Apprenticeship Developments
New Routes of Progression for the Dental Team

Michael Wheeler
Programme Manager – Dental Apprenticeships
Learning outcomes

• State the development of apprenticeships and how they may link to developing the knowledge and skills of all members of her dental team.

• Define how apprenticeships are funded.

• State the range of apprenticeships that support the delivery of oral health care, prevention, training and managing dental care.

GDC e – CPD outcome B and C
Advancing Dental Care

Key Issues

Sustainability of supply

- Apprenticeships should be explored in further detail
Population of the United Kingdom

Population of England
Population of the United Kingdom

66,435,600

Population of England

56,000,000

Source: ONS 2019
Dental Nurse Apprentices

2017 / 2018

7,775 funded training places

6,430 Apprentices

2,936 completed training
Workforce proportions today (headcount for UK)

- Dentist: 36.6%
- Dental nurse: 48.8%
- Dental hygienist: 2.2%
- Dental therapist: 0.3%
- Orthodontic therapist: 0.3%

Source: Based on GDC headcount figures for UK, June 2014
Workforce proportions today (headcount for UK)

- **Orthodontic Therapist**: 691
- **Dentist**: 42,389
- **Dental Therapist**: 3,575
- **Dental Technician**: 5,709
- **Dental Nurse**: 57,751
- **Dental Hygienist**: 7,486
- **Clinical Dental Technician**: 371

Source: GDC Data Oct 2019
Education and Training of Personnel Auxiliary to Dentistry

The Nuffield Foundation
• Redefining apprenticeships: They should be targeted only at those who are new to a job or role that requires sustained and substantial training.
• Focusing on the outcome of an apprenticeship - what the apprentice can do when they complete their training - and freeing up the process by which they get there. Trusted, independent assessment is key.
• Recognised industry standards should form the basis of every apprenticeship.
• All apprentices should reach a good level in English and maths before they can complete their apprenticeship.
• Government funding must create the right incentives for apprenticeship training. The purchasing power for investing in apprenticeship training should lie with the employer.
• Greater diversity and innovation in training - with employers and government safeguarding quality.
An Apprenticeship is a job with training allowing you to earn while you learn and gain a nationally recognised qualification and fits into a educational framework.
<table>
<thead>
<tr>
<th>Typical higher education qualifications awarded by degree-awarding bodies within each level</th>
<th>FHEQ level</th>
<th>SCQF level</th>
<th>Corresponding QF-EHEA cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral degrees (eg, PhD/DPhil, EdD, DBA, DClinPsy)(^c)</td>
<td>8</td>
<td>12</td>
<td>Third cycle (end of cycle) qualifications</td>
</tr>
<tr>
<td>Master's degrees (eg, MPhil, MLitt, MRes, MA, MSc)</td>
<td>7</td>
<td>11</td>
<td>Second cycle (end of cycle) qualifications</td>
</tr>
<tr>
<td>Integrated master's degrees (eg, MEng, MChem, MPhys, MPharm)(^d)</td>
<td>7</td>
<td>11</td>
<td></td>
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<tr>
<td>Primary qualifications (or first degrees) in medicine, dentistry and veterinary science (eg, MB ChB, MB BS, BM BS(^c); BDS; BVSc, BVMS)(^f)</td>
<td>7</td>
<td>11</td>
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</tr>
<tr>
<td>Postgraduate diplomas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postgraduate Certificate in Education (PGCE)(^g)/Postgraduate Diploma in Education (PGDE)(^h)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postgraduate certificates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor's degrees with honours (eg BA/BSc Hons)</td>
<td>6</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Bachelor's degrees</td>
<td>6</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Professional Graduate Certificate in Education (PGCE) in England, Wales and Northern Ireland(^e)</td>
<td>6</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Graduate diplomas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate certificates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation degrees (eg, FdA, EdSc)</td>
<td>5</td>
<td>NA</td>
<td>Short cycle (within or linked to the first cycle) qualifications</td>
</tr>
<tr>
<td>Diplomas of Higher Education (DipHE)</td>
<td>5</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Higher National Diplomas (HND) awarded by degree-awarding bodies in England, Wales and Northern Ireland under licence from Pearson(^i)</td>
<td>5</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Higher National Certificates (HNC) awarded by degree-awarding bodies in England, Wales and Northern Ireland under licence from Pearson(^j)</td>
<td>4</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

What is the apprenticeship levy?

