



# Licence in Dental Surgery

## Syllabus

### Introduction

This syllabus sets out the knowledge, skills and behaviours that may be assessed by the Licence in Dental Surgery (LDS) exam.

It accompanies the General Dental Council's *Safe Practitioner Framework* as well as the LDS Candidate Guidance for Parts 1, 2 and 3 and should be read in conjunction with these documents.

The LDS exam assesses the Learning Outcomes and Behaviours in the *Safe Practitioner Framework*, which represent the knowledge skills and behaviours required of a day one BDS-qualified dentist. Each exam does not assess everything in the syllabus however, everything in the syllabus could be assessed in the LDS exam.

The syllabus indicates with an **X** where a learning outcome may be assessed in Part 1, the Part 2 OSCE, the Part 2 SCR exam and / or the Part 3 PCS exam.

Where a learning outcome appears in the *Safe Practitioner Framework* but does not appear in this syllabus, it should be assumed that it is not assessed in the LDS.

## Overview

The LDS will assess all the domains in the *Safe Practitioner Framework*.

These are:

### **Clinical knowledge and skills**

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- Clinical knowledge and its application to patient management
- Clinical/Technical Skills Interpersonal Skills
- Effective communication
- Teamwork and wellbeing of others

### **Interpersonal Skills**

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- Effective communication
- Teamwork and wellbeing of others

### **Professionalism**

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- Ethics and integrity
- Leadership
- Social accountability

### **Self-management**

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- Insight
- Reflection, continued and self-directed learning
- Adaptability, well-being, and personal growth
- Organisation and time management

## Clinical Knowledge and Skills Domain

Candidates must demonstrate 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.

(\*For dentists, this means non-specialist procedures and tasks)

### Sub domain: Clinical knowledge and its application patient management

Learning outcomes		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
<b>C 1.1</b>	Explain the aetiology, pathogenesis and epidemiological trends of oral and dental disease and their application to patient management	X	X		
<b>C 1.2</b>	Describe and identify the clinical presentations of oral and dental diseases and explain the principles underpinning their diagnosis, prevention and treatment	X	X	X	X
<b>C 1.3</b>	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		X		
<b>C 1.4</b>	Describe and identify general and systemic diseases and psychological conditions, and their relevance to oral health and impact on clinical treatment, patient compliance, self-care, and outcomes	X	X	X	
<b>C 1.5</b>	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	X	X		X
<b>C 1.6</b>	Describe relevant physiology and discuss its application to patient management	X	X		
<b>C 1.7</b>	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		X		
<b>C 1.8</b>	Explain the potential routes of transmission of infectious agents in dental practice, mechanisms for the prevention of infection, the scientific	X	X		X

	principles of decontamination and disinfection and their relevance to health and safety				
<b>C 1.9</b>	Explain the need for effective recorded maintenance and testing of equipment and requirements for appropriate storage, handling and use of materials	<b>X</b>	<b>X</b>	<b>X</b>	
<b>C 1.10</b>	Describe the properties of relevant medicines and therapeutic agents and discuss their application to patient management	<b>X</b>	<b>X</b>		
<b>C 1.11</b>	Identify where medicines may cause adverse effects in patients and describe appropriate actions to manage and report		<b>X</b>		
<b>C 1.12</b>	Describe a range of commonly used complementary and alternative therapies that may impact on patient management		<b>X</b>		
<b>C 1.13</b>	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	<b>X</b>	<b>X</b>	<b>X</b>	
<b>C 1.14</b>	Describe the scientific principles underpinning the use of materials and biomaterials and evaluate their limitations and selection with emphasis on those used in dentistry	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>C 1.15</b>	Explain the scientific principles of medical ionizing radiation and statutory regulations, and how these are applied to clinical practice	<b>X</b>	<b>X</b>		
<b>C 1.16</b>	Explain the principles of obtaining valid patient consent	<b>X</b>	<b>X</b>		
<b>C 1.17</b>	Discuss the importance of each component of the patient assessment process	<b>X</b>	<b>X</b>		
<b>C 1.18</b>	Explain what is meant by a prognostic indicator and apply prognostic indicators to a range of clinical situations	<b>X</b>	<b>X</b>		
<b>C 1.19</b>	Evaluate the risks and benefits of treatment under general anaesthesia including patient selection criteria and make appropriate referrals	<b>X</b>	<b>X</b>	<b>X</b>	
<b>C 1.20</b>	Evaluate the risks and benefits of treatment under conscious sedation including patient selection criteria and make appropriate referrals	<b>X</b>	<b>X</b>	<b>X</b>	
<b>C 1.21</b>	Critically evaluate all components of patient management including risks, benefits, contra-indications and indications		<b>X</b>	<b>X</b>	
<b>C 1.22</b>	Explain the risks, benefits, complications of and contra-indications to all interventions (non-surgical and surgical)	<b>X</b>	<b>X</b>	<b>X</b>	

