowledge and its application to patient management |
| Learning Outcomes | |
| C 1.1 | Explain the aetiology, pathogenesis and epidemiological trends of oral and dental disease and their application to patient management |
| C 1.2* | Describe and identify the clinical presentations of oral and dental diseases relevant to the role of a dental therapist and explain the principles underpinning their diagnosis, prevention, and treatment |
| 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 |
| 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 |
| 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 |
| C 1.6 | Describe relevant physiology and discuss its application to patient management |
| C 1.7 | Explain and evaluate psychological and sociological concepts and theoretical frameworks of health, illness, behavioural change and disease, and how these can be applied in clinical practice |
| 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 |
| C 1.9 | Explain the need for effective recorded maintenance and testing of equipment and requirements for appropriate storage, handling, and use of materials |
| C 1.10 | Describe the properties of relevant medicines and therapeutic agents and discuss their application to patient management |
| C 1.11 | Identify where medicines may cause adverse effects in patients and describe appropriate actions to manage and report |

| Domain: | Clinical Knowledge and Skills |
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| C 1.12 | Describe a range of commonly used complementary and alternative therapies that may impact on patient management |
| 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 |
| 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 dentistry |
| C 1.15 | Explain the scientific principles of medical ionizing radiation and statutory regulations, and how these are applied to clinical practice |
| C 1.16 | Explain the principles of obtaining valid patient consent |
| C 1.17 | Discuss the importance of each component of the patient assessment process |
| C 1.18 | Explain what is meant by a prognostic indicator and apply prognostic indicators to a range of clinical situations |
| C 1.19 | Evaluate the risks and benefits of treatment under general anaesthesia including patient selection criteria and make appropriate referrals |
| C 1.20 | Evaluate the risks and benefits of treatment under conscious sedation including patient selection criteria and make appropriate referrals |
| C 1.21 | Critically evaluate all components of patient management including risks, benefits, contra-indications and indications |
| C 1.22 | Explain the risks, benefits, complications of and contra-indications to all interventions (non-surgical and surgical) |
| 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 |
| C 1.24 | Explain the principles of preventive care and apply as part of a comprehensive personalised treatment plan |
| 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 |
| C 1.26 | Discuss the importance of achieving a healthy oral environment prior to restoration and/or replacement of teeth |
| C 1.27 | Explain how diet and nutritional status can influence oral and general health and how to provide appropriate advice and support |

| Domain: Clinical Knowledge and Skills | |
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| 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 |
| C 1.29* | Evaluate the need for adjunctive chemotherapeutic agents for the management of periodontal conditions in individual patients |
| C 1.30 | Describe the aetiology and pathogenesis of diseases of the oral and maxillofacial complex |
| C 1.31* | Identify potential malignancy and tumours and explain the importance of early referral |
| C 1.32 | Identify the signs of normal and abnormal facial growth, physical, mental and dental development milestones and explain their significance |
| C 1.38 | Explain the roles and organisation of various referral networks, clinical guidelines and policies and local variation |
| C 1.39* | Explain the need to take responsibility for establishing personal networks with local dental and medical colleagues |
| C 1.40 | Explain the responsibilities of the dental team as an access point to and from wider healthcare |
| C 1.42 | Explain the role of surgical management of periodontal disease |
| C 1.43* | Describe conditions or complications that may arise following dental implant therapy |
| Sub domain: | Clinical/Technical Skills |
| Behaviours | |
| C (B)1 | Adopt an evidence-based approach to clinical practice |
| Assessment, diagnosis, and treatment planning | |
| Learning Outcomes | |
| C 2.1.1 | Obtain, record, and interpret a comprehensive and contemporaneous patient history, taking into account social and/or cultural sensitivities |
| C 2.1.2 | Undertake an appropriate systematic intra- and extra-oral clinical examination |
| C 2.1.3 | Assess patients' levels of anxiety, experience, and expectations in respect of dental care and oral health |
| C 2.1.4* | Appropriately prescribe and/or interpret the findings of clinical investigations |