- The Apprenticeship Levy will be a levy on UK employers to fund new apprenticeships started on 1 April 2017.

- **The levy will be 0.5% of the pay bill**, paid through PAYE.

- Any UK employer, in any sector, with a pay bill of more than £3 million per year is liable to pay the levy, e.g. **NHS Trusts, dental corporates**.

- Small business e.g. **dental practice**, will still have apprentices in training, but will part fund the training - only pay 5% of the training fee e.g. for a dental nurse a dental practice will only pay £300 to the training provider, through the levy the training provider will receive £5,700.
Dental Nurse Apprenticeship (Level 3 Award)

- 18 Months in length – follows the same curriculum as NEBDN, City and Guilds, CACHE etc. as laid out in the GDC guidance Preparing for Practice
- Assessed by individual's who are GDC registrants with the appropriate knowledge and skills, hold an assessors qualification and are on the GDC Register
- Dental Nurse must be employed as an apprentice (and complete maths and English at level 2)
- Must complete the end point assessments*
- Training providers need to be registered on the IfA Register of Apprentice Training Providers
- Independent end point assessment organisations need to be registered on the IfA Register of Apprentice Assessment Organisations (RoAAO)
Quality standards

- Training providers need to register on the Register of Apprentice Training Providers (RoATP). **Anyone registered is in scope for an Office for Standards in Education, Children's Services and Skills (OFSTED) inspection**

- External Quality Assurance of the end point assessment process is by the Office of Qualifications and Examinations (OFQUAL)

- **General Dental Council** — will start to sample individual dental nurse training providers, as they do for all other members of the dental team — initially by a survey (this will apply to both apprenticeships training organisations and those continuing with the traditional training methods).
Apprenticeship pay (national minimum wage)

<table>
<thead>
<tr>
<th>Year</th>
<th>25 and over</th>
<th>21 to 24</th>
<th>18 to 20</th>
<th>Under 18</th>
<th>Apprentice</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2019</td>
<td>£8.21</td>
<td>£7.70</td>
<td>£6.15</td>
<td>£4.35</td>
<td>£3.90</td>
</tr>
</tbody>
</table>

Apprentices must be employed; as a minimum their rate of pay is:

For the first year of their apprenticeship they are paid the apprenticeship wage irrespective of their age, it then becomes age related.

For a dental nurse they are paid apprenticeship wage for the first 12 months followed by the next six months at their age related wage (this is the minimum, many practices pay more).
## Dental Apprenticeships in Delivery

<table>
<thead>
<tr>
<th>Job role</th>
<th>Level and training period</th>
<th>Funding available to training provider</th>
<th>Awarding body</th>
<th>End Point Assessment Organisation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Nurse</td>
<td>3: 18 months</td>
<td>£6,000</td>
<td>NCFE, City and Guilds, NEBDN</td>
<td>NCFE, City and Guilds</td>
<td>Moving to an integrated award</td>
</tr>
<tr>
<td>Dental Technician</td>
<td>5: 36 months</td>
<td>£18,000</td>
<td>Awarding University e.g. University of Bolton</td>
<td>Integrated award by default awarding University</td>
<td></td>
</tr>
<tr>
<td>Dental Practice Manager</td>
<td>4: 18 months</td>
<td>£9,000</td>
<td>NCFE</td>
<td>NCFE Pearson's</td>
<td></td>
</tr>
</tbody>
</table>
Knowledge
- A detailed understanding of systemic health systems and their relationship to oral health
- A detailed understanding of head and neck anatomy, physiology, dental caries, oral medicine and periodontal disease and their treatments
- A detailed understanding of diet, nutrition, hydration, and their links with systemic and oral health
- A detailed understanding of differing patients group needs including across different age groups, those with learning disabilities, those with mental health conditions or dementia
- A detailed understanding of behaviour change and the theories that underpin models of learning in individuals and groups to change behaviour
- Theories and concepts of motivational interviewing
- How to support behaviour change with individuals (e.g. in dental surgery) and with carers, in schools and care homes) and on a group basis