<b>C 1.23</b>	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		X	X	
<b>C 1.24</b>	Explain the principles of preventive care and apply as part of a comprehensive personalised treatment plan		X	X	
<b>C 1.25</b>	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		X	X	
<b>C 1.26</b>	Discuss the importance of achieving a healthy oral environment prior to restoration and/or replacement of teeth		X	X	X
<b>C 1.27</b>	Explain how diet and nutritional status can influence oral and general health and how to provide appropriate advice and support	X	X	X	
<b>C 1.28</b>	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		X	X	
<b>C 1.29</b>	Evaluate the need for, and prescribe, adjunctive chemotherapeutic agents for the management of periodontal conditions in individual patients		X	X	
<b>C 1.30</b>	Describe the aetiology and pathogenesis of diseases of the oral and maxillofacial complex	X	X	X	
<b>C 1.31</b>	Identify all stages of malignancy, the aetiology and development of tumours and the importance of early referral for investigation and biopsy	X	X	X	
<b>C 1.32</b>	Identify the signs of normal and abnormal facial growth, physical, mental and dental development milestones and explain their significance	X	X	X	
<b>C 1.33</b>	Identify and explain developmental or acquired occlusal abnormalities		X	X	
<b>C 1.34</b>	Explain the range of contemporary orthodontic treatment options, their impact, outcomes, limitations and risks		X	X	
<b>C 1.35</b>	Identify and explain the principles of timely interception and interceptive orthodontics and refer when and where appropriate		X	X	

<b>C 1.36</b>	Explain how to manage urgent limited orthodontic appliance procedures in a non-specialist setting		X	X	X
<b>C 1.37</b>	Identify and explain the principles of when and how to refer patients for specialist treatment and apply to practice	X	X	X	
<b>C 1.38</b>	Explain the roles and organisation of various referral networks, clinical guidelines and policies and local variation	X	X		
<b>C 1.39</b>	Explain the need to take responsibility for establishing personal networks with local dental and medical colleagues, specialists and other relevant individuals and organisations		X		
<b>C 1.40</b>	Explain the responsibilities of the dental team as an access point to and from wider healthcare	X	X		
<b>C 1.41</b>	Explain the role of surgical management of periradicular disease	X	X		
<b>C 1.42</b>	Explain the role of surgical management of periodontal disease		X	X	
<b>C 1.43</b>	Explain the use of implants as a treatment option, including their outcomes, limitations and risks	X	X	X	

### Sub domain: Clinical knowledge and its application patient management

Learning outcomes		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
<b>C(B)1</b>	Adopt an evidence-based approach to clinical practice	X	X		

### Assessment, diagnosis and treatment planning

Learning outcomes		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
<b>C 2.1.1</b>	Obtain, record and interpret a comprehensive and contemporaneous patient history, taking into account social and/or cultural sensitivities			<b>Interpret only</b>	
<b>C 2.1.4</b>	Appropriately prescribe and/or interpret the findings of clinical and laboratory investigations			X	
<b>C 2.1.7</b>	Synthesise the full results of the patient's assessment and make clinical judgements taking into account patient compliance, values, cultural identity and self-care			X	

<b>C 2.1.8</b>	Formulate a differential diagnosis or diagnoses and from there a definitive diagnosis			X	
<b>C 2.1.9</b>	Formulate a personalised treatment plan, synthesising patient assessment, diagnostic data, prognosis and shared decision making			X	
<b>C 2.1.11</b>	Assess own capabilities and limitations and refer patients for specialist treatment or advice when and where appropriate			X	

## Patient Management

Learning outcomes		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
<b>C 2.2.1</b>	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	X	X	X	
<b>C 2.2.2</b>	Prevent, diagnose and manage patient anxiety appropriately, effectively and safely	X	X	X	
<b>C 2.2.3</b>	Prevent, diagnose and manage patient pain appropriately, effectively and safely	X	X	X	X
<b>C 2.2.4</b>	Safely and appropriately prescribe and administer medicines and therapeutic agents	X	X	X	X
<b>C 2.2.5</b>	Monitor and review treatment outcomes and patient response to advice, providing aftercare, follow-up and ongoing preventive advice and intervention	X	X	X	

## Safe Clinical Environment

Learning outcomes		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
<b>C 2.3.1</b>	Identify and explain the risks within and around the clinical environment and manage these in a safe and effective manner	X	identify & explain only	X	X
<b>C 2.3.2</b>	Implement, perform and manage effective decontamination and infection control procedures according to current guidelines	X	X		X