| Domain: Clinical Knowledge and Skills | |
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| C 2.1.5 | Undertake relevant special investigations and diagnostic procedures, including radiography |
| C 2.1.7 | Synthesise the full results of the patient's assessment and make clinical judgements taking into account patient compliance, values, cultural identity, and self-care |
| C 2.1.8 | Formulate a differential diagnosis or diagnoses and from there a definitive diagnosis |
| C 2.1.9 | Formulate a personalised treatment plan, synthesising patient assessment, diagnostic data, prognosis, and shared decision making |
| 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 |
| C 2.1.11 | Assess own capabilities and limitations and refer patients for specialist treatment or advice when and where appropriate |
| Patient Management | |
| C 2.2.1 | Identify, explain, and manage the impact of medical and psychological conditions in a range of patients and determine how this can influence patient compliance, self-care, and outcomes, taking into account the patient's cultural identity and values |
| C 2.2.2 | Prevent, diagnose, and manage patient anxiety appropriately, effectively, and safely |
| C 2.2.3 | Prevent, diagnose, and manage patient pain appropriately, effectively, and safely |
| C 2.2.4 | Safely and appropriately administer medicines and therapeutic agents |
| C 2.2.5 | Monitor and review treatment outcomes and patient response to advice, providing aftercare, follow-up and ongoing preventive advice and intervention |
| Safe Clinical Environment | |
| C 2.3.1 | Identify and explain the risks within and around the clinical environment and manage these in a safe and effective manner |
| C 2.3.2 | Implement, perform, and manage effective decontamination and infection control procedures according to current guidelines |

| Domain: Clinical Knowledge and Skills | |
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| Acute Conditions | |
| C 2.4.1 | Identify, assess, and manage medical emergencies |
| C 2.4.2* | Recognise and manage patients' acute oral conditions ensuring involvement of appropriate dental team members |
| Oral Health/Prevention | |
| 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 |
| C 2.5.2 | Manage and review the application of preventive treatments, intervention, advice and instruction |
| Periodontal Disease | |
| C 2.6.1 | Assess and manage the health of periodontal and soft tissues taking into account risk, lifestyle factors, plaque control/self-care and compliance/response to advice |
| C 2.6.2 | Undertake non-surgical treatments to remove hard and soft deposits and stains using a range of methods |
| C 2.6.3 | Monitor and record changes in periodontal health using appropriate methods |
| C 2.6.4* | Apply antimicrobials where appropriate to manage periodontal diseases |
| C 2.6.5* | Manage the health of peri-implant tissues |
| Hard & Soft Tissue Disease | |
| C 2.7.2* | Extract erupted primary teeth under local anaesthetic |
| Restoration and/or Replacement of Teeth | |
| C 2.8.1 | Assess and manage caries |
| C 2.8.2* | Assess and manage occlusion within scope of practice |
| C 2.8.3 | Assess and manage tooth wear |
| C 2.8.5 | Create an oral environment where restoration or replacement of the tooth is viable |
| C 2.8.6 | Where appropriate, restore the dentition using the principle of minimal intervention, to a standard that promotes longevity of the restoration or prosthesis |



| Domain: | Clinical Knowledge and Skills |
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| C 2.8.7* | Restore teeth using direct restorations with materials appropriate to the patient, which preserve tooth structure, maintain function, are aesthetic and durable and promote soft and hard tissue health |
| C 2.8.8* | Assess and manage the health of dental pulp in primary teeth, including treatment to prevent pulpal disease |
| C 2.8.11* | Place temporary dressings and re-cement crowns with a temporary cement taking the occlusion into consideration |
| C 2.8.12* | Restore primary teeth using preformed crowns |

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| Domain: | Interpersonal Skills |
| Description | Uses interpersonal skills and emotional awareness to enable effective communication with all patients and colleagues which is underpinned by behaving in a caring, compassionate, empathic, and respectful way. Demonstrates effective team working and helps foster wellbeing of others. |
| Sub domain: | Effective Communication |
| Behaviours | |
| I (B)1 | Communicate with care, compassion, empathy and respect in all professional interactions with patients, their representatives, the public and colleagues |
| Learning Outcomes | |
| I 1.1 | Describe the use of a range of communication methods and technologies and their appropriate application in support of clinical practice |
| I 1.2 | Describe the importance of non-verbal communication, including listening skills, and the barriers to effective communication |
| 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 |
| I 1.4 | Communicate effectively and sensitively by spoken, written and electronic means with the public |
| 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 |
| I 1.6 | Use appropriate methods to provide accurate, clear and comprehensive information when referring patients to other dental and healthcare professionals. |
| I 1.7 | Communicate appropriately and effectively in professional discussions and transactions |