Skills
- Intraoral plaque and debris scores
- Impression taking
- Intraoral fluoride application
- Carry out intraoral and extra oral photography
- Carrying out brief clinical preventive advice interventions and targeted group interventions
- Provide both oral and general systemic health advice e.g. smoking cessation, diet advice
- Able to provide behaviour change advice and support to individuals and groups across all ages and with different cognitive abilities
- Provide motivational interviews
- Undertake Health Screening e.g. for diabetes and blood pressure
Orthodontic Therapist
Level 4
<table>
<thead>
<tr>
<th>Job role</th>
<th>Level and training period</th>
<th>Funding available to training provider</th>
<th>Awarding body</th>
<th>End Point Assessment Organisation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory Technician</td>
<td>3: 18 months</td>
<td>£21,000</td>
<td>NOCN</td>
<td>NOCN SIAS</td>
<td>Being adapted for use to replace dental laboratory assistant apprenticeship.</td>
</tr>
<tr>
<td>Oral Health Practitioner</td>
<td>4: 15 months</td>
<td>£9,000</td>
<td>Yet to be agreed</td>
<td>Yet to be agreed</td>
<td>Likely to be ready for delivery in the winter of 2019</td>
</tr>
<tr>
<td>Orthodontic Therapist</td>
<td>4: 15 months</td>
<td>Yet to be agreed</td>
<td>Yet to be agreed</td>
<td>Yet to be agreed</td>
<td>Likely to be ready for delivery in the winter of 2019</td>
</tr>
<tr>
<td>Clinical Dental Technician</td>
<td>5: 24 months</td>
<td>Under review</td>
<td>Awarding University</td>
<td>Not required as integrated award by awarding university</td>
<td>Likely to be ready for delivery in the winter of 2019</td>
</tr>
</tbody>
</table>
Dental Nurse

- Foundation Degree in Advanced Dental Nursing
- Dental Practice Manager
- Oral Health Practitioner
- Orthodontic Therapist
Reconstructive Scientist (Maxillofacial Prosthetist)
Clinical Dental Technician
Dental Technician
Dental Laboratory Assistant
Interested in teaching or assessing?

- Academic Professional (Level 7)
- Learning and Skills Teacher (Level 5)
- Assessor Coach (Level 4)
- Dental Nurse (Level 3)
Apprenticeship standards already developed and agreed for delivery

- Customer Service Practitioner (level 2) (Receptionist)
- Business Administrator (level 3)
- Team leader (level 3) (senior dental nurse)
- Higher apprenticeship in management (level 4)
- Chartered Manager (level 6)
  (Performance and ops manager / dental nurse manager)
- Management and Leadership Level 7 (MSc)

- A number of education delivery related apprenticeships are in development at all levels - watch this space
- The NHS Leadership academy are reviewing their awards to align with apprenticeship's
Post-16 technical education reforms

T level action plan

October 2017
BACKGROUND TO THE SAINSBURY PANEL REVIEW

The Independent Panel on Technical Education was tasked with advising Ministers on actions to improve the quality of technical education in England.

• The report highlighted the confusing multitude of qualifications available to young people, as well as issues with the market-based approach to qualifications

The Panel recommended comprehensive reform:

• The development of 15 technical routes to skilled employment, encompassing all employment-based and college-based training

• The development of new flagship technical education programmes to sit within these routes (‘T Levels’)

• A radical streamlining of existing technical qualifications, aiming to simplify the system for students and employers
WHAT ARE T LEVELS?

• T Levels are new two year, level 3 technical education courses. The first three in Digital, Education & Childcare and Construction will be taught for the first time in around 50 providers from September 2020.

• They will follow GCSEs and will be larger in size than most current technical qualifications, roughly equivalent to 3 A Levels.

