

# Tempdent Dental Agency Limited

Progress monitoring report

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<b>Name of lead inspector:</b>	Sue Hasty, Her Majesty's Inspector
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<b>Type of provider:</b>	Independent learning provider
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## Monitoring visit: main findings

### Context and focus of visit

Tempdent Dental Agency Limited received a new provider monitoring visit in February 2019. At that time, inspectors made progress judgements under three themes.

This monitoring visit focused on the extent to which leaders and those responsible for governance are taking effective action to provide education and training in the current circumstances. It was undertaken as outlined in the [operational note on visits carried out from January 2021](#) and with reference to the further education and skills handbook.

These visits are to help learners, parents, employers and government understand how providers are meeting the needs of learners in this period, including those with high needs and those with special educational needs and/or disabilities.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, inspectors carried out this monitoring activity remotely. As a result, the range of evidence available to inspectors was narrower than would be the case during an on-site inspection. Therefore, this report provides a more limited level of assurance.

The impact of COVID-19 has been taken into account in the findings and progress judgement below. Inspectors did not evaluate leaders' response to COVID-19 during the spring and summer of 2020, when there were no national expectations regarding remote education.

### Theme

**What progress are leaders and those responsible for governance making to ensure that staff teach a curriculum and provide support to meet learners' needs, including the provision of remote/online learning?**

**Significant progress**

Leaders and managers worked closely and rapidly with employers to put in place effective ways to assess apprentices' skills in the work environment when access to dental practices was restricted. Assessors train employers to observe their apprentices carrying out the skills they need to complete their studies. Assessors make excellent use of video technology. They use this to watch apprentices perform tasks such as cleaning and sterilising dental equipment. As a result of these changes, a high proportion of apprentices continue to be successful and finish their apprenticeship on time.

Since the previous monitoring visit, leaders quickly increased the support available for apprentices needing help with English and mathematics. For example, before apprentices take examinations, tutors give them useful one-to-one lessons on skills they find difficult.

Leaders plan a well-sequenced mathematics revision curriculum. The content builds knowledge and skills progressively over four weeks. Topics in lessons group together logically. For example, in the first week apprentices learn how to convert decimals and fractions into percentages. They use this knowledge later in the course to work out ratios and proportions.

Apprentices benefit from tutors who are highly experienced and knowledgeable dental nurses who frequently update their occupational knowledge. Tutors are well-informed about the impact of COVID-19 on dental surgeries. Consequently, apprentices' development of knowledge and skills reflects the most current working practices.

Apprentices on the level 3 dental nurse course benefit from good-quality online resources. These include well-executed live webinars. They help apprentices understand, for example, about the increased risk of nerve damage when removing impacted wisdom teeth. Apprentices gain a secure understanding of the importance of demonstrating empathy with patients undergoing these treatments.

Tutors use effective techniques to ensure that apprentices take an active part in online lessons. In mathematics, tutors ask each apprentice to explain aloud how they have worked out a mathematics problem. Tutors check each apprentices' understanding during and at the end of online lessons by using quizzes and polls. They use the results to identify and note gaps in knowledge to plan for future lessons.

Apprentices appreciate the monthly review meetings with their assessors. The feedback they receive helps them stay motivated and keep on track with their studies. However, in a few cases, assessors' feedback does not clearly explain what apprentices need to do to improve the errors in their written work. Mistakes such as the incorrect use of an apostrophe, for example, remain uncorrected.

Attendance at online lessons is high and is rigorously monitored. Tutors and assessors receive weekly reports that highlight learners for whom attendance is a concern. Employers also receive these reports. Assessors and employers work together to support these learners with their coursework. For instance, employers encourage apprentices to contact members of the dental team through online chat boxes if they have technical questions about their coursework.

Employers speak highly of the training apprentices receive from tutors and assessors. Most apprentices are new to dental nursing when they start the apprenticeship. Employers recognise how apprentices' knowledge and confidence grows throughout the course. As a result, the majority of apprentices secure permanent employment at the end of their apprenticeship.

Apprentices value the support they receive from staff. They feel safe and know who to go to if they have a safeguarding concern. Apprentices have a basic level of understanding of keeping safe when learning online. They know about the importance of confidentiality and how to behave in lessons and webinars. However, many apprentices cannot explain anything in detail about the broader aspects of keeping safe online, such as the harms caused by online bullying.

Apprentices receive comprehensive careers guidance from tutors and assessors. Tutors identify apprentices' career goals and aspirations at the start of the course. They tailor advice and information appropriately to match apprentices' ambitions. Apprentices join webinars for more detailed information on opportunities for progressing their careers.

Leaders and those responsible for governance should take further action to:

- ensure that tutors and assessors give learners more helpful feedback so that they understand further what they need to do to improve.

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