| Domain: Interpersonal Skills | |
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| I 1.8 | Give feedback effectively to other members of the team |
| I 1.9 | Explain the professional expectations, potential impact, and consequence of using social media as a communication tool |
| Sub domain: | Teamwork and Wellbeing of Others |
| Behaviours | |
| I (B)2 | Respect the roles of dental and other healthcare professionals in the context of learning and working in a dental and wider healthcare team |
| I (B)3 | Demonstrate effective team working |
| I (B)4 | Contribute to your team in providing dental care for patients |
| I (B)5 | Take a patient-centred approach to working with the dental and wider healthcare team |
| I (B)6 | Where appropriate manage and refer/delegate work according to the scope of practice of members of the dental team, in line with competence and professional practice |
| Learning Outcomes | |
| I 2.1 | Explain the responsibilities and limitations of delegating to other members of the dental team |
| 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 |
| 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 |
| 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 |
| I 2.5 | Describe the team working guidance provided by the GDC and other relevant bodies |
| 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 |
| 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 |
| I 2.8 | Explain the need to ensure that those who raise concerns are protected from discrimination or other detrimental effects |

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| Domain: | Professionalism |
| Description | Demonstrates professionalism and integrity by behaving ethically, shows leadership and social accountability. Is committed to advocating for oral health, promoting good oral health and understands the importance of sustainable service provision in the population and across communities, and addressing priority health needs for the communities. |
| Sub domain: | Ethics and Integrity |
| Behaviours | |
| P (B)1 | Treat your patients, members of the public and your colleagues with dignity and respect and without discrimination |
| P (B)2 | Support patients to make informed decisions about their care, making their interests your first concern |
| P (B)3 | Demonstrate cultural competence, accepting and respecting the diversity of patients and colleagues |
| P (B)4 | Provide the best possible outcome for your patients by using your knowledge and skills, acting as an advocate for their needs where appropriate |
| P (B)5 | Speak up to protect others from harm |
| P (B)6 | Raise concerns where appropriate about your own or others' health, behaviour or professional performance |
| P (B)7 | Comply with systems and processes to support safe patient care |
| P (B)8 | Act in accordance with current best practice guidelines |
| P (B)9 | Act in accordance with national and local clinical governance and health and safety requirements |
| P (B)10 | Act within the legal frameworks which inform personal behaviour, the delivery of healthcare and the protection and promotion of the health of individual patients |
| P (B)11 | Maintain contemporaneous, complete and accurate patient records in accordance with legal requirements and best practice |
| P (B)12 | Act with integrity and ensure your actions maintain the trust of colleagues, patients, and the public in you, your team, and the profession across all environments and media |
| P (B)13 | Proactively address discriminatory language, behaviour and microaggressions from colleagues, patients and other professionals |

| Domain: Professionalism | |
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| P (B)14 | Demonstrate personal accountability to patients, the regulator, the team and wider community |
| P (B)15 | Work in partnership with colleagues to develop and maintain an effective and supportive environment which promotes the safety and wellbeing of the patient and dental team |
| Learning Outcomes | |
| P 1.1 | Explain the importance of contemporaneous, complete and accurate patient records in accordance with legal requirements and best practice |
| P 1.2 | Describe the legal responsibilities of maintaining and protecting patients' information |
| 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) |
| P 1.4 | Explain cultural competence and its relevance in assessing the needs and planning care for patients from diverse backgrounds |
| 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) |
| P 1.6 | Explain the importance of having appropriate indemnity arrangements in place for both the professional and patient |
| P 1.7 | Explain the importance of candour and effective communication with patients when things go wrong or when dealing with a complaint |
| P 1.8 | Explain how and where to report any patient safety issues which arise |
| 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 |
| P 1.10 | Explain the attributes of professional attitudes and behaviour in all environments and media, including interaction with social media |
| P 1.11 | Explain the principles and procedures for good complaints handling |
| P 1.12 | Describe the responsibility that dental practices and individual practitioners have in compliance with legal and regulatory frameworks |