## Acute Conditions

Learning outcomes		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
<b>C 2.4.1</b>	Identify, assess and manage medical emergencies	X		X	X
<b>C 2.4.2</b>	Diagnose and manage patients' acute oro-facial and dental pain	X	X	X	X
<b>C 2.4.3</b>	Diagnose and manage acute dento-alveolar and mucosal infection	X	X	X	X
<b>C 2.4.4</b>	Diagnose and manage dento-alveolar and mucosal trauma	X	X	X	X

### Oral Health / Prevention

Learning outcomes		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
<b>C 2.5.1</b>	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	X	X	X	
<b>C 2.5.2</b>	Manage and review the application of preventive treatments, intervention, advice and instruction		X	X	X

### Periodontal Disease

Learning outcomes		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
<b>C 2.6.1</b>	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	X	X	X	X
<b>C 2.6.2</b>	Undertake non-surgical treatments to remove hard and soft deposits and stains using a range of methods				X
<b>C 2.6.3</b>	Monitor and record changes in periodontal health using appropriate methods	X			X

## Hard and Soft Tissue Disease

Learning outcomes		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
<b>C 2.7.1</b>	Undertake non-specialist oral surgery of hard and soft tissues	X			X
<b>C 2.7.2</b>	Extract erupted teeth and roots in the permanent and primary dentition				X
<b>C 2.7.3</b>	Diagnose and manage unerupted teeth and retained roots	X	X	X	

## Restoration and / or Replacement of Teeth

Learning outcomes		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
<b>C 2.8.1</b>	Assess and manage caries	X	X	X	X
<b>C 2.8.2</b>	Assess and manage occlusion	X	X	X	X
<b>C 2.8.3</b>	Assess and manage tooth wear	X	X	X	X
<b>C 2.8.4</b>	Assess and manage temporomandibular joint disorders	X	X	X	X
<b>C 2.8.5</b>	Create an oral environment where restoration or replacement of the tooth is viable	X	X		X
<b>C 2.8.6</b>	Where appropriate, restore the dentition using the principle of minimal intervention, to a standard that promotes longevity of the restoration or prosthesis	X	X		X
<b>C 2.8.7</b>	Manage restorative procedures that preserve tooth structure, replace missing or defective tooth structure, maintain function, are aesthetic, are durable and promote soft and hard tissue health	X	X	X	X
<b>C 2.8.8</b>	Assess and manage the health of the dental pulp and periradicular tissues, including undertaking treatment to prevent pulpal and periradicular disease	X	X	X	X
<b>C 2.8.9</b>	Undertake appropriate non-surgical treatments to manage pulpal and periradicular disease for primary and permanent teeth as appropriate to a non-specialist environment	X	X	X	X
<b>C 2.8.10</b>	Design, prescribe and complete the clinical stages required to provide biomechanically sound partial and complete dentures	X	X	X	X

## Interpersonal Skills Domain

Candidates must demonstrate they can use 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		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
I(B)1	Communicate with care, compassion, empathy and respect in all professional interactions with patients, their representatives, the public and colleagues		X		

Learning outcomes		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
I 1.1	Describe the use of a range of communication methods and technologies and their appropriate application in support of clinical practice		X		
I 1.2	Describe the importance of non-verbal communication, including listening skills, and the barriers to effective communication		X		
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"> <li>Patients with anxious or challenging behaviour or special considerations such as emotional trauma</li> <li>Difficult circumstances, such as breaking bad news or discussing issues such as alcohol consumption, smoking or diet</li> </ul>			X	
I 1.4	Communicate effectively and sensitively by spoken, written and electronic means with the public			X	
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"> <li>The direct care of individual patients</li> </ul>		X	X	X

	• Oral health promotion				
I 1.6	Use appropriate methods to provide accurate, clear and comprehensive information when referring patients to other dental and healthcare professionals.			X	
I 1.7	Communicate appropriately and effectively in professional discussions and transactions		X	X	X
I 1.8	Give feedback effectively to other members of the team			X	
I 1.9	Explain the professional expectations, potential impact and consequence of using social media as a communication tool		X		

### Sub domain: Teamwork and Wellbeing of Others

Behaviours		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
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			X	
I (B)3	Demonstrate effective team working			X	
I (B)4	Contribute to your team in providing dental care for patients			X	
I (B)5	Take a patient-centred approach to working with the dental and wider healthcare team	X	X		
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	X	X	X	