• T Levels have been developed in collaboration with employers and businesses so that the content meets the needs of industry.

• T Levels will offer students a mixture of classroom learning (80%) and ‘on-the-job’ experience (20%) during an industry placement.

• T Levels will develop the knowledge and skills needed for progression into skilled employment or to higher level technical training, including apprenticeships and higher education. We are working closely with HEIs to examine how they might use T Levels for admission purposes.
## T Levels in 2020 and 2021

<table>
<thead>
<tr>
<th>T Levels from September 2020</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Digital Route</strong></td>
<td>• Digital Production, Design and Development</td>
</tr>
<tr>
<td><strong>Education &amp; Childcare Route</strong></td>
<td>• Education</td>
</tr>
<tr>
<td><strong>Construction Route</strong></td>
<td>• Design, Surveying and Planning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>T Levels from September 2021</th>
<th></th>
</tr>
</thead>
</table>
| **Digital Route** | • Digital Support and Services  
• Digital Business Services |
| **Construction Route** | • Onsite Construction  
• Building Services Engineering |
| **Health and Science Route** | • Health  
• Healthcare Science  
• Science |
EACH T LEVEL INCLUDES

A TECHNICAL QUALIFICATION

Which includes
- on a ‘core’ element which covers the underpinning concepts, theories and knowledge relevant to their subject
  - a ‘specialism’ where they learn the knowledge, skills and behaviours needed to enter skilled employment
  - an employer set project

AN INDUSTRY PLACEMENT

- Minimum of 45 days, or 315 hours
- With an external employer
- Using and refining the skills they have learnt in the classroom / workshop

MATH, ENGLISH AND DIGITAL

- Minimum level 2 (GCSE or Functional Skills) in Math and English
- Employers can specify other requirements eg Health and Safety certificates
E.G. DIGITAL PRODUCTION, DESIGN AND DEVELOPMENT T LEVEL

**TECHNICAL CORE**
- Business context
- Culture – ethical and moral issues
- Data – concepts, data format, analysis and maintenance
- Digital environments – system fundamentals – physical, virtual, cloud

**TECHNICAL SPECIALISM**
- Software design, implementation and testing
- Defining requirements
- Changing and maintaining software
- Creating solutions in a social and collaborative environment

**INDUSTRY PLACEMENT**
- Using technical skills in the workplace
- With up to 2 employers
- Small or large employers
- Line manager / mentor in the workplace
- Support from college
INTRODUCING INDUSTRY PLACEMENTS

- Placements within a business for students on relevant vocational courses that give them a chance to put into practice the knowledge and technical skills learnt in the classroom, through structured and meaningful work.

- Employers work closely with learning providers to organise placements lasting a minimum of 45 working days, delivered flexibly – can be day release, block or mix.
INDUSTRY PLACEMENTS

• We have carried out extensive user centred research and analysis to identify best practice and challenges

• An industry placement pilot scheme tested different models and approaches to delivering T Level placements in academic year 2017/18. 21 providers piloted these, successfully enabling over 1,100 placements to be completed

• Allocated nearly £60 million to providers through the Capacity and Delivery Fund, helping them establish the infrastructure and resources needed (with another £74m allocated for 19/20)

• The National Apprenticeship Service are providing a referral and matching service to make it easier for employers to be put in touch with local providers

• We have published ‘how to’ guidance for both providers and employers – and intensive support has been given to those providers who needed it
THE BENEFITS OF INDUSTRY PLACEMENTS TO EMPLOYERS

• Gain extra resources for day-to-day projects
• Develop a cost-effective recruitment pipeline of talent for entry-level jobs
• Attract motivated young people to your business and bring in imaginative and new ideas
• Build the capacity of your business and develop the skills you need
• Give your staff the opportunity to upskill in coaching and mentoring
• Build a more diverse and creative workforce
• Provide a positive experience for a local young person
Learning Outcomes

• State the development of apprenticeships and how they may link to developing the knowledge and skills of all members of her dental team.

• Define how apprenticeships are funded.

• State the range of apprenticeships that support the delivery of oral health care, prevention, training and managing dental care.

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