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| Domain: | Professionalism |
| Sub domain: | Leadership |
| Behaviours | |
| P (B)16 | Where appropriate lead, manage and take professional responsibility for the actions of colleagues and other members of the team involved in patient care |
| Learning Outcomes | |
| P 2.1 | Describe the differences between management and leadership |
| P 2.2 | Describe own management and leadership role and the range of skills and knowledge required to do this effectively |
| 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 |
| Sub domain: | Social Accountability |
| Behaviours | |
| P (B)17 | Contribute positively to the healthcare communities of which you are a part |
| Learning Outcomes | |
| 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 |
| 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 |
| 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 |
| P 3.4 | Evaluate evidence-based prevention at a community / population level |
| P 3.5 | Explain the principles of planning oral health care for communities to meet needs and demands |
| P 3.6 | Describe the principles and limitations of the currently available options for funding of dental healthcare provision for individual patients |
| P 3.7 | Discuss the ethical challenges associated with providing patient care within the current dental healthcare systems |

| Domain: | Professionalism |
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| 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 |
| P 3.9 | Describe the importance of collaboration across the health and social care sector for the benefit of communities and individual patients |
| 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 |
| 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 |
| 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 |

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| Domain: | Self-management |
| Description | Can self-manage, adapt, and respond to different situations using insight and reflection. Plans and manages their time and keeps up to date with continued learning and development. |
| Sub domain: | Insight |
| Behaviours | |
| S (B)1 | Accurately assess your own capabilities and limitations in the interest of high-quality patient care and seek advice from supervisors or colleagues where appropriate |
| S (B)2 | Recognise personal assumptions, biases and prejudices and manage the impact of these on patient care and professional behaviour with colleagues, patients and wider society |
| S (B)3 | Recognise the impact of contextual factors on the health care environment and patient safety and manage this professionally |
| Learning Outcomes | |
| S 1.1 | Explain what is meant by the term insight in the context of professional practice |
| S 1.2 | Explain why insight is important in ensuring safe and effective patient care, and to personal development |
| Sub domain: | Reflection, Continued, and Self-Directed Learning |
| Behaviours | |
| S (B)4 | Demonstrate own professional responsibility in the development of self |
| S (B)5 | Develop and maintain professional knowledge and competence |
| S (B)6 | Demonstrate appropriate continuous improvement activities |
| Learning Outcomes | |
| S 2.1 | Explain the principles of an evidence-based approach and evaluate an evidence base |
| S 2.2 | Critically appraise approaches to dental research and explain how to integrate the outcomes of research with patient care |
| 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 |

| Domain: Self-management | |
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| S 2.4 | Explain the importance of assessment, feedback, critical reflection, identification of learning needs and appraisal in personal development planning |
| S 2.5 | Explain the importance of and requirement for commitment to lifelong learning |
| S 2.6 | Utilise the receipt of effective feedback in the professional development of self |
| S 2.7 | Describe the principles of and demonstrate personal development planning, recording of evidence, and reflective practice |
| S 2.8 | Evaluate the impact of new techniques and technologies in clinical practice |
| S 2.9 | Describe opportunities for improvement of a clinical service or to manage / mitigate risks |
| Sub domain: | Adaptability, Wellbeing, and Personal Growth |
| Behaviours | |
| S (B)7 | Demonstrate engagement with systems and personal strategies which promote and maintain physical and mental wellbeing |
| S (B)8 | Recognise when and how to take action if wellbeing is compromised to a point of affecting an individual's role or professional relationships |
| Learning Outcomes | |
| S 3.1 | Describe ways of self-monitoring, self-care and routes of seeking appropriate advice in terms of personal wellbeing |
| S 3.2 | Describe strategies to identify and manage the personal and emotional challenges of work, teamwork and workload |
| S 3.3 | Describe strategies to identify and manage the personal and emotional challenges of uncertainty and change |
| 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 |
| Sub domain: | Organisation and Time Management |
| Behaviours | |
| S (B)9 | Effectively manage your own time and resources |

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