Learning outcomes		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
I 2.1	Explain the responsibilities and limitations of delegating to other members of the dental team		X		
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		X		
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	X	X	X	

<b>12.4</b>	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		<b>X</b>	<b>X</b>	
<b>12.5</b>	Describe the team working guidance provided by the GDC and other relevant bodies		<b>X</b>		
<b>12.6</b>	Describe the impact of Direct Access on each registrant group and the impact on the application of each group's scope of practice		<b>X</b>		
<b>12.7</b>	Describe the scope of practice of each member of the dental team and how the roles interact for effective teamwork and patient care		<b>X</b>		
<b>12.8</b>	Explain the need to ensure that those who raise concerns are protected from discrimination or other detrimental effects		<b>X</b>		

## Professionalism Domain

Candidates must demonstrate professionalism and integrity by behaving ethically, showing leadership and social accountability. They must demonstrate they are committed to advocating for oral health, promoting good oral health and understand 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		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
<b>P (B)1</b>	Treat your patients, members of the public and your colleagues with dignity and respect and without discrimination			X	
<b>P (B)2</b>	Support patients to make informed decisions about their care, making their interests your first concern			X	
<b>P (B)3</b>	Demonstrate cultural competence, accepting and respecting the diversity of patients and colleagues			X	
<b>P (B)4</b>	Provide the best possible outcome for your patients by using your knowledge and skills, acting as an advocate for their needs where appropriate		X	X	
<b>P (B)5</b>	Speak up to protect others from harm			X	
<b>P (B)6</b>	Raise concerns where appropriate about your own or others' health, behaviour or professional performance	X	X	X	
<b>P (B)7</b>	Comply with systems and processes to support safe patient care	X	X	X	X
<b>P (B)8</b>	Act in accordance with current best practice guidelines	X	X	X	X
<b>P (B)9</b>	Act in accordance with national and local clinical governance and health and safety requirements	X	X	X	X
<b>P (B)10</b>	Act within the legal frameworks which inform personal behaviour, the delivery of healthcare and the protection and promotion of the health of individual patients		X		
<b>P (B)11</b>	Maintain contemporaneous, complete and accurate patient records in accordance with legal requirements and best practice			X	
<b>P (B)12</b>	Act with integrity and ensure your actions maintain the trust of colleagues, patients and the		X	X	

	public in you, your team, and the profession across all environments and media				
<b>P (B)13</b>	Proactively address discriminatory language, behaviour and microaggressions from colleagues, patients and other professionals			<b>X</b>	
<b>P (B)14</b>	Demonstrate personal accountability to patients, the regulator, the team and wider community			<b>X</b>	
<b>P (B)15</b>	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	<b>X</b>	<b>X</b>	<b>X</b>	

<b>Learning outcomes</b>		<b>Part 1 SBA</b>	<b>Part 2 SCR</b>	<b>Part 2 OSCE</b>	<b>Part 3 PCS</b>
<b>P 1.1</b>	Explain the importance of contemporaneous, complete and accurate patient records in accordance with legal requirements and best practice		<b>X</b>	<b>X</b>	
<b>P 1.2</b>	Describe the legal responsibilities of maintaining and protecting patients' information	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>P 1.3</b>	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)		<b>X</b>		
<b>P 1.4</b>	Explain cultural competence and its relevance in assessing the needs and planning care for patients from diverse backgrounds		<b>X</b>		
<b>P 1.5</b>	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)	<b>X</b>	<b>X</b>		<b>X</b>
<b>P 1.6</b>	Explain the importance of having appropriate indemnity arrangements in place for both the professional and patient	<b>X</b>	<b>X</b>		<b>X</b>
<b>P 1.7</b>	Explain the importance of candour and effective communication with patients when things go wrong or when dealing with a complaint	<b>X</b>	<b>X</b>		<b>X</b>
<b>P 1.8</b>	Explain how and where to report any patient safety issues which arise	<b>X</b>	<b>X</b>		<b>X</b>

<b>P 1.9</b>	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	X	X		X
<b>P 1.10</b>	Explain the attributes of professional attitudes and behaviour in all environments and media, including interaction with social media	X	X		X
<b>P 1.11</b>	Explain the principles and procedures for good complaints handling	X	X	X	X
<b>P 1.12</b>	Describe the responsibility that dental practices and individual practitioners have in compliance with legal and regulatory frameworks	X	X		X

### Sub domain: Leadership

Behaviours		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
<b>P (B)16</b>	Where appropriate lead, manage and take professional responsibility for the actions of colleagues and other members of the team involved in patient care	X	X	X	

Learning outcomes		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
<b>P 2.1</b>	Describe the differences between management and leadership		X		
<b>P 2.2</b>	Describe own management and leadership role and the range of skills and knowledge required to do this effectively		X		
<b>P 2.3</b>	Describe how to take responsibility for the quality of services and devices provided to the patient as relevant to your scope of practice		X	X	X

### Sub domain: Social Accountability

Behaviours		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
<b>P (B)17</b>	Contribute positively to the healthcare communities of which you are a part	X	X		

Learning outcomes		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
<b>P 3.1</b>	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		X		
<b>P 3.2</b>	Describe the dental and wider healthcare systems dental professionals work within including local and national health policy and organisations, delivery of healthcare and equity		X		
<b>P 3.3</b>	Describe and evaluate the role of health promotion in terms of the changing environment, community and individual behaviours to deliver health gain		X		
<b>P 3.4</b>	Evaluate evidence-based prevention at a community / population level		X		
<b>P 3.5</b>	Explain the principles of planning oral health care for communities to meet needs and demands		X		
<b>P 3.6</b>	Describe the principles and limitations of the currently available options for funding of dental healthcare provision for individual patients		X		
<b>P 3.7</b>	Discuss the ethical challenges associated with providing patient care within the current dental healthcare systems		X		
<b>P 3.8</b>	Describe the considerations of the management of resources in provision of care decisions including appropriate use of primary and secondary care networks		X		
<b>P 3.9</b>	Describe the importance of collaboration across the health and social care sector for the benefit of communities and individual patients		X		
<b>P 3.10</b>	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		X		
<b>P 3.11</b>	Describe the main principles relating to sustainable oral health care, both environmentally and in terms of patient		X		

	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		X		

## Self-management Domain

Candidates must demonstrate they can self-manage, adapt, and respond to different situations using insight and reflection. Candidates must demonstrate they can plan and manage their time and keep up to date with continued learning and development.

### Sub domain: Insight

Behaviours		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
<b>S (B)1</b>	Accurately assess your own capabilities and limitations in the interest of high-quality patient care and seek advice from supervisors or colleagues where appropriate				
<b>S (B)2</b>	Recognise personal assumptions, biases and prejudices and manage the impact of these on patient care and professional behaviour with colleagues, patients and wider society		X		
<b>S (B)3</b>	Recognise the impact of contextual factors on the health care environment and patient safety and manage this professionally		X		

Learning outcomes		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
<b>S 1.1</b>	Explain what is meant by the term insight in the context of professional practice		X		
<b>S 1.2</b>	Explain why insight is important in ensuring safe and effective patient care and to personal development		X		

### Sub domain: Reflection, Continued, and Self-Directed Learning

Behaviours		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
<b>S (B)1</b>	Accurately assess your own capabilities and limitations in the interest of high-quality patient care and seek advice from supervisors or colleagues where appropriate				
<b>S (B)2</b>	Recognise personal assumptions, biases and prejudices and manage the impact of these on patient care and professional behaviour with colleagues, patients and wider society		X		

<b>S (B)3</b>	Recognise the impact of contextual factors on the health care environment and patient safety and manage this professionally		<b>X</b>		
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Learning outcomes		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
<b>S 2.1</b>	Explain the principles of an evidence-based approach and evaluate an evidence base	<b>X</b>	<b>X</b>		
<b>S 2.2</b>	Critically appraise approaches to dental research and explain how to integrate the outcomes of research with patient care		<b>X</b>		
<b>S 2.3</b>	Describe an appropriate model for self-reflection and how this process can be used to inform personal development, viewpoint, preconceptions, bias and behaviour		<b>X</b>		
<b>S 2.4</b>	Explain the importance of assessment, feedback, critical reflection, identification of learning needs and appraisal in personal development planning		<b>X</b>		
<b>S 2.5</b>	Explain the importance of and requirement for commitment to lifelong learning		<b>X</b>		
<b>S 2.6</b>	Utilise the receipt of effective feedback in the professional development of self				
<b>S 2.7</b>	Describe the principles of and demonstrate personal development planning, recording of evidence, and reflective practice		<b>X</b>		
<b>S 2.8</b>	Evaluate the impact of new techniques and technologies in clinical practice	<b>X</b>	<b>X</b>		
<b>S 2.9</b>	Describe opportunities for improvement of a clinical service or to manage / mitigate risks		<b>X</b>		<b>X</b>

### Sub domain: Adaptability, Wellbeing and Personal Growth

This sub-domain is not assessed in the LDS.

### Sub domain: Organisation and Time Management

Behaviours		Part 1 SBA	Part 2 SCR	Part 2 OSCE	Part 3 PCS
<b>S (B)9</b>	Effectively manage your own time and resources				<b>X</b>